

Reading/ ELA

Grade 8





Dear DPSCD Parents and Guardians,

Welcome to the Weekly Distance Learning packet! This packet is designed to be utilized for student learning during this extended school closure. Within this document, you will find ten weeks' worth of ELA/Literacy lessons for your child. Each week contains lessons that should be completed daily during the school week. The lessons are designed to take approximately one hour each day to complete and each lesson has a direct instruction video that is intended to offer a read aloud of the text and launch students into the day's lessons. Videos can be accessed on the District's YouTube channel and by searching the video title under each lesson on [www.detroitk12.org/youtube](http://www.detroitk12.org/youtube). Within this packet for each week there is a text, daily fluency practice and a lesson activity. Each week is designed for kids to watch a video, read a text daily and complete a lesson activity. Classroom teachers will support students with these daily lessons and activities in their virtual classrooms.

As a reminder, if additional support is needed, classroom teachers will be available to support students via virtual classroom or phone conversations. The lessons were designed to ensure that families and students can complete the activities on their own if needed, and follow a consistent daily structure of read, think, talk, write. After your child has gone through the routine a few times they will become a bit more independent in their learning.

Please know that your family's needs are very important to us and we appreciate your dedication to your child's academic success.

Best regards,

April Imperio  
Executive Director K-12 Literacy & Early Learning

# Weekly Fluency Practice

Reading Fluency Directions:

Each week use the weekly text to practice reading fluency. Follow these steps below:

Day 1: Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

Day 2: Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

Day 3: Practice reading the text with fluency and expression at least two times.

Day 4: Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

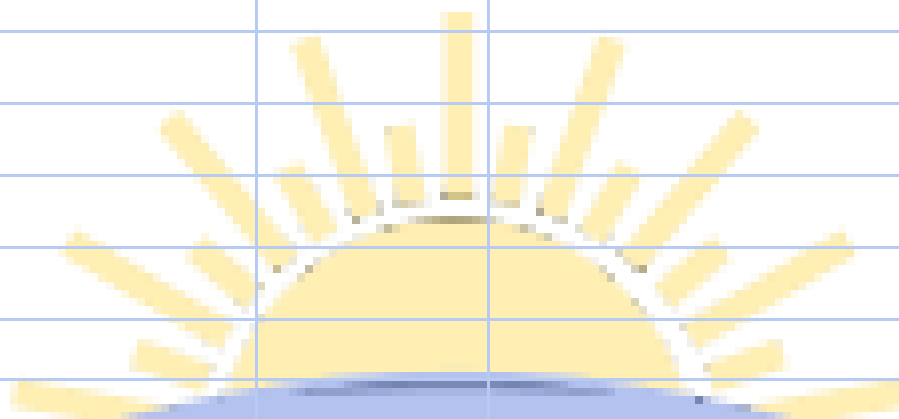
Day 5: Show off your reading fluency! Read the passage aloud one last time to a parent, care giver or friend.

Name \_\_\_\_\_

## Distance Learning Reading Log



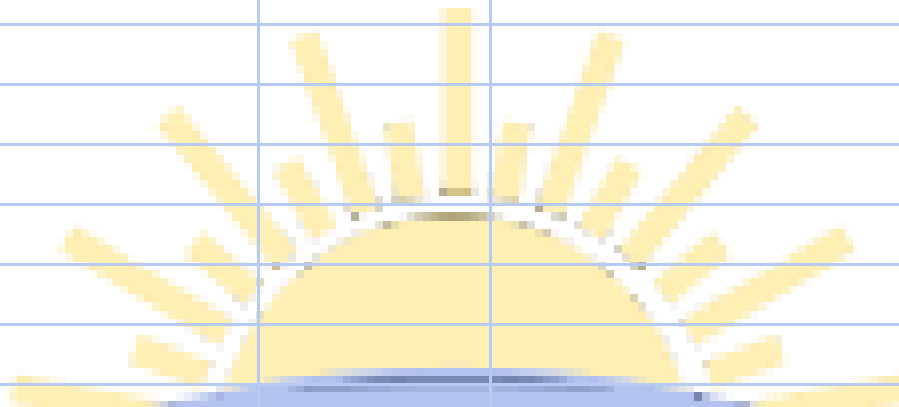
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**DETROIT  
PUBLIC SCHOOLS  
COMMUNITY DISTRICT**

*Students Rise. We All Rise.*

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**DETROIT  
PUBLIC SCHOOLS  
COMMUNITY DISTRICT**

**Students Rise. We All Rise.**

# Grade 8 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



## Week of 4/14/20 to 4/17/20

**Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.

**Guiding Questions:** What journey does food take before it gets to your plate?  
How do we make decisions about what we eat?

**Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G8_W1_L1	<i>You'd be surprised how much confusion there is about basic food facts</i>	Note-catcher
<b>Day 2</b>	ELA_G8_W1_L2	<i>You'd be surprised how much confusion there is about basic food facts</i>	Note-catcher
<b>Day 3</b>	ELA_G8_W1_L3	<i>You'd be surprised how much confusion there is about basic food facts</i>	Note-catcher
<b>Day 4</b>	ELA_G8_W1_L4	<i>You'd be surprised how much confusion there is about basic food facts</i>	Quiz

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

Health

## You'd be surprised how much confusion there is about basic food facts



A surprising number of Americans believe chocolate milk comes from brown cows. Photo by: Pixabay  
By Washington Post, adapted by Newsela staff

Published:06/23/2017

Word Count:875

Recommended for: Middle School - High School

Text Level:7

The Innovation Center of U.S. Dairy paid for an online survey that asked questions of people all over the country and found something a bit surprising. Seven percent of all American adults have the wrong idea about chocolate milk. They think it comes from brown cows.

If you do the math, that works out to 16.4 million misinformed milk-drinkers. That is more people than the whole population of Pennsylvania. And all of these people do not know that chocolate milk is milk, cocoa and sugar.

The survey has attracted sarcastic, or mocking, remarks from some. It's surprising that such a large number of people believe chocolate milk comes from brown cows. Even more surprising, perhaps, is that there are not even more people who believe it, given the lack of agriculture education.

For decades, observers in agriculture, nutrition and education have complained that many Americans have little to no education about agriculture. They don't know where food is grown, or how it gets to stores. In the case of chocolate milk, they don't even know what's in it.

## **Food Doesn't Just Come From The Store**

One Department of Agriculture study, commissioned in the early 1990s, found that nearly 1 in 5 adults did not know that hamburgers are made from beef. Many more lacked familiarity with basic farming facts. They did not know how big U.S. farms typically are and what food animals eat.

Experts in agricultural education aren't convinced that much has changed over the years since then.

"At the end of the day, it's an exposure issue," said Cecily Upton, co-founder of a nonprofit group called FoodCorps. The group brings agricultural and nutrition education into elementary schools. "Right now, we're conditioned to think that if you need food, you go to the store. Nothing in our educational framework teaches kids where food comes from before that point."

Upton and other educators are quick to caution that these conclusions don't apply to everyone in the U.S. Studies have shown that people who live in agricultural communities know a bit more about where their food comes from. People with higher education levels and household incomes know more, too.

## **What Do You Mean Pickles Are Cucumbers?**

But in some populations, there is much confusion about basic food facts. A team of researchers interviewed fourth-, fifth- and sixth-graders at a school in a city in California. They found that more than half of the students didn't know pickles were cucumbers. They did not know that onions and lettuce were plants. Four in 10 didn't know that hamburgers came from cows. And 3 in 10 didn't know that cheese is made from milk.



The researchers said that everyone they asked "recalled the names of common foods in raw form and most knew foods were grown on farms or in gardens." However, the kids did not seem to know how items grown on a farm became common foods.

In some ways, this ignorance is perfectly logical. The writer and historian Ann Vileisis has argued that it developed hand in hand with the industrial food system.

She wrote about this in her book "Kitchen Literacy." As more Americans moved into cities in the mid-1800s, fewer were involved in food production or processing. That trend increased with improvements in transportation and manufacturing. These things made it possible to ship foods in different forms, and over great distances.

## **Farm To Kitchen Is No Longer Just A Short Walk**

Vileisis writes that in the 20th century, "Within a relatively brief period, the average distance from farm to kitchen had grown from a short walk down the garden path to a convoluted, 1,500-mile energy-guzzling journey by rail and truck."

After a while, many Americans couldn't imagine the origins of the boxed cereals or shrink-wrapped hot dogs in their kitchens.

Today, many Americans only experience food as an industrial product that doesn't look much like the original animal or plant: The USDA says orange juice is the most popular "fruit" in America, and processed potatoes — in the form of french fries and chips — rank among the top vegetables.

The past 20 years have seen the birth of a movement to reverse this trend, with agriculture and nutrition groups working to get agricultural education back into classrooms.

## **Making Agriculture Education A Priority**

FoodCorps worked with slightly more than 100,000 students this year. Groups like the National Agriculture in the Classroom Organization and the American Farm Bureau Foundation are actively working with K-12 teachers across the country. They are helping them add nutrition, farm technology and agricultural economics to lessons in social studies, science and health. The USDA Farm to School

program, which awarded \$5 million in grants for the 2017-2018 school year on Monday, also funds projects on agriculture education.

Nutritionists and food-system reformers say these basic lessons are critical for kids to learn how to eat healthfully. It could be important in tackling problems like heart disease and being unhealthily overweight.

Upton, of FoodCorps, said everyone could benefit from a better understanding of agriculture.

"We still get kids who are surprised that a french fry comes from a potato, or that a pickle is a cucumber," she said. "... Knowledge is power. Without it, we can't make informed decisions."

# Lesson 1

<b>Target</b>	I can determine the central idea of an informational text.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">You'd be surprised how much confusion there is about basic food facts</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W1_L1</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">You'd be surprised how much confusion there is about basic food facts</a> .
<b>Think</b>	<ul style="list-style-type: none"> <li>• What is this article mainly about?</li> <li>• What did you learn about?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the central message is a big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> <li>• What do you think the central message of this article is?</li> <li>• What details from the text make you think that?</li> <li>• What new information did you learn?</li> </ul>
<b>Write</b>	Using the Lesson 1 Note-Catcher, draw and label a picture representing the confusion many people have about basic food facts. Below the picture, write 2-3 facts that many Americans may not know about agriculture education.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

# Lesson 1 Note-Catcher

**Directions:** Draw and label a picture representing the confusion many people have about basic food facts. Below the picture, write 2-3 facts that many Americans may not know about agriculture education.



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## Lesson 2

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can determine the central ideas of an informational text.</li> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">You'd be surprised how much confusion there is about basic food facts</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W1_L2</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">You'd be surprised how much confusion there is about basic food facts</a>. Reread or have a family member, caregiver, or friend reread out loud the sections titled “Food Doesn’t Just Come From The Store” and “What Do You Mean Pickles Are Cucumbers?”.</p>
<b>Think</b>	<p>Remember that the <b>gist</b> is your initial thinking about what the text is mostly about. The <b>central idea</b> is the key point the author wants you to take away from reading the text, and is found by careful analysis of the text for details.</p> <p>When determining the meaning of unknown or unfamiliar words, consider the following strategies (in order):</p> <ul style="list-style-type: none"> <li>• Use of context – read the sentences before, during, and/or after to help predict its meaning</li> <li>• Use of word parts – identify any parts of the word (prefix, affix, suffix) that may help determine meaning</li> <li>• Use of reference materials (e.g., dictionary) – to check the most accurate meaning and possible synonyms</li> </ul> <p>Think about the gist and unfamiliar words from the following sections: “Food Doesn’t Just Come From The Store” and “What Do You Mean Pickles Are Cucumbers?”.</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> </ul>

	<ul style="list-style-type: none"> <li>• Which words were new or unfamiliar to you (<i>agriculture, commissioned, ignorance, logical</i>)? What do you think their meanings may be?</li> <li>• What is the central idea that the author wants you to take away from reading the text?</li> </ul>
<b>Write</b>	Using the Lesson 2 Note-Catcher, write the gist of the sections “ <i>Food Doesn’t Just Come From The Store</i> ” and “ <i>What Do You Mean Pickles Are Cucumbers?</i> ”. For each section, write any unfamiliar words and their meanings after using the strategies listed above.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

## Lesson 2 Note-Catcher

**Directions:** Write the gist of the sections “*Food Doesn’t Just Come From The Store*” and “*What Do You Mean Pickles Are Cucumbers?*”. For each section, write any unfamiliar words and their meanings after using the strategies listed above).

Gist (what the text is mostly about):

- “*Food Doesn’t Just Come From The Store*”
- “*What Do You Mean Pickles Are Cucumbers?*”

Unfamiliar words and their meanings:

Central Idea (key point the author wants you to take away) with one piece of supporting evidence from the text:

## Lesson 3

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can determine the central ideas of an informational text.</li> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">You'd be surprised how much confusion there is about basic food facts</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W1_L3</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">You'd be surprised how much confusion there is about basic food facts</a>. Reread or have a family member, caregiver, or friend reread out loud the sections titled "Farm To Kitchen Is No Longer Just A Short Walk" and "Making Agriculture Education A Priority".</p>
<b>Think</b>	<p>What is the gist (or what the text is mostly about) of each section ("Farm To Kitchen Is No Longer Just A Short Walk" and "Making Agriculture Education A Priority")?</p> <p>Are there any new or unfamiliar words in these sections? Use the following strategies to help determine their meanings:</p> <ol style="list-style-type: none"> <li>1. Use of context – read the sentences before, during, and/or after to help predict its meaning</li> <li>2. Use of word parts – identify any parts of the word (prefix, affix, suffix) that may help determine meaning</li> <li>3. Use of reference materials (e.g., dictionary) – to check the most accurate meaning and possible synonyms</li> </ol>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> <li>• Which words were new or unfamiliar to you (<i>industrial, processed, nutrition, informed</i>)? What do you think their meanings may be?</li> </ul>
<b>Write</b>	<p>Using the Lesson 3 Note-Catcher, write the gist of the sections "Farm To Kitchen Is No Longer Just A Short Walk" and "Making Agriculture</p>



	Education A Priority". For each section, write any unfamiliar words and their meanings after using the strategies listed above.
<b>Closing</b>	<ul style="list-style-type: none"><li>• Share your writing with someone and tell why you chose to draw or write what you did.</li><li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li></ul>
<b>Fluency</b>	Practice reading the text with fluency and expression at least two times.

## Lesson 3 Note-Catcher

**Directions:** Write the gist of the sections “Farm To Kitchen Is No Longer Just A Short Walk” and “Making Agriculture Education A Priority”. For each section, write any unfamiliar words and their meanings after using the strategies listed above.

Gist (what the text is mostly about):

- Farm To Kitchen Is No Longer Just A Short Walk
- Making Agriculture Education A Priority

Unfamiliar words and their meanings:

Central Idea (key point the author wants you to take away) with one piece of supporting evidence from the text:

## Lesson 4

<b>Target</b>	I can read the text closely to answer questions.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">You'd be surprised how much confusion there is about basic food facts</a></li> <li>• Lesson Quiz, Pencil</li> <li>• ELA_G8_W1_L4</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">You'd be surprised how much confusion there is about basic food facts</a> .
<b>Think</b>	Remember the work that you have done this week: <ul style="list-style-type: none"> <li>• You found the central message of the article.</li> <li>• You found the gist for each section of the article.</li> <li>• You identified and determined the meaning of unfamiliar words from each section.</li> </ul>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> <li>• What is the central message of this article? Has it changed after rereading the text over the last two days?</li> <li>• What was the most important information you read? Why?</li> <li>• What new word(s) did you learn? How did you find out the meaning?</li> </ul>
<b>Write</b>	Using the article, <i>answer the questions on the Lesson 4 Quiz.</i>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your answers with someone and tell why you chose to answer what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

## Lesson 4 Quiz

**Directions:** Using the article, answer the following questions.

### Quiz

1. Which section of the article highlights the idea that Americans' knowledge about the origins of their food has been diminishing over a long period of time?

- (A) Introduction [paragraphs 1-4]
- (B) "What Do You Mean Pickles Are Cucumbers?"
- (C) "Farm To Kitchen Is No Longer Just A Short Walk"
- (D) "Making Agriculture Education A Priority"

2. Which paragraph in the section "Making Agriculture Education A Priority" BEST explains how agricultural education and health are related? In the article, circle the paragraph you choose.

3. Which two of the following selections from the article include central ideas?

- 1. Seven percent of all American adults have the wrong idea about chocolate milk. They think it comes from brown cows.
- 2. "Right now, we're conditioned to think that if you need food, you go to the store. Nothing in our educational framework teaches kids where food comes from before that point."
- 3. The researchers said that everyone they asked "recalled the names of common foods in raw form and most knew foods were grown on farms or in gardens."
- 4. The past 20 years have seen the birth of a movement to reverse this trend, with agriculture and nutrition groups working to get agricultural education back into classrooms

- (A) 1 and 3
- (B) 1 and 4
- (C) 2 and 3
- (D) 2 and 4

4. Read the paragraph from the section "What Do You Mean Pickles Are Cucumbers?"

But in some populations, there is much confusion about basic food facts. A team of researchers interviewed fourth-, fifth- and sixth-graders at a school in a city in California. They found that more than half of the students didn't know pickles were cucumbers. They did not know that onions and lettuce were plants. Four in 10 didn't know that hamburgers came from cows. And 3 in 10 didn't know that cheese is made from milk.

How does this paragraph reflect a central idea of the article?

- (A) It shares some survey results to support the idea that many American students do not know where their food comes from.
- (B) It reveals the results of the efforts of agricultural education groups in their attempt to teach American students more about nutrition.
- (C) It introduces the idea that Americans are confused because packaged foods do not look like the animals and plants they come from.
- (D) It compares the nutritional knowledge of students in an urban setting with those in an agricultural setting.

# Grade 8 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



## Week of 4/20/20 to 4/24/20

**Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.

**Guiding Questions:** What journey does food take before it gets to your plate?  
How do we make decisions about what we eat?

**Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
<b>Day 1</b>	ELA_G8_W2_L5	<i>Essay: How corn took spotlight in American diet, but not in Europe</i>	Note-catcher
<b>Day 2</b>	ELA_G8_W2_L6	<i>Essay: How corn took spotlight in American diet, but not in Europe</i>	Note-catcher
<b>Day 3</b>	ELA_G8_W2_L7	<i>Essay: How corn took spotlight in American diet, but not in Europe</i>	Note-catcher
<b>Day 4</b>	ELA_G8_W2_L8	<i>Essay: How corn took spotlight in American diet, but not in Europe</i>	Quiz
<b>Day 5</b>	ELA_G8_W2_L9	<i>Essay: How corn took spotlight in American diet, but not in Europe</i>	Writing Activity

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

## Essay: How corn took spotlight in American diet, but not in Europe

By Roberto Ferdman, Washington Post, adapted by Newsela staff on 08.18.15

Word Count 849

Level 1130L



Corn sits on display at a stand at the Atlanta Farmers Market, June 6, 2015, in Atlanta, Georgia. AP Photo/David Goldman

In 1493, Christopher Columbus returned to Europe with much astounding news and a pocket full of corn seeds. He had learned about many things during his travels to the New World, but few were as exciting as the promising grain he had encountered for the first time. It was delicious, Columbus said, and could help feed a lot of people.

The only problem was that Columbus had left behind a fairly important bit of information. "He didn't take back the knowledge of how to process it," said Betty Fussell, the author of "The Story of Corn," which chronicles the grain's several-thousand-year history. His seemingly small omission "probably changed the course of history."

Over the next few hundred years, most of Europe grew to misunderstand corn rather than embrace it. Meanwhile, across the Atlantic, the story of the grain followed a different path: Corn thrived, and eventually found its way to the very center of the American diet.

This article is available at 5 reading levels at <https://newsela.com>.

Today, the United States is the largest producer and consumer of corn — and by a long shot. Corn is in the sodas Americans drink and the potato chips they snack on. It is in hamburgers and french fries, sauces and salad dressings, baked goods, breakfast cereals, virtually all poultry, and even most fish. The grain is so widely used that it would take longer to list the foods that contain traces of it than to pinpoint the ones that do not. "Our entire diet has been colonized by this one plant," journalist and food expert Michael Pollan remarked in 2003.

### **Mass Production Boosted Popularity**

Corn was not always so omnipresent, however. It took time for European settlers to warm to it.

Until the 1800s, corn was eaten mostly by the poor. It was a cheap and easy-to-grow crop, consumed by farmers and fed to prisoners. Slowly but surely, however, the grain made its way onto the dining tables of families all over the country.

In the 1920s and 1930s, scientists discovered a way to boost corn production to a level that was previously unthinkable. They bred new strains that had larger ears and could be grown closer together, which allowed farmers to produce a lot more corn without more land.

In the following decades, "the number of bushels of corn per acre doubled, and then continued to rise each year," as Paul Roberts wrote in his 2009 book "The End of Food." Corn yields have continued to rise ever since.

### **Corn Is Very Inexpensive**

Above all, what has allowed corn to seep into just about every food Americans eat today is the fact that it is so inexpensive.

At present, a bushel of corn costs about \$4 — much less than soybeans or wheat — and the price is falling.

The most striking thing about the corn grown in America today is how little of it we actually eat.

Less than 10 percent of the corn used in the United States is directly ingested by humans. The bulk is either turned into ethanol, for use as fuel, or fed to the hundreds of millions of animals we raise. Cows, chickens, pigs and even fish, which are fed pellets made largely of corn, eat several times the amount of the grain people consume each year.

### **Three Main Types Of Corn**

There are many kinds of corn, but the most common forms can be divided into three general types.

The first is sweet corn, which Americans grill on the cob in the summer, and boil or bake during the rest of the year. The most beloved variety, it accounts for only about 1 percent of the corn grown in America.

Flint corn, which has a soft center and harder outer shell, is what most people know as popcorn. It became popular in the 1960s after Jiffy Pop, which cooked the kernels in aluminum foil on the stovetop, was introduced. Its popularity rose further in the 1970s and 1980s, shortly after the introduction of the microwave. Today, much like sweet corn, flint accounts for a steady but comparatively tiny portion of the U.S. corn crop.

This article is available at 5 reading levels at <https://newsela.com>.



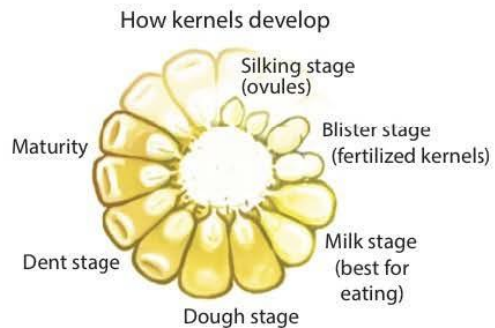
## Invisible, But Found Everywhere

Then there is dent corn, also known as field corn, which is the most important kind. It accounts for the vast majority of corn grown in America today, as well as the vast majority of the corn Americans eat indirectly. It is in most animals we eat, because it is fed to most animals we raise for slaughter. It is in most of the beverages we drink, because high-fructose corn syrup, which is derived from field corn, is the most commonly used commercial sweetener. It is even in our cheese, because our cows munch on it instead of grazing on grass.

It is largely invisible, in other words, but also absolutely central to the American diet.

"It's in almost every product in the supermarket today," Fussell said.

Corn never did become popular on European dining tables. As American-style processed foods spread around the world, however, cheap corn is spreading too, and finding its way into stomachs everywhere.



SOURCES: Proceedings of the National Academy of Sciences, University of Nebraska, Purdue University, PLOS One

PATTERSON CLARK / THE WASHINGTON POST

This article is available at 5 reading levels at <https://newsela.com>.

## Lesson 5

<b>Target</b>	<ul style="list-style-type: none"> <li>I can determine the central idea of an informational text.</li> <li>I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li><a href="#">Essay: How corn took spotlight in American diet, but not in Europe</a></li> <li>Lesson Note-Catcher, Pencil</li> <li>ELA_G8_W2_L5</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Essay: How corn took spotlight in American diet, but not in Europe</a> .
<b>Think</b>	<ul style="list-style-type: none"> <li>What is this article mainly about?</li> <li>What extra information does the title, subheadings, and pictures give you?</li> <li>What was the most important piece of information you read?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the central message is a big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> <li>What do you think the central message of this article is?</li> <li>What details from the text make you think that?</li> <li>What new information did you learn?</li> </ul>
<b>Write</b>	Using the Lesson 5 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.
<b>Closing</b>	<ul style="list-style-type: none"> <li>Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

## Lesson 5 Note-Catcher

**Directions:** Using the Lesson 5 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.

Central Idea:

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Details:

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## Lesson 6

<b>Target</b>	<ul style="list-style-type: none"> <li>I can find the gist of a specific section from the text.</li> <li>I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li><a href="#">Essay: How corn took spotlight in American diet, but not in Europe</a></li> <li>Lesson Note-Catcher, Pencil</li> <li>ELA_G8_W2_L6</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">Essay: How corn took spotlight in American diet, but not in Europe</a>. Reread or have a family member, caregiver, or friend reread out loud the introduction and sections titled “Mass Production Boosted Popularity” and “Crop Is Very Inexpensive”.</p>
<b>Think</b>	<p>Remember that the <b>gist</b> is your initial thinking about what the text is mostly about. The <b>central idea</b> is the key point the author wants you to take away from reading the text, and is found by careful analysis of the text for details.</p> <p>When determining the meaning of unknown or unfamiliar words, consider the following strategies (in order):</p> <ul style="list-style-type: none"> <li>Use of context – read the sentences before, during, and/or after to help predict its meaning</li> <li>Use of word parts – identify any parts of the word (prefix, affix, suffix) that may help determine meaning</li> <li>Use of reference materials (e.g., dictionary) – to check the most accurate meaning and possible synonyms</li> </ul> <p>Think about the gist and unfamiliar words from the introduction and following sections: “Mass Production Boosted Popularity” and “Crop Is Very Inexpensive”.</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>What is the gist (or what the text is mostly about)? What makes you say that?</li> <li>Which words were new or unfamiliar to you (e.g., <i>omission</i>, <i>thrived</i>, <i>omnipresent</i>, <i>seep</i>, <i>ingested</i>). What do you think their meanings may be?</li> </ul>

	<ul style="list-style-type: none"> <li>• What is the central idea that the author wants you to take away from reading the text in each section?</li> </ul>
<b>Write</b>	Using the Lesson 6 Note-Catcher, write the gist of the introduction and following sections " <i>Mass Production Boosted Popularity</i> " and " <i>Crop Is Very Inexpensive</i> ". Write the definition of each word in your own words and what strategy you used to determine the definition.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

## Lesson 6 Note-Catcher

**Directions:** Write the gist of the introduction and following sections “*Mass Production Boosted Popularity*” and “*Crop Is Very Inexpensive*”. Write the definition of each word in your own words and what strategy you used to determine the definition.

Gist (what the text is mostly about):

- *Introduction*
- “*Mass Production Boosted Popularity*”
- “*Crop Is Very Inexpensive*”

<b>Word</b>	<b>Definition in your own words</b>	<b>Strategy</b> (context, affixes, root, dictionary)
omission		

thrived		
omnipresent		
seep		
ingested		

## Lesson 7

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Essay: How corn took spotlight in American diet, but not in Europe</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W2_L7</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">Essay: How corn took spotlight in American diet, but not in Europe</a>. Reread or have a family member, caregiver, or friend reread out loud the sections titled “Three Main Types Of Corn” and “Invisible, But Found Everywhere”.</p>
<b>Think</b>	<ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about) of each section (“Three Main Types Of Corn” and “Invisible, But Found Everywhere”)?</li> <li>• Are there any new or unfamiliar words in these sections? Use strategies to help determine their meanings.</li> </ul> <p>View the graphic “How kernels develop” towards the end of the article. Think about which stage the article highlights the most.</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> <li>• Which words were new or unfamiliar to you (e.g., <i>beloved</i>, <i>vast</i>, <i>indirectly</i>, <i>slaughter</i>)? What do you think their meanings may be?</li> <li>• What stage in the graphic “How kernels develop” is highlighted in the article the most.</li> </ul>
<b>Write</b>	<p>Using the Lesson 7 Note-Catcher, write the gist of the sections “Three Main Types Of Corn” and “Invisible, But Found Everywhere”. For each section, write any unfamiliar words and use strategies to determine</p>



	their meanings. Draw the graphic “How kernels develop” and then circle the stage that is highlighted in the article the most.
<b>Closing</b>	<ul style="list-style-type: none"><li>• Share your writing with someone and tell why you chose to write what you did.</li><li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li></ul>
<b>Fluency</b>	Practice reading the text with fluency and expression at least two times.

## Lesson 7 Note-Catcher

**Directions:** Write the gist of the sections “*Three Main Types Of Corn*” and “*Invisible, But Found Everywhere*”. For each section, write any unfamiliar words and use strategies to determine their meanings. Draw the graphic “How kernels develop” and then circle the stage that is highlighted in the article the most.

Gist (what the text is mostly about):

- Three Main Types Of Corn
  
- Invisible, But Found Everywhere

Unfamiliar words and their meanings:

Graphic “How kernels develop”:

## Lesson 8

<b>Target</b>	I can read the text closely to answer questions.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Essay: How corn took spotlight in American diet, but not in Europe</a></li> <li>• Lesson Quiz, Pencil</li> <li>• ELA_G8_W2_L8</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Essay: How corn took spotlight in American diet, but not in Europe</a> .
<b>Think</b>	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> <li>• You found the central message of the article.</li> <li>• You found the gist for each section of the article.</li> <li>• You identified and determined the meaning of unfamiliar words from each section.</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the central message of this article? Has it changed after rereading the text over the last two days?</li> <li>• What was the most important information in the text that supports your central message? Why?</li> <li>• What new word(s) did you learn? How did you find out the meaning?</li> </ul>
<b>Write</b>	Using the article, answer the questions on the Lesson 8 Quiz.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your answers with someone and tell why you chose to answer what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

## Lesson 8 Quiz

**Directions:** Using the article, answer the following questions.

- 1 All of the following details from the article contribute to the development of its central idea EXCEPT:
- (A) Today, the United States is the largest producer and consumer of corn — and by a long shot.
  - (B) In the 1920s and 1930s, scientists discovered a way to boost corn production to a level that was previously unthinkable. They bred new strains that had larger ears and could be grown closer together, which allowed farmers to produce a lot more corn without more land.
  - (C) Less than 10 percent of the corn used in the United States is directly ingested by humans. The bulk is either turned into ethanol, for use as fuel, or fed to the hundreds of millions of animals we raise.
  - (D) Flint corn, which has a soft center and harder outer shell, is what most people know as popcorn. It became popular in the 1960s after Jiffy Pop, which cooked the kernels in aluminum foil on the stovetop, was introduced.

2 Which of the following statements represent main ideas from the article?

1. *The U.S. produces and eats more corn than any other country.*
2. *Corn is also widely used for fuel and animal feed in the U.S.*
3. *In the past, corn was mostly eaten by poor people in the U.S.*
4. *Sweet corn is the most popular corn for cooking and eating in the U.S.*

- (A) 1 and 2
- (B) 1 and 3
- (C) 2 and 3
- (D) 2 and 4

3 Which of the following statements is supported by both the graphic "How kernels develop" and the article?

- (A) Corn kernels in the dough stage are fed to pigs and cows.
- (B) Mature corn kernels are best for making popcorn.
- (C) Grilled corn on the cob is made up of kernels in the milk stage.
- (D) Corn can only be used as a sweetener when it is in the silking stage.

4 How could the graphic "How kernels develop" be improved to help the reader understand how corn is used as a source of energy?

- (A) by including other diagrams that compare how kernels of different kinds of corn develop
- (B) by labeling the stage during which the kernels are harvested to produce ethanol
- (C) by identifying how corn kernels are manipulated during development to boost production
- (D) by illustrating the internal development of the kernel to explain the cellular make up of corn

## Lesson 9

<b>Target</b>	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Essay: How corn took spotlight in American diet, but not in Europe</a></li> <li>• Lesson Writing Activity, Pencil</li> <li>• ELA_G5_W2_L9</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Essay: How corn took spotlight in American diet, but not in Europe</a> .
<b>Think</b>	<p>Imagine that you are trying to convince the people of Europe to adopt more corn into their diets.</p> <ul style="list-style-type: none"> <li>• What main/central ideas from the article would you share?</li> <li>• What supporting details (text evidence) would you share?</li> <li>• Consider why more corn in someone's diet may not be a good thing. What supporting details would support this reason?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What are the most important main/central ideas of this article?</li> <li>• What are the most important supporting details?</li> <li>• Why more corn in someone's diet may not be a good thing. What supporting details would support this reason?</li> </ul>
<b>Write</b>	<p>Imagine that you are trying to convince the people of Europe to adopt more corn into their diets. Write 3-4 sentences that help make your argument. Support your answer with two supporting details from the text.</p> <p>Consider why more corn in someone's diet may not be a good thing. Support your answer with one supporting detail from the text.</p> <p>When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!</p>

<b>Closing</b>	<ul style="list-style-type: none"><li>• Share your writing with someone and tell why you chose to draw or write what you did.</li><li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li></ul>
<b>Fluency</b>	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

## Lesson 9 Writing Activity

**Directions:** Imagine that you are trying to convince the people of Europe to adopt more corn into their diets. Write 3-4 sentences that help make your argument. Support your answer with two supporting details from the text.

Consider why more corn in someone's diet may not be a good thing. Support your answer with one supporting detail from the text.

When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

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# Grade 8 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



## Week of 4/27/20 to 5/1/20

**Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.

**Guiding Questions:** What journey does food take before it gets to your plate?  
How do we make decisions about what we eat?

**Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G8_W3_L10	<i>You might be able to follow your Thanksgiving turkey back to the egg</i>	Note-catcher
<b>Day 2</b>	ELA_G8_W3_L11	<i>You might be able to follow your Thanksgiving turkey back to the egg</i>	Note-catcher
<b>Day 3</b>	ELA_G8_W3_L12	<i>You might be able to follow your Thanksgiving turkey back to the egg</i>	Note-catcher
<b>Day 4</b>	ELA_G8_W3_L13	<i>You might be able to follow your Thanksgiving turkey back to the egg</i>	Quiz
<b>Day 5</b>	ELA_G8_W3_L14	<i>You might be able to follow your Thanksgiving turkey back to the egg</i>	Writing Activity

[www.detroitk12.org/youtube](https://www.detroitk12.org/youtube)

## You might be able to follow your Thanksgiving turkey back to the egg

By Associated Press, adapted by Newsela staff on 11.13.17

Word Count 853

Level 1090L



Turkey chicks stand in a poultry barn at Smotherman Farms near Waco, Texas, in October 2017. The farm is involved in a pilot project by Cargill's Honeysuckle White brand in which consumers can find out where the turkeys they buy were raised. Photo: AP/LM Otero

WICHITA, Kansas — Darrell Glaser buys his Thanksgiving turkey at the local grocery store just like most people.

He does so even though he is a turkey farmer himself.

This Thanksgiving season, the Texas farmer will be able to find out where the Honeysuckle White turkey he puts in his shopping cart was raised. He will even know if the bird came from his own farm.

Turkey buyers in some parts of Texas will be able use a code on the tag of the packaged bird to find out where it was raised. Customers can either text the code or enter it on the Honeysuckle White website. Doing so will provide the farm's location, photos and a message from the farmer.

"What traceability does is just allow us to connect with the consumer," said Glaser, who believes that connection between farmers and consumers no longer exists. "People have kind of lost where

This article is available at 5 reading levels at <https://newsela.com>.

their food comes from and this is a way to re-establish that line of communication."

### **Tagged Turkey Test**

Glaser is an independent farmer who raises about 600,000 turkeys a year. He works for Cargill's Honeysuckle White brand. He is among four Texas farmers participating in the market test.

The tagged turkeys in the pilot project won't cost more than untagged birds. After the test, the Minneapolis-based Cargill Inc. and its Honeysuckle White brand say it will assess the value of tracking.

Sometimes big companies are in charge of many different brands. Honeysuckle White is a brand that is part of Cargill. It is similar to the way that Reece's and Kit Kat are brands within the Hershey's chocolate company.

### **Farm-To-Table Movement Support**

Cargill, which was founded at the end of the Civil War in 1865, is one of the biggest companies in the United States and one of the world's major food and agriculture companies. Some of its activities are controversial, though. The company has been criticized for causing environmental damage and purchasing food products grown by child laborers.

After the study is complete, Cargill will decide whether it will keep using the tracking technology and will determine any price adjustments.

The pilot project marks the agribusiness giant's entry into a burgeoning farm-to-table movement. People want to know where their food comes from and how it was produced. This is also a sign of success driven by sustainable food supporters. They have been promoting such connections as a way for farmers to market locally grown and raised foods.

"When the big companies see that success, they are going to jump in and try to make money off it," said Mary Fund, executive director of the Kansas Rural Center. Her organization promotes ecologically and socially responsible food systems.

### **Turkey Production Is Big Business**

Big agribusiness companies like Cargill and Tyson were vital in concentrating poultry production on farms and processing entities, Fund said. This removed the infrastructure that used to support smaller local farmers, she said. Now Cargill is in a sense "turning back to that model." It is trying to tap into what consumers want. They want to know where their food comes from.

"It is a tough thing because the local and regional food production and marketing system is not really able to satisfy the demand," Fund said. She added that smaller farmers will not "be able to grow enough turkeys or poultry at a real local level and feed everybody."

Cargill is the nation's third-largest turkey producer, said Simon Shane. He is an industry consultant and professor at North Carolina State University. He also points out that the top five companies account for 65 percent of U.S. turkey production.

"Will it influence the rest of the industry? Only in respect to branded items, there is no point in doing it for generics," Shane said. "But the industry is moving over to brands."

This article is available at 5 reading levels at <https://newsela.com>.

## Consumers Talk Turkey

The project will inform the company about two main factors. It will show the value of increased transparency to consumers and its effect on sales, said Deborah Socha, Honeysuckle White manager. Based on those findings, Cargill will develop its digital tracking system in the United States and globally.

Cargill's turkey brand is the first within the company to experiment with blockchain technology. This technology is a transparent cloud-based system. The system allows more than one person to contribute, but not change, the supply chain record, said Deb Bauler, Cargill's chief information officer. A supply chain is the combination of people, activities and resources used to get a product to a consumer.

Honeysuckle White points to a 2014 study of turkey consumers for support of the traceable turkeys. The study found 44 percent thought it was important for companies to be transparent. Honeysuckle White also points to a 2016 study from Nielsen Global Ingredients that found 73 percent of consumers feel positively about companies that are transparent about how they make food products.

"Honeysuckle White has been listening to what the consumers have said and found that when it came to feeding their family, they really want to feel confident in knowing where and how the food is raised," Socha said.

This article is available at 5 reading levels at <https://newsela.com>.

## Lesson 10

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can determine the central idea of an informational text.</li> <li>• I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">You might be able to follow your Thanksgiving turkey back to the egg</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W3_L10</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">You might be able to follow your Thanksgiving turkey back to the egg</a>.</p>
<b>Think</b>	<ul style="list-style-type: none"> <li>• What is this article mainly about?</li> <li>• What extra information does the title, subheadings, and pictures give you?</li> <li>• What was the most important piece of information you read?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the central message is a big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> <li>• What do you think the central message of this article is?</li> <li>• What details from the text make you think that?</li> <li>• What new information did you learn?</li> </ul>
<b>Write</b>	<p>Using the Lesson 10 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	<p>Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.</p>

# Lesson 10 Note-Catcher

**Directions:** Using the Lesson 10 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.

Central Idea:

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Details:

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# Lesson 11

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">You might be able to follow your Thanksgiving turkey back to the egg</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W3_L11</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">You might be able to follow your Thanksgiving turkey back to the egg</a>. Reread or have a family member, caregiver, or friend reread out loud the introduction and sections titled “Tagged Turkey Test” and “Farm -To-Table Movement Support”.</p>
<b>Think</b>	<p>Remember that the <b>gist</b> is your initial thinking about what the text is mostly about. The <b>central idea</b> is the key point the author wants you to take away from reading the text, and is found by careful analysis of the text for details.</p> <p>When determining the meaning of unknown or unfamiliar words, consider the following strategies (in order):</p> <ul style="list-style-type: none"> <li>• Use of context – read the sentences before, during, and/or after to help predict its meaning</li> <li>• Use of word parts – identify any parts of the word (prefix, affix, suffix) that may help determine meaning</li> <li>• Use of reference materials (e.g., dictionary) – to check the most accurate meaning and possible synonyms</li> </ul> <p>Think about the gist and unfamiliar words from the introduction and following sections: “Tagged Turkey Test” and “Farm -To-Table Movement Support”.</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> <li>• Which words were new or unfamiliar to you (e.g., <i>omission</i>, <i>thrived</i>, <i>omnipresent</i>, <i>seep</i>, <i>ingested</i>). What do you think their meanings may be?</li> </ul>

	<ul style="list-style-type: none"> <li>• What is the central idea that the author wants you to take away from reading the text in each section?</li> </ul>
<b>Write</b>	Using the Lesson 11 Note-Catcher, write the gist of the introduction and following sections " <i>Tagged Turkey Test</i> " and " <i>Farm -To-Table Movement Support</i> ". Write the definition of each word in your own words and what strategy you used to determine the definition.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.



## Lesson 11 Note-Catcher

**Directions:** Write the gist of the introduction and following sections “*Tagged Turkey Test*” and “*Farm -To-Table Movement Support*”. Write the definition of each word in your own words and some synonyms.

Gist (what the text is mostly about):

- *Introduction*
- “*Tagged Turkey Test*”
- “*Farm -To-Table Movement Support*”

<b>Word</b>	<b>Definition in your own words</b>	<b>Synonyms</b> (words that mean the same)
consumer		
agribusiness		
production		
ecologically		

## Lesson 12

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text</li> <li>• I can write a summary of an article including the central idea and supporting details.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">You might be able to follow your Thanksgiving turkey back to the egg</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W3_L12</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">You might be able to follow your Thanksgiving turkey back to the egg</a>. Reread or have a family member, caregiver, or friend reread out loud the sections titled “Turkey Production Is Big Business” and “Consumers Talk Turkey”.</p>
<b>Think</b>	<p>What is the gist (or what the text is mostly about) of each section (“Turkey Production Is Big Business” and “Consumers Talk Turkey”)?</p> <p>Consider how to summarize the key events of the article. An effective summary has the following criteria:</p> <ul style="list-style-type: none"> <li>• Short—only a few sentences long</li> <li>• Provides a brief outline of what the text is about, like oral paraphrasing in writing</li> <li>• Clearly explains the theme or main idea (the point that the author wants you to take away)</li> <li>• Includes the most important details to support the theme or main idea</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> <li>• Which words were new or unfamiliar to you (e.g., <i>beloved</i>, <i>vast</i>, <i>indirectly</i>, <i>slaughter</i>)? What do you think their meanings may be?</li> </ul>

	<ul style="list-style-type: none"> <li>If you had to explain the article to another, how would you summarize it in 4-5 sentences?</li> </ul>
<b>Write</b>	Using the Lesson 12 Note-Catcher, write the gist of the sections “ <i>Turkey Production Is Big Business</i> ” and “ <i>Consumers Talk Turkey</i> ”. Review your gist notes from each section, and then write a summary (in your own words) that clearly explains the main (central) idea that the author wants you to take away.
<b>Closing</b>	<ul style="list-style-type: none"> <li>Share your writing with someone and tell why you chose to write what you did.</li> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Practice reading the text with fluency and expression at least two times.

## Lesson 12 Note-Catcher

**Directions:** Using the Lesson 12 Note-Catcher, write the gist of the sections “*Turkey Production Is Big Business*” and “*Consumers Talk Turkey*”. Review your gist notes from each section, and then write a 4-5 sentence summary (in your own words) that clearly explains the main (central) idea that the author wants you to take away. Consider writing each gist statement or paraphrase the central idea from each section.

Gist (what the text is mostly about):

- *Turkey Production Is Big Business*
  
- *Consumers Talk Turkey*

Summary:

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## Lesson 13

<b>Target</b>	I can read the text closely to answer questions.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">You might be able to follow your Thanksgiving turkey back to the egg</a></li> <li>• Lesson Quiz, Pencil</li> <li>• ELA_G8_W3_L13</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">You might be able to follow your Thanksgiving turkey back to the egg</a> .
<b>Think</b>	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> <li>• You found the central message of the article.</li> <li>• You found the gist for each section of the article.</li> <li>• You identified and determined the meaning of unfamiliar words from each section.</li> <li>• You wrote a summary of an article including the central idea and supporting details.</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the central message of this article? Has it changed after rereading the text over the last two days?</li> <li>• What was the most important information in the text that supports your central message? Why?</li> </ul>
<b>Write</b>	Using the article, answer the questions on the Lesson 13 Quiz.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your answers with someone and tell why you chose to answer what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, caregiver or friend!

## Lesson 13 Quiz

**Directions:** Using the article, answer the following questions.

- 5 Read the selection from the section “Farm-To-Table Movement Support.”

*The pilot project marks the agribusiness giant's entry into a burgeoning farm-to-table movement. People want to know where their food comes from and how it was produced.*

Which of the following words, if it replaced “burgeoning” in the section above, would CHANGE the meaning of the selection?

- (A) growing
  - (B) expanding
  - (C) flourishing
  - (D) intimidating
- 6 Read the selection from the section “Turkey Production is Big Business.”

*Big agribusiness companies like Cargill and Tyson were vital in concentrating poultry production on farms and processing entities, Fund said. This removed the infrastructure that used to support smaller local farmers, she said.*

Which two words would BEST replace “concentrating” and “infrastructure” in the section above?

- (A) collecting; communication
- (B) combining; foundation
- (C) compressing; transportation
- (D) considering; argument

7 Which two of the following details from this article include central ideas of the article?

1. Darrell Glaser buys his Thanksgiving turkey at the local grocery store just like most people.
2. Turkey buyers in some parts of Texas will be able to use a code on the tag of the packaged bird to find out where it was raised.
3. It is trying to tap into what consumers want. They want to know where their food comes from.
4. Cargill's turkey brand is the first within the company to experiment with blockchain technology. This technology is a transparent cloud-based system.

- (A) 1 and 2
- (B) 2 and 3
- (C) 1 and 4
- (D) 3 and 4

8 Which of the following summaries of this article is both accurate and objective?

- (A) Cargill is planning a test that allows consumers to see where their Thanksgiving turkey was raised. The project marks a growing trend among large food corporations to meet the demands of sustainable food supporters, and will help Cargill decide whether to continue with the technology in the future.
- (B) Cargill is planning a test that allows consumers to see where their Thanksgiving turkey was raised. The fun experiment is unlikely to make the company's critics forget its controversial practices, which include causing environmental damage and using child laborers.
- (C) Tags on Thanksgiving turkeys will add traceability that will allow farmers who work with Cargill to connect with consumers. Improved technology in recent years has harmed local farmers, but this is a wonderful chance for the farmers to use technology for their benefit.
- (D) Tags on Thanksgiving turkeys will add traceability that will allow farmers who work with Cargill to connect with consumers. Many other large brands, including Reece's and Kit Kat, are working on similar programs to make people feel good about consuming their products.



## Lesson 14

<b>Target</b>	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">You might be able to follow your Thanksgiving turkey back to the egg</a></li> <li>• Lesson Writing Activity, Pencil</li> <li>• ELA_G5_W3_L14</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">You might be able to follow your Thanksgiving turkey back to the egg</a> .
<b>Think</b>	<p>After reading and analyzing this article, consider questions that you may have.</p> <ul style="list-style-type: none"> <li>• What does this article make you wonder about?</li> <li>• Ask a question that would encourage future investigation of this topic or process.</li> <li>• Explain why this question is interesting or important.</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What does this article make you wonder about?</li> <li>• Ask a question that would encourage future investigation of this topic or process.</li> <li>• Explain why this question is interesting or important.</li> </ul>
<b>Write</b>	<p>Investigate: What does this article make you wonder about? Ask a question that would encourage future investigation of this topic or process. Explain why this question is interesting or important. Write 3-4 sentences that help support this question. Support your answer with two supporting details from the text.</p> <p>When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

## Lesson 14 Writing Activity

**Directions:** Investigate: What does this article make you wonder about? Ask a question that would encourage future investigation of this topic or process. Explain why this question is interesting or important. Write 3-4 sentences that help support this question. Support your answer with two supporting details from the text.

When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

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# Grade 8 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



## Week of 5/04/20 to 5/08/20

**Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.

**Guiding Questions:** What journey does food take before it gets to your plate?  
How do we make decisions about what we eat?

**Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G8_W4_L15	<i>Group lists the cleanest and the dirtiest fruits and veggies</i>	Note-catcher
<b>Day 2</b>	ELA_G8_W4_L16	<i>Group lists the cleanest and the dirtiest fruits and veggies</i>	Note-catcher
<b>Day 3</b>	ELA_G8_W4_L17	<i>Group lists the cleanest and the dirtiest fruits and veggies</i>	Note-catcher
<b>Day 4</b>	ELA_G8_W4_L18	<i>Group lists the cleanest and the dirtiest fruits and veggies</i>	Quiz
<b>Day 5</b>	ELA_G8_W4_L19	<i>Group lists the cleanest and the dirtiest fruits and veggies</i>	Writing Activity

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

# Group lists the cleanest and the dirtiest fruits and veggies

By USA Today, adapted by Newsela staff on 04.05.19

Word Count 774

Level 1060L



Image 1. Environmental Working Group (EWG) released its Dirty Dozen, a list of fruits and vegetables with the most pesticide residue. Photo by: Wolfgang Kumm/picture alliance via Getty Images

We should be careful about the leafy greens we buy, an environmental group says.

Some of them — spinach and kale, specifically — can reportedly have a bad side.

Spinach and kale are ranked second and third, respectively, on Environmental Working Group (EWG)'s Dirty Dozen. It's a list of the fruits and vegetables with the most residue, or leftover bits, of pesticide. Farmers use pesticides, which are chemicals meant to keep bugs and other pests from eating their crops. Pesticides also keep weeds from overtaking crops.

The use of pesticides in food production is widespread. As a result, people are exposed to low levels of pesticide residues through their diets. Scientists do not fully know the health effects of pesticide residues.

## Top Of The Dirty Dozen

This article is available at 5 reading levels at <https://newsela.com>.

EWG released new lists on March 20. At the top of the group's latest Dirty Dozen list is strawberries. After spinach and kale, nectarines and apples round out the top five.

The group found that more than 90 percent of samples of strawberries, apples, cherries, spinach, nectarines and kale tested positive for residues from two or more pesticides. Meanwhile, multiple samples of kale indicated the presence of 18 pesticides.

"Nearly 70 percent of the produce sold in the U.S. comes with pesticide residues," the EWG said in its 2019 Shopper's Guide to Pesticides in Produce. It analyzes U.S. Department of Agriculture (USDA) test data. The USDA is the part of the federal government that deals with policies affecting farms, forests and food.

EWG advises people to eat organic produce. Fruits and vegetables that are organic are not necessarily free of pesticides or chemicals. However, any pesticides that are used must come from natural sources. They cannot be synthetically produced.

Seven percent of fruit and 11 percent of vegetables sold in the U.S. in 2018 were organic, according to the consumer data company Nielsen. Nielsen also found that 15 percent of frozen fruit and 5 percent of vegetables sold were organic.

The EWG explained that the guide was made to help consumers reduce their "pesticide exposures as much as possible." They did this by reporting what fruits and veggies to buy organic and which traditional, non-organic produce have low levels of pesticide residue.

The group pointed to research showing possible connections between agricultural pesticides and diseases, including cancer.

EWG isn't issuing a free pass for veggie haters, though.

### The Clean Fifteen Rankings

The activist organization also has a Clean Fifteen ranking. This list highlights produce with the least pesticide residue. The top five are avocados, sweet corn, pineapples, frozen sweet peas and onions.

Less than 1 percent of avocados and sweet corn samples had detectable pesticides. More than 70 percent of Clean Fifteen samples had none.

"The federal government's role in protecting our health, farm workers and the environment from harmful pesticides is in urgent need of reform," the EWG said.

## 2019 Dirty Dozen+

Foods to buy organic



Karl Gelles/USA TODAY  
SOURCE Environmental Working Group

This article is available at 5 reading levels at <https://newsela.com>.

In December, the U.S. Department of Agriculture released its 2017 pesticide data. It called the U.S.'s food supply "among the safest in the world" and said, "More than 99 percent of the samples tested had pesticide residues well below benchmark levels established by the Environmental Protection Agency."

The data was from tests on fresh and processed foods. This included fruits, vegetables, honey, milk and bottled water.

Teresa Thorne is a spokeswoman for the Alliance for Food and Farming. The Watsonville, California-based organization represents organic and non-organic produce farmers. She said EWG has been reporting on this for more than two decades and "it's time to move away from it."

She called the amount of pesticide residue on conventionally grown and organic produce "so low." Thorne cited scientific research. The research shows that EWG's suggestion for people to eat more organic produce didn't decrease their health risks.

**"Dirty" Produce?**

"To call more affordable and accessible forms of produce 'dirty' doesn't make any sense," she said.



Farmers, Thorne added, "are doing everything they can to make sure they're providing safe fruits and vegetables for their families and consumers alike."

According to the Centers for Disease Control and Prevention, only 1 in 10 U.S. adults eats enough fruit or vegetables.

EWG said the calculations for its Shopper's Guide rely on analysis of more than 40,900 samples taken by the federal government in the last year or two. That's because not every food is tested every year.

**2019 Clean Fifteen**

Foods lowest in pesticides

 1. Avocado	 2. Sweet corn	 3. Pineapple
 4. Sweet peas (frozen)	 5. Onion	 6. Papaya
 7. Eggplant	 8. Asparagus	 9. Kiwi
 10. Cabbage	 11. Cauliflower	 12. Cantaloupe
 13. Broccoli	 14. Mushroom	 15. Honeydew

Karl Gelles/USA TODAY  
SOURCE Environmental Working Group

This article is available at 5 reading levels at <https://newsela.com>.

## Lesson 15

<b>Target</b>	<ul style="list-style-type: none"> <li>I can determine the central idea of an informational text.</li> <li>I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li><a href="#">Group lists the cleanest and the dirtiest fruits and veggies</a></li> <li>Lesson Note-Catcher, Pencil</li> <li>ELA_G8_W4_L15</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Group lists the cleanest and the dirtiest fruits and veggies</a> .
<b>Think</b>	<ul style="list-style-type: none"> <li>What is this article mainly about?</li> <li>What extra information does the title, subheadings, and pictures give you?</li> <li>What was the most important piece of information you read?</li> <li>Does the author take a particular side in this debate? If so, which one?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the central message is a big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> <li>What do you think the central message of this article is?</li> <li>What details from the text make you think that?</li> <li>What new information did you learn?</li> </ul>
<b>Write</b>	Using the Lesson 15 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.
<b>Closing</b>	<ul style="list-style-type: none"> <li>Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

# Lesson 15 Note-Catcher

**Directions:** Using the Lesson 15 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.

Central Idea:

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Details:

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## Lesson 16

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Group lists the cleanest and the dirtiest fruits and veggies</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W4_L16</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">Group lists the cleanest and the dirtiest fruits and veggies</a>. Reread or have a family member, caregiver, or friend reread out loud the <i>Introduction</i> section (start of article) and the section titled “<i>Top Of The Dirty Dozen</i>”.</p>
<b>Think</b>	<p>Remember that the <b>gist</b> is your initial thinking about what the text is mostly about. The <b>central idea</b> is the key point the author wants you to take away from reading the text, and is found by careful analysis of the text for details.</p> <p>When determining the meaning of unknown or unfamiliar words, consider the following strategies (in order):</p> <ul style="list-style-type: none"> <li>• Use of context – read the sentences before, during, and/or after to help predict its meaning</li> <li>• Use of word parts – identify any parts of the word (prefix, affix, suffix) that may help determine meaning</li> <li>• Use of reference materials (e.g., dictionary) – to check the most accurate meaning and possible synonyms</li> </ul> <p>Think about the gist and unfamiliar words from the <i>Introduction</i> section and “<i>Top Of The Dirty Dozen</i>”.</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> <li>• Which words were new or unfamiliar to you (e.g., <i>residue</i>, <i>pesticide</i>, <i>synthetically</i>, <i>organic</i>). What do you think their meanings may be?</li> <li>• What is the central idea that the author wants you to take away from reading the text in each section?</li> </ul>

<b>Write</b>	Using the Lesson 16 Note-Catcher, write the gist of the <i>Introduction</i> section and “ <i>Top Of The Dirty Dozen</i> ”. Write the definition of each word in your own words and what strategy you used to determine the definition.
<b>Closing</b>	<ul style="list-style-type: none"><li>• Share your writing with someone and tell why you chose to write what you did.</li><li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li></ul>
<b>Fluency</b>	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

## Lesson 16 Note-Catcher

**Directions:** Write the gist of the Introduction and “*Top Of The Dirty Dozen*”. Write the definition of each word in your own words and what strategy you used to determine the definition.

Gist (what the text is mostly about):

- *Introduction*
- “*Top Of The Dirty Dozen*”

<b>Word</b>	<b>Definition in your own words</b>	<b>Strategy or Synonyms</b> (context, affixes, root, dictionary)
residue		

pesticide		
synthetically		
organic		

## Lesson 17

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> <li>• I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Group lists the cleanest and the dirtiest fruits and veggies</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W4_L17</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">Group lists the cleanest and the dirtiest fruits and veggies</a>. Reread or have a family member, caregiver, or friend reread out loud the sections titled “The Clean Fifteen Rankings” and “Dirty Produce?”.</p>
<b>Think</b>	<ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about) of each section (“The Clean Fifteen Rankings” and “Dirty” Produce?)?</li> <li>• Are there any new or unfamiliar words in these sections? Use strategies to help determine their meanings.</li> <li>• In the section “Dirty” Produce?”, what position (stance) does the author highlight?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> <li>• Which words were new or unfamiliar to you (e.g., <i>activist</i>, <i>detectable</i>, <i>reform</i>)? What do you think their meanings may be?</li> <li>• What position (stance) does the author highlight in the section “Dirty” Produce?” How do you know?</li> </ul>
<b>Write</b>	<p>Using the Lesson 17 Note-Catcher, write the gist of the sections “The Clean Fifteen Rankings” and “Dirty” Produce?”. For each section, write any unfamiliar words and use strategies to determine their meanings. In the section “Dirty” Produce?”, consider the position</p>

	being made. Write down one supporting evidence statement that best supports the position.
<b>Closing</b>	<ul style="list-style-type: none"><li>• Share your writing with someone and tell why you chose to write what you did.</li><li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li></ul>
<b>Fluency</b>	Practice reading the text with fluency and expression at least two times.

## Lesson 17 Note-Catcher

**Directions:** Write the gist of the sections “*The Clean Fifteen Rankings*” and “*Dirty Produce?*”. For each section, write any unfamiliar words and use strategies to determine their meanings. In the section “*Dirty Produce?*”, consider the position being made. Write down one supporting evidence statement that best supports the position.

Gist (what the text is mostly about):

- The Clean Fifteen Rankings
- “Dirty” Produce?

Unfamiliar words and their meanings (e.g., *activist, detectable, reform*):

Supporting evidence for the position one group takes in the section “*Dirty Produce?*”:

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## Lesson 18

<b>Target</b>	I can read the text closely to answer questions.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Group lists the cleanest and the dirtiest fruits and veggies</a></li> <li>• Lesson Quiz, Pencil</li> <li>• ELA_G8_W4_L18</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Group lists the cleanest and the dirtiest fruits and veggies</a> .
<b>Think</b>	Remember the work that you have done this week: <ul style="list-style-type: none"> <li>• You found the central message of the article.</li> <li>• You found the gist for each section of the article.</li> <li>• You identified and determined the meaning of unfamiliar words from each section.</li> </ul>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> <li>• What is the central message of this article? Has it changed after rereading the text over the last two days?</li> <li>• What positions does the author highlight in this article?</li> <li>• What new word(s) did you learn? How did you find out the meaning?</li> </ul>
<b>Write</b>	Using the article, answer the questions on the Lesson 18 Quiz.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your answers with someone and tell why you chose to answer what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, caregiver or friend!



## Lesson 18 Quiz

**Directions:** Using the article, answer the following questions.

- 1 Select the paragraph from the section "Top Of The Dirty Dozen" that explains how the EWG determined which types of produce made the Dirty Dozen list.
- (A) EWG released new lists on March 20. At the top of the group's latest Dirty Dozen list is strawberries. After spinach and kale, nectarines and apples round out the top five.
  - (B) The group found that more than 90 percent of samples of strawberries, apples, cherries, spinach, nectarines and kale tested positive for residues from two or more pesticides. Meanwhile, multiple samples of kale indicated the presence of 18 pesticides.
  - (C) EWG advises people to eat organic produce. Fruits and vegetables that are organic are not necessarily free of pesticides or chemicals. However, any pesticides that are used must come from natural sources. They cannot be synthetically produced.
  - (D) Seven percent of fruit and 11 percent of vegetables sold in the U.S. in 2018 were organic, according to the consumer data company Nielsen. Nielsen also found that 15 percent of frozen fruit and 5 percent of vegetables sold were organic.

- 2 Which section of the article BEST explains why some groups have a problem with the EWG's guidelines?
- (A) Introduction [paragraphs 1-4]
  - (B) "Top Of The Dirty Dozen"
  - (C) "The Clean Fifteen Rankings"
  - (D) "Dirty Produce?"
- 3 What is the author's purpose for writing this article?
- (A) to show that scientists know very little about the side effects of pesticides
  - (B) to compare and contrast the quality and taste of organic and traditional produce
  - (C) to persuade readers to use the Shopper's Guide to Pesticides in Produce
  - (D) to present information about pesticide residues on fruits and vegetables
- 4 How does the author develop her own perspective in the article?
- (A) by suggesting that the reader should question the validity of the Environmental Working Group's list
  - (B) by advocating for people to eat only foods featured on the Clean Fifteen list
  - (C) by focusing on the idea that most adults fail to eat the recommended amount of fruits and vegetables
  - (D) by keeping a neutral tone while delivering the positions of different groups

# Lesson 19

<b>Target</b>	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Group lists the cleanest and the dirtiest fruits and veggies</a></li> <li>• Lesson Writing Activity, Pencil</li> <li>• ELA_G5_W4_L19</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Group lists the cleanest and the dirtiest fruits and veggies</a> .
<b>Think</b>	<p>Consider the two positions (organic vs. non-organic) being argued in this article. You will take a position on which one you think is best, and why.</p> <ul style="list-style-type: none"> <li>• What main/central ideas from the article would you share in support of your position to either buy organic or non-organic fruits and vegetables?</li> <li>• What supporting details (text evidence) would you share?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• When purchasing fruits and vegetables, do you feel it is best to buy organic or non-organic? Why?</li> <li>• What main/central ideas from the article would you share in support of your position to either buy organic or non-organic fruits and vegetables?</li> <li>• What supporting details (text evidence) would you share?</li> </ul>
<b>Write</b>	<p>Consider the two positions (organic vs. non-organic) being argued in this article. You will take a position on which one you think is best, and why.</p> <ul style="list-style-type: none"> <li>• When purchasing fruits and vegetables, do you feel it is best to buy organic or non-organic? Why?</li> <li>• What main/central ideas from the article would you share in support of your position to either buy organic or non-organic?</li> <li>• What supporting details (text evidence) would you share?</li> </ul> <p>When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!</p>

<b>Closing</b>	<ul style="list-style-type: none"><li>• Share your writing with someone and tell why you chose to draw or write what you did.</li><li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li></ul>
<b>Fluency</b>	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

## Lesson 19 Writing Activity

**Directions:** Consider the two positions (organic vs. non-organic) being argued in this article. You will take a position on which one you think is best, and why. Write 5-6 sentences answering the questions listed below.

- When purchasing fruits and vegetables, do you feel it is best to buy organic or non-organic? Why?
- What main/central ideas from the article would you share in support of your position to either buy organic or non-organic?
- What supporting details (text evidence) would you share?

When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

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# Grade 8 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



## Week of 5/11/20 to 5/15/20

**Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.

**Guiding Questions:** What journey does food take before it gets to your plate?  
How do we make decisions about what we eat?

**Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
<b>Day 1</b>	ELA_G8_W5_L20	<i>An organic on-campus farm connects kids to agriculture and growing food</i>	Note-catcher
<b>Day 2</b>	ELA_G8_W5_L21	<i>An organic on-campus farm connects kids to agriculture and growing food</i>	Note-catcher
<b>Day 3</b>	ELA_G8_W5_L22	<i>An organic on-campus farm connects kids to agriculture and growing food</i>	Note-catcher
<b>Day 4</b>	ELA_G8_W5_L23	<i>An organic on-campus farm connects kids to agriculture and growing food</i>	Quiz
<b>Day 5</b>	ELA_G8_W5_L24	<i>An organic on-campus farm connects kids to agriculture and growing food</i>	Writing Activity

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

## An organic on-campus farm connects kids to agriculture and growing food

By The Fresno Bee, adapted by Newsela staff on 10.17.16

Word Count 602

Level 1070L



Fresno Adventist Academy fourth-graders (from left) Jacity Johnson, Elise Conception and Ty Yinkle wash radishes they picked during their class at the on-campus Harvest Fields Organic Farm in Fresno, California, October 5, 2016. John Walker/Fresno Bee/TNS)

**FRESNO, Calif.** — On a 40-acre school site in southeast Fresno sits a little-known farm that is inspiring minds and growing healthful food.

Launched two years ago on the Fresno Adventist Academy campus, Harvest Fields Organic Farm is a 13-acre operation producing navel oranges, vegetables and a variety of herbs. Like other organic farms, Harvest Fields uses only natural fertilizers and pesticides. It's also home to a flock of 130 pasture-fed chickens and four greenhouses.

It's still growing.

The school's little-used football field has been plowed under and is being prepared to grow potatoes. Even one of the goal posts has been repurposed as a weather station.

"We really didn't have much of a football program, so we decided to put that land to a good use," says David Obermiller. Along with his wife, Hope, Obermiller heads a small team that runs

This article is available at 5 reading levels at <https://newsela.com>.

Harvest Fields Organic Farm.

### **Connecting Farms And Schools**

The farm is a first-of-its-kind effort in Fresno and mirrors the increasing prevalence of building stronger connections between farms and schools.

On the business side, the farm sells its harvested organic fruit and vegetables through its community supported agriculture program, or CSA. The CSA has about 130 members that receive a weekly box of fresh produce from the farm.

At the same time, the Obermillers and the school's teaching staff use the farm as an outdoor classroom. The school has 211 kindergarten through 12th grade students.

At this school, students really get their hands dirty.

### **Bringing Radishes Home**

Recently, students from Christopher Bispham's fourth-grade classroom ran excitedly across the campus to the farm's greenhouses. The students helped plant lettuce seeds in seedling containers. Once sprouted, the seedlings will be replanted and used to continue the farm's lettuce production. They also plucked radishes from the ground to be shared with their families.

"I want you to take them home and taste them and then come back and tell me what you think of them," says Timothy Hyde, greenhouse manager.

Part of what the students learn is how food is grown and, perhaps more important, what it tastes like. For some, it's the first time they've eaten a radish or nibbled on a basil leaf.

"I didn't know what basil was when I first saw it, but it tasted pretty good," says Isabella Riley. "When we come out here to the farm, we always have fun and we learn lots of stuff about food."

### **The Process Of Growing Food**

Principal Marla Rasmussen said it's important to expose children to agriculture, one of the region's major industries. It's also important to promote the idea of eating fruits and vegetables as part of a healthy diet.

"We want our students to learn that there is a process of growing food and that it doesn't just come from the grocery store," she says.

Obermiller was lured to Fresno from an organic farm in Arizona to launch the startup farm. He said it is critical that students get to taste the food that they are helping to grow.

### **Reconnecting Kids To Farming**

"We live in a fast-food culture where you can get food cheaply and quickly," Obermiller says. "What we are trying to do is reconnect kids to farming and helping them understand what good food tastes like."

The farm also welcomes students from other schools. A group of about 130 students from William Saroyan Elementary will be touring the farm soon.

This article is available at 5 reading levels at <https://newsela.com>.



Obermiller is also helping a downtown Fresno school start its own city farm project.

“I really believe kids learn better when they know the reason for what they are learning,” Obermiller says.

This article is available at 5 reading levels at <https://newsela.com>.

## Lesson 20

<b>Target</b>	<ul style="list-style-type: none"> <li>I can determine the central idea of an informational text.</li> <li>I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li><a href="#">An organic on-campus farm connects kids to agriculture and growing food</a></li> <li>Lesson Note-Catcher, Pencil</li> <li>ELA_G8_W2_L20</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">An organic on-campus farm connects kids to agriculture and growing food</a>.</p>
<b>Think</b>	<ul style="list-style-type: none"> <li>What is this article mainly about?</li> <li>What extra information does the title, subheadings, and pictures give you?</li> <li>What was the most important piece of information you read?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the central message is a big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> <li>What do you think the central message of this article is?</li> <li>What details from the text make you think that?</li> <li>What new information did you learn?</li> </ul>
<b>Write</b>	<p>Using the Lesson 20 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	<p>Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.</p>

## Lesson 20 Note-Catcher

**Directions:** Using the Lesson 20 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.

Central Idea:

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Details:

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## Lesson 21

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> <li>• I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">An organic on-campus farm connects kids to agriculture and growing food</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W2_L21</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">An organic on-campus farm connects kids to agriculture and growing food</a>.</p> <p>Reread or have a family member, caregiver, or friend reread out loud the introduction and sections titled “Connecting Farms and Schools” and “Bringing Radishes Home”.</p>
<b>Think</b>	<p>Remember that the <b>gist</b> is your initial thinking about what the text is mostly about. The <b>central idea</b> is the key point the author wants you to take away from reading the text, and is found by careful analysis of the text for details.</p> <p>When determining the meaning of unknown or unfamiliar words, consider the following strategies (in order):</p> <ul style="list-style-type: none"> <li>• Use of context – read the sentences before, during, and/or after to help predict its meaning</li> <li>• Use of word parts – identify any parts of the word (prefix, affix, suffix) that may help determine meaning</li> <li>• Use of reference materials (e.g., dictionary) – to check the most accurate meaning and possible synonyms</li> </ul> <p>Think about the gist and unfamiliar words from the introduction and following sections: “Connecting Farms and Schools” and “Bringing Radishes Home”.</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p>

	<ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> <li>• Which words were new or unfamiliar to you (e.g., <i>prevalence</i>, <i>greenhouses</i>, <i>plucked</i>). What do you think their meanings may be?</li> <li>• What is the central idea that the author wants you to take away from reading the text in each section?</li> </ul>
<b>Write</b>	Using the Lesson 21 Note-Catcher, write the gist of the introduction and following sections “ <i>Connecting Farms and Schools</i> ” and “ <i>Bringing Radishes Home</i> ”. Write the definition of each word in your own words and what strategy you used to determine the definition.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

## Lesson 21 Note-Catcher

**Directions:** Write the gist of the introduction and following sections “*Connecting Farms and Schools*” and “*Bringing Radishes Home*”. Write the definition of each word in your own words and any synonym (words that mean the same). Choose the strongest evidence that best supports how the Harvest Fields Organic Farm is connecting farms and schools.

Gist (what the text is mostly about):

- *Introduction*
- “*Connecting Farms and Schools*”
- “*Bringing Radishes Home*”

<b>Word</b>	<b>Definition in your own words</b>	<b>Synonyms</b> (words that mean the same)
prevalence		

greenhouses		
plucked		

**Support w/ evidence:** Choose the strongest evidence that best supports how the Harvest Fields Organic Farm is connecting farms and schools.

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## Lesson 22

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">An organic on-campus farm connects kids to agriculture and growing food</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W2_L22</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">An organic on-campus farm connects kids to agriculture and growing food</a>. Reread or have a family member, caregiver, or friend reread out loud the sections titled “<i>The Process of Growing Food</i>” and “<i>Reconnecting Kids to Farming</i>”.</p>
<b>Think</b>	<p>What is the gist (or what the text is mostly about) of each section (“<i>The Process of Growing Food</i>” and “<i>Reconnecting Kids to Farming</i>”)? Why is it important to expose children to agriculture?</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> <li>• Why is it important to expose children to agriculture?</li> </ul>
<b>Write</b>	<p>Using the Lesson 22 Note-Catcher, write the gist of the sections “<i>The Process of Growing Food</i>” and “<i>Reconnecting Kids to Farming</i>”. Choose the strongest evidence that best supports why it’s important to expose children to agriculture.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	<p>Practice reading the text with fluency and expression at least two times.</p>



## Lesson 22 Note-Catcher

**Directions:** Write the gist of the sections "*The Process of Growing Food*" and "*Reconnecting Kids to Farming*". Choose the strongest evidence that best supports why it's important to expose children to agriculture.

Gist (what the text is mostly about):

- *The Process of Growing Food*
  
- *Reconnecting Kids to Farming*

**Support w/ evidence:** Choose the strongest evidence that best supports why it's important to expose children to agriculture.

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## Lesson 23

<b>Target</b>	I can read the text closely to answer questions.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">An organic on-campus farm connects kids to agriculture and growing food</a></li> <li>• Lesson Quiz, Pencil</li> <li>• ELA_G8_W2_L23</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">An organic on-campus farm connects kids to agriculture and growing food</a> .
<b>Think</b>	Remember the work that you have done this week: <ul style="list-style-type: none"> <li>• You found the central message of the article.</li> <li>• You found the gist for each section of the article.</li> <li>• You identified and determined the meaning of unfamiliar words from each section.</li> <li>• You determined the best evidence that supported the central idea of a section.</li> </ul>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> <li>• What is the central message of this article? Has it changed after rereading the text over the last two days?</li> <li>• What was the most important information in the text that supports your central message? Why?</li> <li>• What new word(s) did you learn? How did you find out the meaning?</li> </ul>
<b>Write</b>	Using the article, answer the questions on the Lesson 23 Quiz.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your answers with someone and tell why you chose to answer what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

## Lesson 23 Quiz

**Directions:** Using the article, answer the following questions.

- 1 All four sentences below help make the claim that the Harvest Fields Organic Farm helps kids learn about growing healthy food. Which of the following is the **STRONGEST** piece of evidence to support the claim?
- (A) Like other organic farms, Harvest Fields uses only natural fertilizers and pesticides.
  - (B) The farm is a first-of-its-kind effort in Fresno and mirrors the increasing prevalence of building stronger connections between farms and schools.
  - (C) At the same time, the Obermillers and the school's teaching staff use the farm as an outdoor classroom.
  - (D) Part of what the students learn is how food is grown and, perhaps more important, what it tastes like.
- 2 Which of the following sentences from the article **BEST** supports the idea that having the students taste the food they grow is important?
- (A) The school's little-used football field has been plowed under and is being prepared to grow potatoes.
  - (B) At the same time, the Obermillers and the school's teaching staff use the farm as an outdoor classroom.
  - (C) For some, it's the first time they've eaten a radish or nibbled on a basil leaf.
  - (D) "We live in a fast-food culture where you can get food cheaply and quickly," Obermiller says.

- 3 According to the article, why does student Isabella Riley enjoy learning at the farm?
- (A) because she has fun and gets to learn about different food
  - (B) because she gets to eat one of her favorite foods, radishes
  - (C) because she gets to meet many new friends at the farm
  - (D) because she learns about how pollution affects farms
- 4 According to the article, how are students MAINLY exposed to agriculture at the Harvest Fields Organic Farm?
- (A) Students learn how to plow and use a tractor.
  - (B) Students learn how to grow food from tiny seeds, and taste healthy vegetables.
  - (C) Students learn how the grocery stores buy vegetables from farms.
  - (D) Students read about farming in their classrooms.

## Lesson 24

<b>Target</b>	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">An organic on-campus farm connects kids to agriculture and growing food</a></li> <li>• Lesson Writing Activity, Pencil</li> <li>• ELA_G5_W2_L24</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">An organic on-campus farm connects kids to agriculture and growing food</a> .
<b>Think</b>	<p>Consider this article and the ones that you read in Lessons 1-4.</p> <ul style="list-style-type: none"> <li>• Where does food come from?</li> <li>• What journey does food take before it gets to your plate?</li> <li>• How do we make decisions about what we eat?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• Where does food come from and what route does it take before it gets to your plate?</li> <li>• What supporting details (text evidence) would you share?</li> </ul>
<b>Write</b>	<p>Consider this article and the ones that you read in weeks 1-4. Write 6-7 sentences to best answer the questions listed below. Support your answer with 2 details from a text.</p> <p>Where does food come from? What journey does food take before it gets to your plate? How do we make decisions about what we eat?</p> <p>When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

## Lesson 24 Writing Activity

**Directions:** Consider this article and the ones that you read in weeks 1-4. Write 6-7 sentences to best answer the questions listed below. Support your answer with 2 details from a text.

Where does food come from? What journey does food take before it gets to your plate? How do we make decisions about what we eat?

When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

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# Grade 8 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



## Week of 5/18/20 to 5/22/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** What journey does food take before it gets to your plate?  
How do we make decisions about what we eat?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
<b>Day 1</b>	ELA_G8_W6_L25	<i>Grass-fed cattle take slower path to market, filling small consumer niche</i>	Note-catcher
<b>Day 2</b>	ELA_G8_W6_L26	<i>Grass-fed cattle take slower path to market, filling small consumer niche</i>	Note-catcher
<b>Day 3</b>	ELA_G8_W6_L27	<i>Grass-fed cattle take slower path to market, filling small consumer niche</i>	Note-catcher
<b>Day 4</b>	ELA_G8_W6_L28	<i>Grass-fed cattle take slower path to market, filling small consumer niche</i>	Quiz
<b>Day 5</b>	ELA_G8_W6_L29	<i>Grass-fed cattle take slower path to market, filling small consumer niche</i>	Writing Activity

[www.detroitk12.org/youtube](https://www.detroitk12.org/youtube)

## Grass-fed cattle take slower path to market, filling small consumer niche

By Orlando Sentinel, adapted by Newsela staff on 11.13.15

Word Count 949

Level 1130L



David Strawn, 79, is a retired Brevard-Seminole circuit judge and president of Deep Creek Farm in DeLeon Springs, Florida. He raises grass-fed cattle and sells the meat directly to consumers. Susan Jacobson/Orlando Sentinel/TNS

DELEON SPRINGS, Fla. — Cow No. 150, her pregnant belly bulging, nosed around rancher David Strawn's pickup. She was hoping to find something good to eat in the bed of the truck.

For decades, Strawn's family raised cows, lambs and pigs on this lakeside property about 40 miles north of Orlando, Florida.

But when his father died in 2002, Strawn shifted the family business to grass-fed cattle, eventually eliminating the other animals. Strawn loves a good steak, but he insists on knowing that the creature it came from led the best life possible.

### **No Antibiotics Or Hormones Used**

That means no antibiotics or hormones to help cattle grow bigger, faster and with more muscle and protein. It also means no grain and no confinement.

This article is available at 5 reading levels at <https://newsela.com>.



“These guys enjoy our pastures, the lakes,” Strawn, 79, said recently as he gave a tour of his Deep Creek Ranch. “They get gentle treatment. Their bad moments are very short — at the end.”

Advocates of grass-fed meat say it is leaner and contains a higher percentage of healthful fats, vitamins, minerals and antioxidants. It also has fewer calories. The American Grassfed Association, which was formed in 2003, says the meat is better for the environment, provides jobs in rural communities and is kinder to the cattle, goats, sheep and bison destined to wind up on a dinner plate.

“Those animals that are raised in a pen are the cow equivalent of a couch potato,” said Strawn, a retired judge.

### **Beef Producers Defend Feedlots**

Not everyone agrees. The National Cattlemen’s Beef Association represents beef producers. The group defends the use of feedlots, where cattle are fattened on grain in their final months after an initial diet of grass.

The animals receive individual attention from veterinarians and nutritionists and are protected from predators, spokesman Daren Williams said.

The association and a meat scientist at the University of Florida also say the supposedly superior nutritional benefits of grass-fed beef are overblown.

“There’s little definitive data to suggest grass-fed beef is healthier for you,” said Chad Carr, a professor in the university’s department of animal sciences. “Both are an excellent source of dietary protein.”

### **Grass-Fed Meat More Expensive**

One thing is clear: Grass-fed meat usually is more expensive — sometimes twice as much per pound. That’s because small producers need more pasture land. They also have higher operating costs than large commercial farms, because as farms scale up, they can buy equipment and food at cheaper prices and reduce both their cost per cow and the number of workers needed per cow.

Grass-fed cattle also grow to slaughter weight more slowly and yield less meat, requiring higher prices to make a profit, according to the U.S. Department of Agriculture.

It takes at least two and sometimes more than three years for grass-fed cattle to fatten. That’s compared to 15 to 18 months for commercial cattle, said Marilyn Noble, a spokeswoman for the American Grassfed Association.

At Strawn’s 700-acre ranch, each of the 150 or so animals eats about 25 pounds a day of pesticide-free grass, sorghum, millet and clover. In winter, hay and alfalfa are added to their diet.

### **Standards Not Well-Defined**

No one is sure what percentage of the market grass-fed has captured, partly because it has no universally accepted definition. Estimates range from less than 2 percent to 5 percent.

Not all brands are certified by the American Grassfed Association, which has strict requirements. Deep Creek Ranch is not. In past years, before the grass-fed certification was available, the ranch

This article is available at 5 reading levels at <https://newsela.com>.

was Certified Humane, Strawn said. The operation would qualify for both certifications, he said, but in semi-retirement he wants to avoid the complications of paperwork.

To qualify, animals must be fed only grass and graze for food from the time they are weaned from their mothers until they are slaughtered. They must never be confined to feedlots, or be given antibiotics or growth hormones. They must be born and raised on U.S. family farms. The USDA's definition is less strict.

Grass-fed meat has grown more popular in the past few years among consumers concerned about health, animal welfare and farm-to-table eating, said Emily Rankin, owner of Local Roots farm store in Orlando.

### **Farmers Sell Directly to Consumers**

Elementary-school teacher Erika Maier has been buying grass-fed beef from Deep Creek Ranch for several years and said it's worth the long trip from her home. This month she split a 935-pound cow with several other families who shared the \$2,571 cost.

Maier freezes her portion and makes dog food out of the tongue, liver and heart for her German shepherd mix, Buddy. She picks up her meat, already packaged, at a small slaughterhouse.

Strawn used to sell to restaurants in South Florida, but he decided to scale back and deal directly with private parties only, getting to know his customers and advising them on cuts of meat. Strawn's love of the business extends to preserving the pine, oak and palmetto trees and the deer, wild turkeys and fox squirrels that share the land with the cows, steers and bulls.

"I really like growing things," said Strawn, whose boyhood jobs on the ranch were to drive mules and wagons and slaughter cattle. "I like caring for things."

It takes some people a while to get used to the firmer texture and reduced fat that grass-fed beef often has, but Maier said it is delicious and she feels healthier since she and her family have been eating it.

"We need to keep our money in the community," said Maier, a mother of a 10-year-old and a 12-year-old. "We need to help the local farmer, and we need to do what's right for the animals."

This article is available at 5 reading levels at <https://newsela.com>.

## Lesson 25

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can determine the central idea of an informational text.</li> <li>• I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Grass-fed cattle take slower path to market, filling small consumer niche</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W6_L25</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">Grass-fed cattle take slower path to market, filling small consumer niche</a>.</p>
<b>Think</b>	<ul style="list-style-type: none"> <li>• What is this article mainly about?</li> <li>• What extra information does the title, subheadings, and pictures give you?</li> <li>• What was the most important piece of information you read?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the central message is a big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> <li>• What do you think the central message of this article is?</li> <li>• What details from the text make you think that?</li> <li>• What new information did you learn?</li> </ul>
<b>Write</b>	<p>Using the Lesson 25 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	<p>Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.</p>

## Lesson 25 Note-Catcher

**Directions:** Using the Lesson 25 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.

Central Idea:

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Details:

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## Lesson 26

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Grass-fed cattle take slower path to market, filling small consumer niche</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W6_L26</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">Grass-fed cattle take slower path to market, filling small consumer niche</a>. Reread or have a family member, caregiver, or friend reread out loud the introduction and sections titled “No Antibiotics Or Hormones Used” and “Best Producers Defend Feedlots”.</p>
<b>Think</b>	<p>Remember that the <b>gist</b> is your initial thinking about what the text is mostly about. The <b>central idea</b> is the key point the author wants you to take away from reading the text, and is found by careful analysis of the text for details.</p> <p>When determining the meaning of unknown or unfamiliar words, consider the following strategies (in order):</p> <ul style="list-style-type: none"> <li>• Use of context – read the sentences before, during, and/or after to help predict its meaning</li> <li>• Use of word parts – identify any parts of the word (prefix, affix, suffix) that may help determine meaning</li> <li>• Use of reference materials (e.g., dictionary) – to check the most accurate meaning and possible synonyms</li> </ul> <p>Think about the gist and unfamiliar words from the introduction and following sections: “No Antibiotics Or Hormones Used” and “Best Producers Defend Feedlots”.</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> </ul>

	<ul style="list-style-type: none"> <li>• Which words were new or unfamiliar to you (e.g., <i>bulging</i>, <i>confinement</i>, <i>antioxidant</i>, <i>equivalent</i>, <i>overblown</i>). What do you think their meanings may be?</li> <li>• What is the central idea that the author wants you to take away from reading the text in each section?</li> </ul>
<b>Write</b>	Using the Lesson 26 Note-Catcher, write the gist of the introduction and following sections “ <i>No Antibiotics Or Hormones Used</i> ” and “ <i>Best Producers Defend Feedlots</i> ”. Write the definition of each word in your own words and what strategy you used to determine the definition.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

## Lesson 26 Note-Catcher

**Directions:** Write the gist of the introduction and following sections “No Antibiotics Or Hormones Used” and “Best Producers Defend Feedlots”. Write the definition of each word in your own words and what strategy you used to determine the definition.

Gist (what the text is mostly about):

- *Introduction*
- *“No Antibiotics Or Hormones Used”*
- *“Best Producers Defend Feedlots”*

<b>Word</b>	<b>Definition in your own words</b>	<b>Strategy or Synonyms</b> (context, affixes, root, dictionary)
bulging		

confinement		
antioxidant		
equivalent		
overblown		



## Lesson 27

<b>Target</b>	<ul style="list-style-type: none"> <li>I can find the gist of a specific section from the text.</li> <li>I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li><a href="#">Grass-fed cattle take slower path to market, filling small consumer niche</a></li> <li>Lesson Note-Catcher, Pencil</li> <li>ELA_G8_W6_L27</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">Grass-fed cattle take slower path to market, filling small consumer niche</a>. Reread or have a family member, caregiver, or friend reread out loud the sections titled “Grass-Fed Meat More Expensive”, “Standards Not Well-Defined”, and “Farmers Sell Directly to Consumers”.</p>
<b>Think</b>	<p>What is the gist (or what the text is mostly about) of each section (“Grass-Fed Meat More Expensive”, “Standards Not Well-Defined”, and “Farmers Sell Directly to Consumers”)?</p> <p>Are there any new or unfamiliar words in these sections? Use strategies to help determine their meanings.</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>What is the gist (or what the text is mostly about)? What makes you say that?</li> <li>Which words were new or unfamiliar to you (e.g., <i>pasture</i>, <i>universally</i>, <i>complications</i>, <i>weaned</i>)? What do you think their meanings may be?</li> </ul>
<b>Write</b>	<p>Using the Lesson 27 Note-Catcher, write the gist of the sections “Grass-Fed Meat More Expensive”, “Standards Not Well-Defined”, and “Farmers Sell Directly to Consumers”. For each section, write any unfamiliar words and use strategies to determine their meanings.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>Share your writing with someone and tell why you chose to write what you did.</li> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	<p>Practice reading the text with fluency and expression at least two times.</p>

## Lesson 27 Note-Catcher

**Directions:** Write the gist of the sections “*Grass-Fed Meat More Expensive*”, “*Standards Not Well-Defined*”, and “*Farmers Sell Directly to Consumers*”. For each section, write any unfamiliar words and use strategies to determine their meanings.

Gist (what the text is mostly about):

- *Grass-Fed Meat More Expensive*
- *Standards Not Well-Defined*
- *Farmers Sell Directly to Consumers*

<b>Word</b>	<b>Definition in your own words</b>	<b>Strategy or Synonyms</b> (context, affixes, root, dictionary)
pasture		

universally		
complications		
weaned		

## Lesson 28

<b>Target</b>	I can read the text closely to answer questions.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Grass-fed cattle take slower path to market, filling small consumer niche</a></li> <li>• Lesson Quiz, Pencil</li> <li>• ELA_G8_W6_L28</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Grass-fed cattle take slower path to market, filling small consumer niche</a> .
<b>Think</b>	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> <li>• You found the central message of the article.</li> <li>• You found the gist for each section of the article.</li> <li>• You identified and determined the meaning of unfamiliar words from each section.</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the central message of this article? Has it changed after rereading the text over the last two days?</li> <li>• What was the most important information in the text that supports your central message? Why?</li> <li>• What new word(s) did you learn? How did you find out the meaning?</li> </ul>
<b>Write</b>	Using the article, answer the questions on the Lesson 28 Quiz.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your answers with someone and tell why you chose to answer what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

## Lesson 28 Quiz

**Directions:** Using the article, answer the following questions.

1 Which two of the following statements are CENTRAL ideas of the article?

1. *Strawn sells grass-fed beef directly to customers.*
2. *Most people who try grass-fed beef do not like it.*
3. *Ranchers of grass-fed beef face many challenges.*
4. *Grass-fed beef is healthier than regular beef.*

- (A) 1 and 2
- (B) 1 and 3
- (C) 3 and 4
- (D) 2 and 4

2 Which sentence from the article would be MOST important to include in a summary of it?

- (A) For decades, Strawn's family raised cows, lambs and pigs on this lakeside property about 40 miles north of Orlando, Florida.
- (B) Advocates of grass-fed meat say it is leaner and contains a higher percentage of healthful fats, vitamins, minerals and antioxidants.
- (C) The animals receive individual attention from veterinarians and nutritionists and are protected from predators, spokesman Daren Williams said.
- (D) The operation would qualify for both certifications, he said, but in semi-retirement he wants to avoid the complications of paperwork.

3 Read the paragraph from the section "Standards Not Well-Defined".

*Grass-fed meat has grown more popular in the past few years among consumers concerned about health, animal welfare and farm-to-table eating, said Emily Rankin, owner of Local Roots farm store in Orlando.*

What is the purpose of the paragraph?

- (A) to present the advantages of grass-fed beef
- (B) to provide a definition of the standards for grass-fed beef
- (C) to summarize the reasons some people choose grass-fed beef
- (D) to explain how grass-fed beef is made available to consumers

4 Which section of the article BEST represents Strawn's perspective?

- (A) "No Antibiotics Or Hormones Used"
- (B) "Beef Producers Defend Feedlots"
- (C) "Grass-Fed Meat More Expensive"
- (D) "Standards Not Well-Defined"

## Lesson 29

<b>Target</b>	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Grass-fed cattle take slower path to market, filling small consumer niche</a></li> <li>• Lesson Writing Activity, Pencil</li> <li>• ELA_G5_W6_L29</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Grass-fed cattle take slower path to market, filling small consumer niche</a> .
<b>Think</b>	<p>Imagine that you are trying to convince the people of Europe to adopt more corn into their diets.</p> <ul style="list-style-type: none"> <li>• What main/central ideas from the article would you share?</li> <li>• What supporting details (text evidence) would you share?</li> <li>• When purchasing meat, do you feel it is best to buy grass-fed cattle or feedlot cattle? Why?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• When purchasing meat, do you feel it is best to buy grass-fed cattle or feedlot cattle? Why?</li> <li>• What are the most important supporting details?</li> </ul>
<b>Write</b>	<p>Consider the two positions (grass-fed cattle vs. feedlot cattle) being argued in this article. You will take a position on which one you think is best, and explain why. First, create a poster supporting your position. Next, write 5-6 sentences answering the questions listed below:</p> <ul style="list-style-type: none"> <li>• When purchasing meat, do you feel it is best to buy grass-fed cattle or feedlot cattle? Why?</li> <li>• What main/central ideas from the article would you share in support of your position?</li> <li>• What supporting details (text evidence) best support your claim?</li> </ul>

	When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
<b>Closing</b>	<ul style="list-style-type: none"><li>• Share your writing with someone and tell why you chose to draw or write what you did.</li><li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li></ul>
<b>Fluency</b>	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.



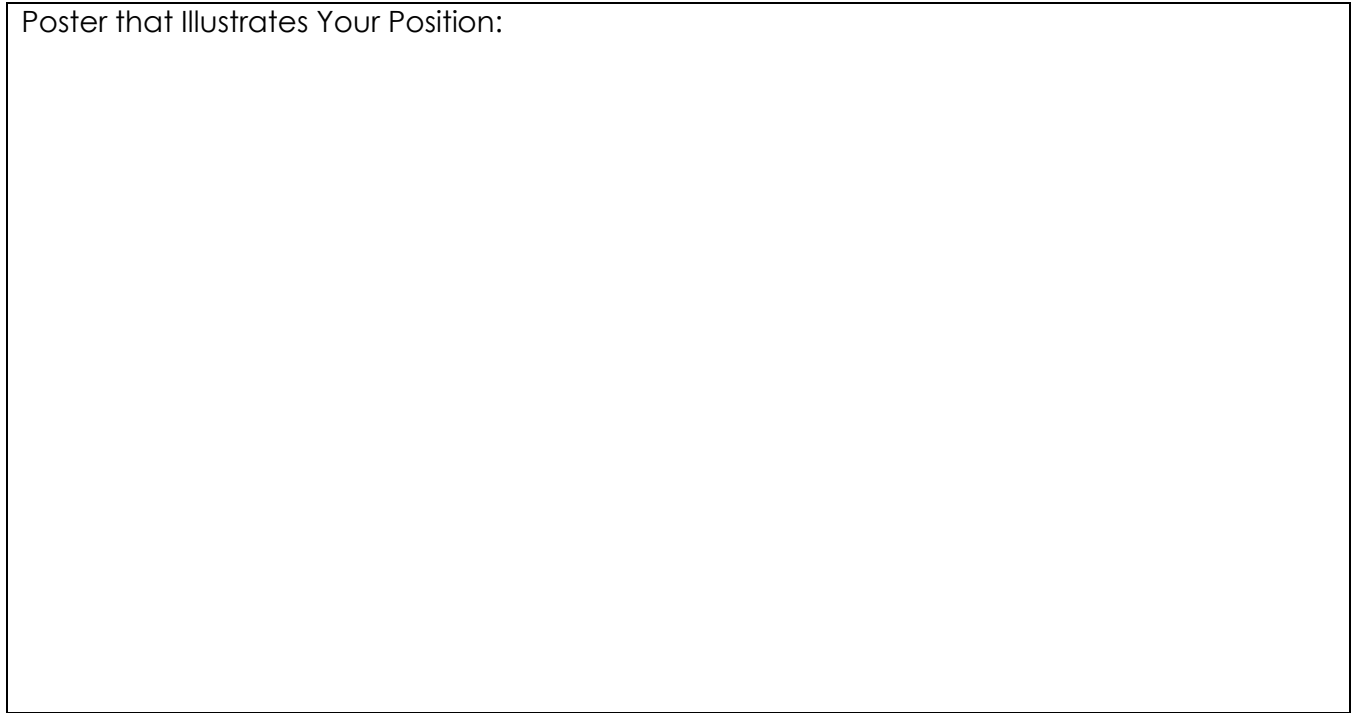
## Lesson 29 Writing Activity

**Directions:** Consider the two positions (grass-fed cattle vs. feedlot cattle) being argued in this article. You will take a position on which one you think is best, and explain why. First, create a poster supporting your position. Next, write 5-6 sentences answering the questions listed below:

- When purchasing meat, do you feel it is best to buy grass-fed cattle or feedlot cattle? Why?
- What main/central ideas from the article would you share in support of your position?
- What supporting details (text evidence) best support your claim?

When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

Poster that Illustrates Your Position:



Explain Your Position:

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# Grade 8 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



## Week of 5/26/20 to 5/29/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** What journey does food take before it gets to your plate?  
How do we make decisions about what we eat?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G8_W7_L30	<i>Locavores and the local food movement</i>	Note-catcher
<b>Day 2</b>	ELA_G8_W7_L31	<i>Locavores and the local food movement</i>	Note-catcher
<b>Day 3</b>	ELA_G8_W7_L32	<i>Locavores and the local food movement</i>	Note-catcher
<b>Day 4</b>	ELA_G8_W7_L33	<i>Locavores and the local food movement</i>	Quiz

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)



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# Locavores and the local food movement

By Gale, Cengage Learning, adapted by Newsela staff on  
01.11.18 Word Count **938**  
Level **1030L**



Shopping at a farmers market is one way that some people purchase local food. Photo: Jean Beaufort/Public Domain

Locavores are people who aim to eat locally. In other words, locavores eat foods grown or produced as close to their home community as possible. In the past century, changes in farming practices, food production and consumption have resulted in a shift away from the idea of eating locally grown food. The locavore movement is based on a shift back to eating locally grown foods, for both their nutritional and environmental benefits.

## **Family Farm To Industrial Production**

In 1933, the United States government passed the Agricultural Adjustment Act. The act marked the beginnings of the local food movement. This government policy was created to help farmers survive during the Great Depression from 1929 to 1941.

During that time in U.S. history, the economy was poor and parts of the country were experiencing a severe drought. The bad economy and poor farming conditions made it difficult or impossible for farmers to earn a living growing crops. Farmers were given financial help in the form of government subsidies or guaranteed prices for their crops to help them stay in business. A subsidy is money the government pays to certain businesses so that they can keep prices low.

Eventually, the economy recovered. Farm subsidies that had allowed farmers to purchase cheap foods for livestock led to cheaper meats. The fast-food industry was born. Equipment was invented that let farmers plant and harvest more quickly. This helped farmers meet the growing need for cheaper foods and food ingredients. More people started to want seasonal foods all year long. Food production became dependent on pesticides and other chemicals to maximize harvest. Chemical preservatives have been used to lengthen the time foods stayed fresh. Fossil fuels power farm equipment and vehicles used to transport the food around the globe.

Larger farms began to put small farms out of business between the 1950s and 1970s. This is because the larger farms could produce food faster and cheaper. The United States also imported foods from other countries that had traditionally been grown here. The imported foods in turn cost less. That trend continued, and by 2004, more foods were imported than exported.

### **A Shift In Food Thinking**

Consumers have begun to notice the negative effects of the industrial food production system. Those negative effects include health concerns caused by additives and chemicals used in food processing. Another is environmental costs from poor farming practices. A third negative effect is pollution and natural resource depletion from the use of fossil fuels.

Over time, a movement started to encourage people to buy locally grown produce. For some, this has meant a return to smaller, family owned farms. Other people go to farmers markets or grocers who sell local fruits and vegetables. Some people get food from gardens in their own yards.

Locavores are concerned about the effects of moving food from farms to production facilities to consumers. Transporting foods long distances causes more pollution. A food shed is defined as the land area that can produce the food for a certain population of people. A food shed of approximately 100 miles is usually considered to be local. Local food sheds can provide fresher foods because they are transported shorter distances. Getting this food from the farm to the consumer uses fewer nonrenewable resources. This means these products have less of an environmental

impact.

### **Using A Food Shed**

In a local food shed, much of the food is delivered directly from the farm to the consumer. People can buy the farm-fresh goods at a local farmers' market. They can also join a community- supported agriculture (CSA) program. In CSA programs, boxes of seasonal produce are regularly delivered to the customer's home or a common pickup location. Another means of moving foods within a food shed are through "you pick" programs. In these programs, farmers invite people directly onto their farm to harvest their own fruits and vegetables.

### **The Farm-To-School Movement**

The farm-to-school movement encourages growing and eating local food while also teaching children how to make healthy food choices. At least 40,000 schools have started programs in which schoolchildren work with local farmers, ranchers or fishermen. In other programs, students plan and operate their own school garden. Many of these programs also connect schools with local farms who may help provide healthy school meals.

### **A Sustainable Food System**

The local food movement promotes a sustainable food system. The idea is to use local food sheds and to promote food justice. Food justice means making sure all people can access fresh, healthy, affordable food.

The idea is also to support the workers who grow, process and deliver the food.

This system has its challenges in a world where large populations of people live in urban areas without access to a food shed that can produce enough food.



Many creative solutions to the challenges have been explored. Cities have adopted programs to convert vacant lots or deserted neighborhood areas into community-run gardens. Rooftop gardens on high-rise buildings and vertical wall gardens produce food and provide other environmental benefits. The benefits include water conservation, energy efficiency, and beautification. Some people who live in cities have greenhouses in their backyards, decks and patios.

The local food movement attempts to return to the more sustainable food system of

the past where maximum use is made of the local food shed. This system used agricultural techniques that can be sustained for years to come.

## Lesson 30

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can determine the central idea of an informational text.</li> <li>• I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Locavores and the local food movement</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W7_L30</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Locavores and the local food movement</a> .
<b>Think</b>	<ul style="list-style-type: none"> <li>• What is this article mainly about?</li> <li>• What extra information does the title, subheadings, and pictures give you?</li> <li>• What was the most important piece of information you read?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the central message is a big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> <li>• What do you think the central message of this article is?</li> <li>• What details from the text make you think that?</li> <li>• What new information did you learn?</li> </ul>
<b>Write</b>	Using the Lesson 30 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.



# Lesson 30 Note-Catcher

**Directions:** Using the Lesson 30 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.

Central Idea:

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Details:

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## Lesson 31

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Locavores and the local food movement</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W7_L31</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">Locavores and the local food movement</a>.</p> <p>Reread or have a family member, caregiver, or friend reread out loud the <i>Introduction</i> and following sections titled “<i>Family Farm To Industrial Production</i>” and “<i>A Shift In Food Thinking</i>”</p>
<b>Think</b>	<p>Remember that the <b>gist</b> is your initial thinking about what the text is mostly about. The <b>central idea</b> is the key point the author wants you to take away from reading the text, and is found by careful analysis of the text for details.</p> <p>When determining the meaning of unknown or unfamiliar words, consider the following strategies (in order):</p> <ul style="list-style-type: none"> <li>• Use of context – read the sentences before, during, and/or after to help predict its meaning</li> <li>• Use of word parts – identify any parts of the word (prefix, affix, suffix) that may help determine meaning</li> <li>• Use of reference materials (e.g., dictionary) – to check the most accurate meaning and possible synonyms</li> </ul> <p>Think about the gist and unfamiliar words from the following sections: “<i>Introduction</i>”, “<i>Family Farm To Industrial Production</i>”, and “<i>A Shift In Food Thinking</i>”</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> </ul>

	<ul style="list-style-type: none"> <li>• Which words were new or unfamiliar to you (<i>policy, drought, imported, exported, nonrenewable resources</i>)? What do you think their meanings may be?</li> <li>• What is the central idea that the author wants you to take away from reading the text?</li> </ul>
<b>Write</b>	Using the Lesson 31 Note-Catcher, write the gist of the <i>Introduction</i> and following sections “ <i>Family Farm To Industrial Production</i> ” and “ <i>A Shift In Food Thinking</i> ”. For each section, write any unfamiliar words and their meanings after using the strategies listed above.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

## Lesson 31 Note-Catcher

**Directions:** Write the gist of the Introduction and following sections “*Family Farm To Industrial Production*” and “*A Shift In Food Thinking*”. Write the definition of each word in your own words and some synonyms.

Gist (what the text is mostly about):

- *Introduction*
- “*Family Farm To Industrial Production*”
- “*A Shift In Food Thinking*”

Word	Definition in your own words	Synonyms (words that mean the same)
policy		

drought		
imported		
exported		
nonrenewable resources		

## Lesson 32

<b>Target</b>	<ul style="list-style-type: none"> <li>I can find the gist of a specific section from the text.</li> <li>I can write a summary of an article including the central idea and supporting details.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li><a href="#">Locavores and the local food movement</a></li> <li>Lesson Note-Catcher, Pencil</li> <li>ELA_G8_W7_L32</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Locavores and the local food movement</a> . Reread or have a family member, caregiver, or friend reread out loud the sections titled “Using A Food Shed”, “The Farm-To-School Movement”, and “A Sustainable Food System”.
<b>Think</b>	What is the gist (or what the text is mostly about) of each section (“Using A Food Shed”, “The Farm-To-School Movement”, and “A Sustainable Food System”.)?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> <li>What is the gist (or what the text is mostly about)? What makes you say that?</li> </ul>
<b>Write</b>	Using the Lesson 32 Note-Catcher, write the gist of the sections “Using A Food Shed”, “The Farm-To-School Movement”, and “A Sustainable Food System”. For each section, write any unfamiliar words and their meanings after using the strategies listed above.
<b>Closing</b>	<ul style="list-style-type: none"> <li>Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Practice reading the text with fluency and expression at least two times.

## Lesson 32 Note-Catcher

**Directions:** Write the gist of the sections “Using A Food Shed”, “The Farm-To-School Movement”, and “A Sustainable Food System”. Review your gist notes from each section, and then write a 4-5 sentence summary (in your own words) that clearly explains the main (central) idea that the author wants you to take away. Consider writing each gist statement or paraphrase the central idea from each section.

Gist (what the text is mostly about):

- Using A Food Shed
- The Farm-To-School Movement
- A Sustainable Food System

Summary:

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## Lesson 33

<b>Target</b>	I can read the text closely to answer questions.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Locavores and the local food movement</a></li> <li>• Lesson Quiz, Pencil</li> <li>• ELA_G8_W7_L33</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Locavores and the local food movement</a> .
<b>Think</b>	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> <li>• You found the central message of the article.</li> <li>• You found the gist for each section of the article.</li> <li>• You identified and determined the meaning of unfamiliar words from each section.</li> <li>• You wrote a summary of an article including the central idea and supporting details.</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the central message of this article? Has it changed after rereading the text over the last two days?</li> <li>• What was the most important information you read? Why?</li> <li>• What new word(s) did you learn? How did you find out the meaning?</li> </ul>
<b>Write</b>	Using the article, <i>answer the questions on the Lesson 33 Quiz.</i>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your answers with someone and tell why you chose to answer what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!



## Lesson 33 Quiz

**Directions:** Using the article, answer the following questions.

- 1 Which statement would be MOST important to include in a summary of the article?
- (A) New equipment helped farmers plant and grow food more quickly to meet demand.
  - (B) Many small farms started to go out of business from the 1950s to the 1970s.
  - (C) More than 40,000 schools have started programs that work with local farmers.
  - (D) There are still many challenges in producing enough local food for everyone.

- 2 Which two of the following sentences from the article include central ideas of the article?

- 1. *The bad economy and poor farming conditions made it difficult or impossible for farmers to earn a living growing crops.*
- 2. *Consumers have begun to notice the negative effects of the industrial food production system.*
- 3. *Local food sheds can provide fresher foods because they are transported shorter distances.*
- 4. *Many of these programs also connect schools with local farms who may help provide healthy school meals.*

- (A) 1 and 2
  - (B) 1 and 4
  - (C) 2 and 3
  - (D) 3 and 4
- 3 Read the following selection from the section "Family Farm To Industrial

Production."

*Equipment was invented that let farmers plant and harvest more quickly. This helped farmers meet the growing need for cheaper foods and food ingredients. More people started to want seasonal foods all year long. Food production became dependent on pesticides and other chemicals to maximize harvest. Chemical preservatives have been used to lengthen the time foods stayed fresh.*

Which word from the selection helps the reader understand that the increased demand for goods forced farmers to rely on certain methods?

- (A) invented
- (B) dependent
- (C) maximize
- (D) preservatives

4 Read the sentence from the section "A Sustainable Food System."

*The local food movement promotes a sustainable food system.*

Which two words would BEST replace "promotes" and "system" in the sentence above?

- (A) supports; model
- (B) benefits; arrangement
- (C) encourages; plan
- (D) advertises; network

# Grade 8 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 06/01/20 to 06/05/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** What journey does food take before it gets to your plate?  
How do we make decisions about what we eat?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G8_W8_L34	<i>What is sustainability?</i>	Note-catcher
<b>Day 2</b>	ELA_G8_W8_L35	<i>What is sustainability?</i>	Note-catcher
<b>Day 3</b>	ELA_G8_W8_L36	<i>What is sustainability?</i>	Note-catcher
<b>Day 4</b>	ELA_G8_W8_L37	<i>What is sustainability?</i>	Quiz
<b>Day 5</b>	ELA_G8_W8_L38	<i>What is sustainability?</i>	Writing Activity

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)

## What is sustainability?

By Gale, Cengage Learning, adapted by Newsela staff on  
11.22.17 Word Count **893**  
Level **1050L**



A Kenyan farmer in the Mount Kenya region. Women in Kenya used to have limited rights, but for years they have been able to take on a bigger role in farming. This increase in gender equality has gone hand in hand with more sustainable farming practices. Photo: CIAT/Wikimedia.

Sustainability is the ability of the earth's natural systems and human cultural systems to survive, thrive and adapt to a changing environment for many years into the future. There is more and more scientific evidence that humans are using up too many of the Earth's natural resources and hurting ecosystems. For example, people have used renewable resources like trees and soil faster than nature can restore them.

The challenge for humans is to learn how to live more sustainably. This will

preserve the earth and human systems for future generations.

### **The Three Pillars Of Sustainability**

Achieving sustainability means balancing three concerns known as the three pillars of sustainability.

The first pillar is the environment. It involves making sure that humans consume the earth's natural resources at a sustainable rate and in a way that does not damage the earth's ecosystems.

The second pillar is the economy. It addresses the need for current and future jobs and economic growth, and for businesses to use resources efficiently and responsibly for the long term.

The third pillar is society. It focuses on the social well-being of people living in a community, country and around the world. Providing equal opportunities for all people, reducing poverty and preserving peace ensures social justice, for example.

The three pillars of sustainability are connected to one another, which means people need to engage in systems thinking. It's important to understand how the different systems are interconnected. It's also important to understand the relationships within systems and how changes can affect many parts of a system.

For example, it's important to use systems thinking when creating a plan for sustainable agriculture, the needs of the land (environment), farmers (economy) and community (society). The plan must allow farmers to make enough money and support their families. It also needs to consider the effects of farming on the environment. That includes soil health, and water use or pollution. The sustainable agriculture plan also should address society by considering community's needs, including treating workers and farm animals humanely and providing safe, healthy food.

### **History Of Sustainability**

In 1987, the United Nations Environment Commission defined sustainable development. The United Nations, or UN, is a global group that works to promote peace and collaboration between countries. The group said sustainable development was “development that meets the needs of the present without compromising the ability of future generations to meet their own needs.” A Commission report to the UN introduced the topic of sustainable development. It was called Our Common Future. The report made sustainable development a major policy consideration for

governments across the Earth.

The idea of sustainable development was further defined at the UN Conference on Environment and Development (UNCED). The conference was held in Rio de Janeiro in 1992. People at the conference wanted to help governments around the world rethink economic development. They also wanted governments to stop the destruction of natural resources that cannot be replaced, and reduce pollution.

After the UNCED, hundreds of organizations and thousands of people helped create a document named the Earth Charter, in 2000. The Earth Charter outlines the framework for building a fair, sustainable, and peaceful world for the future. The Earth Charter calls for people worldwide to create a global partnership for sustainability. It attempts to provide a new framework for thinking about these issues.

And then there was the United Nations Conference on Sustainable Development in 2012. World leaders, people from the business community and other groups gathered. They gathered to discuss how to reduce poverty, advance social equity and protect the environment on an increasingly crowded planet.

### **Sustainability Vs. Sustainable Development**

Sustainability can be thought of as a long-term and constant goal. Sustainable development is different because it is about how we achieve that goal. It involves the programs and policies that people, governments and organizations can use to accomplish sustainability, particularly regarding the economic pillar.

### **Challenges To Sustainability**

Extreme poverty is a major challenge. People in extreme poverty face hunger. To reduce hunger, food production will have to increase 70 percent globally to feed an additional 2.3 billion people by 2050. This will put more pressure on land, water and biodiversity resources.

At the same time, rapid urbanization worldwide is another challenge to sustainable development and sustainability. Increasing attention to growing cities in a sustainable way will be critical. There are some important numbers to keep in mind. According to the 2013 UN survey, more than 6.25 billion people will be living in cities by 2050. The UN survey also reported that from 2000 to 2050, developing countries could add 3.2 billion new residents to cities. Many issues need to be addressed, like how land is used, how jobs are created and fixes for economic inequality. Other issues to consider are transportation and infrastructure development, biodiversity and water conservation, energy needs, education, health care and housing.

In addition, climate change is an issue. Climate change and damage to the environment worldwide have made sustainability efforts challenging. Climate change resulting from greenhouse gases in the atmosphere is leading to warming temperatures globally, which is a threat to environmental sustainability.

### **Achieving Sustainability**

What will it take to achieve sustainability? It requires people, businesses, organizations and governments to work together. They must balance economic, social and environmental needs to preserve the earth's natural systems and human cultural systems for future generations.

## Lesson 34

<b>Target</b>	<ul style="list-style-type: none"> <li>I can determine the central idea of an informational text.</li> <li>I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li><a href="#">What is sustainability?</a></li> <li>Lesson Note-Catcher, Pencil</li> <li>ELA_G8_W8_L34</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">What is sustainability?</a>
<b>Think</b>	<ul style="list-style-type: none"> <li>What is this article mainly about?</li> <li>What extra information does the title, subheadings, and pictures give you?</li> <li>What was the most important piece of information you read?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the central message is a big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> <li>What do you think the central message of this article is?</li> <li>What details from the text make you think that?</li> <li>What new information did you learn?</li> </ul>
<b>Write</b>	Using the Lesson 34 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.
<b>Closing</b>	<ul style="list-style-type: none"> <li>Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.



## Lesson 34 Note-Catcher

**Directions:** Using the Lesson 34 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.

Central Idea:

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Details:

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## Lesson 35

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">What is sustainability?</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W8_L35</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">What is sustainability?</a>. Reread or have a family member, caregiver, or friend reread out loud the <i>Introduction</i> and following sections titled “<i>The Three Pillars Of Sustainability</i>” and “<i>History Of Sustainability</i>”.</p>
<b>Think</b>	<p>Remember that the <b>gist</b> is your initial thinking about what the text is mostly about. The <b>central idea</b> is the key point the author wants you to take away from reading the text, and is found by careful analysis of the text for details.</p> <p>When determining the meaning of unknown or unfamiliar words, consider the following strategies (in order):</p> <ul style="list-style-type: none"> <li>• Use of context – read the sentences before, during, and/or after to help predict its meaning</li> <li>• Use of word parts – identify any parts of the word (prefix, affix, suffix) that may help determine meaning</li> <li>• Use of reference materials (e.g., dictionary) – to check the most accurate meaning and possible synonyms</li> </ul> <p>Think about the gist and unfamiliar words from the following sections: “<i>Introduction</i>”, “<i>The Three Pillars Of Sustainability</i>” and “<i>History Of Sustainability</i>”.</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> </ul>

	<ul style="list-style-type: none"> <li>• Which words were new or unfamiliar to you (<i>thrive, adapt, pillars, interconnected, humanely</i>)? What do you think their meanings may be?</li> <li>• What is the central idea that the author wants you to take away from reading the text?</li> </ul>
<b>Write</b>	Using the Lesson 35 Note-Catcher, write the gist of the <i>Introduction</i> and following sections “ <i>The Three Pillars Of Sustainability</i> ” and “ <i>History Of Sustainability</i> ”. For each section, write any unfamiliar words and their meanings after using the strategies listed above.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

## Lesson 35 Note-Catcher

**Directions:** Write the gist of the Introduction and following sections “*The Three Pillars Of Sustainability*” and “*History Of Sustainability*”. Write the definition of each word in your own words and some synonyms.

Gist (what the text is mostly about):

- *Introduction*
- “*The Three Pillars Of Sustainability*”
- “*History Of Sustainability*”

Word	Definition in your own words	Synonyms (words that mean the same)
thrive		

adapt		
pillars		
interconnected		
humanely		

## Lesson 36

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can determine the central idea of an informational text.</li> <li>• I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">What is sustainability?</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W8_L36</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">What is sustainability?</a>. Reread or have a family member, caregiver, or friend reread out loud the sections titled “Sustainability vs. Sustainable Development”, “Challenges To Sustainability”, and “Achieving Sustainability”.</p>
<b>Think</b>	<p>What is the gist (or what the text is mostly about) of each section (“Sustainability vs. Sustainable Development”, “Challenges To Sustainability”, and “Achieving Sustainability”)?</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> <li>• What is the central idea that the author wants you to take away from reading the text in each section?</li> <li>• Has the central idea changed since your first reading?</li> </ul>
<b>Write</b>	<p>Using the Lesson 36 Note-Catcher, write the gist of the sections “Sustainability vs. Sustainable Development”, “Challenges To Sustainability”, and “Achieving Sustainability”. Write down the central idea of the entire text. Use at least two details (evidence from the text) to support your response.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	<p>Practice reading the text with fluency and expression at least two times.</p>

## Lesson 36 Note-Catcher

- **Directions:** Write the gist of the sections “Sustainability vs. Sustainable Development”, “Challenges To Sustainability”, and “Achieving Sustainability”. Write down the central idea of the entire text. Use at least two details (evidence from the text) to support your response.

Gist (what the text is mostly about):

- Sustainability vs. Sustainable Development
- Challenges To Sustainability
- Achieving Sustainability

Central Idea with Supporting Evidence:

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## Lesson 37

<b>Target</b>	I can read the text closely to answer questions.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">What is sustainability?</a></li> <li>• Lesson Quiz, Pencil</li> <li>• ELA_G8_W8_L37</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">What is sustainability?</a>
<b>Think</b>	<p>Remember the work that you have done this week:</p> <ul style="list-style-type: none"> <li>• You found the central message of the article.</li> <li>• You found the gist for each section of the article.</li> <li>• You used evidence to support the central message.</li> <li>• You identified and determined the meaning of unfamiliar words from each section.</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the central message of this article?</li> <li>• What was the most important information you read? Why?</li> <li>• What new word(s) did you learn? How did you find out the meaning?</li> </ul>
<b>Write</b>	Using the article, <i>answer the questions on the Lesson 37 Quiz.</i>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your answers with someone and tell why you chose to answer what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!



## Lesson 37 Quiz

**Directions:** Using the article, answer the following questions.

- 1 Read the selection from the section "The Three Pillars Of Sustainability."

*The second pillar is the economy. It addresses the need for current and future jobs and economic growth, and for businesses to use resources efficiently and responsibly for the long term.*

Which two words would BEST replace "efficiently" and "responsibly" in the selection above?

- (A) incompetently and fairly
- (B) logically and unreasonably
- (C) effectively and unfairly
- (D) productively and reliably

- 2 Read the sentence from the section "History of Sustainability."

*The United Nations, or U.N., is a global group that works to promote peace and collaboration between countries.*

Which answer choice is the BEST definition of the word "collaboration" as used in the sentence?

- (A) kindness between similar groups of people
- (B) working together to accomplish something
- (C) aiding an enemy against your nation
- (D) supporting policies that protect nature

- 3 What is the MAIN reason the author includes the section "Challenges To

Sustainability"?

- (A) It predicts some of the consequences for nations if they implement sustainable development.
- (B) It compares two nations' experience with sustainable development and contrasts their response to the challenges they faced.
- (C) It identifies issues that have made adopting sustainable development difficult.
- (D) It describes how sustainable development can make life harder for some people.

4 Why does the author include the information about the United Nations Environmental Commission in the article?

- (A) to show that sustainability requires the support of many countries across the globe
- (B) to highlight the history of mistrust and anger between nations discussing the environment
- (C) to explain why countries choose not to employ sustainable development
- (D) to describe how sustainable design has improved different nations

## Lesson 38

<b>Target</b>	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">What is sustainability?</a></li> <li>• Lesson Writing Activity, Pencil</li> <li>• ELA_G8_W8_L38</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">What is sustainability?</a> .
<b>Think</b>	<p>After reading and analyzing this article, consider questions that you may have.</p> <ul style="list-style-type: none"> <li>• What does this article make you wonder about?</li> <li>• Ask a question that would encourage future investigation of this topic or process.</li> <li>• Explain why this question is interesting or important.</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What does this article make you wonder about?</li> <li>• Ask a question that would encourage future investigation of this topic or process.</li> <li>• Explain why this question is interesting or important.</li> </ul>
<b>Write</b>	<p>Investigate: What does this article make you wonder about? Ask a question that would encourage future investigation of this topic or process. Explain why this question is interesting or important. Write 3-4 sentences that help support this question. Support your answer with two supporting details from the text.</p> <p>When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

## Lesson 38 Writing Activity

**Directions:** Investigate: What does this article make you wonder about? Ask a question that would encourage future investigation of this topic or process. Explain why this question is interesting or important. Write 3-4 sentences that help support this question. Support your answer with two supporting details from the text.

When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

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# Grade 8 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



Week of 06/08/20 to 06/12/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** What journey does food take before it gets to your plate?  
How do we make decisions about what we eat?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	Watch	Read	Do
<b>Day 1</b>	ELA_G8_W9_L39	<i>We are what we eat: Hunting the Hadza way with bows, arrows and ingenuity</i>	Note-catcher
<b>Day 2</b>	ELA_G8_W9_L40	<i>We are what we eat: Hunting the Hadza way with bows, arrows and ingenuity</i>	Note-catcher
<b>Day 3</b>	ELA_G8_W9_L41	<i>We are what we eat: Hunting the Hadza way with bows, arrows and ingenuity</i>	Note-catcher
<b>Day 4</b>	ELA_G8_W9_L42	<i>We are what we eat: Hunting the Hadza way with bows, arrows and ingenuity</i>	Quiz
<b>Day 5</b>	ELA_G8_W9_L43	<i>We are what we eat: Hunting the Hadza way with bows, arrows and ingenuity</i>	Writing Activity

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# We are what we eat: Hunting the Hadza way with bows, arrows and ingenuity

By Matthieu Paley, National Geographic Society, adapted by Newsela staff on 06.11.19 Word Count **807**  
Level **950L**



Image 1. Portrait of a Hadzabe (or Hadza) young bushman. The Hadza are an indigenous ethnic group in north-central Tanzania, living around Lake Eyasi in the central Rift Valley and in the neighboring Serengeti Plateau. The population of Hadza tribe is just under 1,000. They are among the last hunter-gatherers in the world. Photo from Getty.

*Photographer Matthieu Paley had already traveled to five different countries — Greenland, Bolivia, Malaysia, Pakistan, Crete — in search of the origins of the human diet. Then came*

*Tanzania, the last stop in his journey. Below, Paley describes some of his experiences in the African country.*



**April 2014**

My assignment here in Tanzania was to photograph a community whose diet was completely free of food from outside sources. Everything they ate must either be gathered, hunted, grown or herded. No influence of foreign aid was allowed.

After talking to experts, I settled on the Hadza, who have what is probably the most ancient diet on earth.

The meat the Hadza eat comes only from hunting, which they do with bow and arrow. To experience a Hadza hunt, I tailed along with two hunters named Kauda and January.

We walked for three days in search of game. We saw cute dik-dik antelopes bobbing around, but they were too far away to even aim at. We shot at a warthog, but the poisoned arrow bounced off its head, leaving the arrow completely bent. We heard the distant sounds of zebras.

And then, we got so close to a giraffe that January actually had a shot at it. He took off his sandals to avoid breaking twigs and asked me to be extra quiet. Then, he walked half-bent for half a mile, picked a poisoned arrow, aimed and shot. Not for fun, and not because I was there, but in the hope of getting some extra food for himself and quite a large number of his people.

**In Pursuit Of A Giraffe**

The Tanzanian government allows the Hadza to hunt that kind of wildlife, which is off-limits to you and me. Large animals like giraffes provide so much meat that the whole Hadza camp — between 20 and 30 people — actually moves next to a kill.

January's arrow went in near the belly of the giraffe, and in the silence, I could actually hear the sound of it penetrating the flesh.



We tracked the wounded giraffe for over an hour. The giraffe started to get "drunk" as the poison took effect. I wanted to keep going, but January said we should return to

camp before it got dark, and continue tracking in the morning.

The next day, after another hour of speed walking, Kauda started going around in circles. The track had grown faint. The giraffe had survived the poison and moved on.

On our way back to the camp, Kauda spotted a hyrax sitting on a rock and managed to kill the creature. The poor thing looked — and tasted — like a large rat, though I've read it is distantly related to the elephant. That was the end of my hunting story: instead of a large, magnificent giraffe, we had to settle for a small, ratlike creature.

### **Starting From Scratch Every Day**

Spending time with the Hadza was the most intense experience I had while working on this story on the evolution of the human diet. They do not practice agriculture, herd animals or even store any food. There is nothing to eat at camp in the morning. Each day, they walk in the surrounding plain for a few hours and gather what they need: berries, honey, tubers and baobab-fruits. And yes, sometimes animals fall, hit by their arrows, but they are not hunted for bloodthirsty entertainment or greed, but out of necessity.

Our ancestors all had that lifestyle at some point in history. The Hadza are one of the oldest peoples on Earth, perhaps even the very oldest. Some anthropologists believe they have been where they are for 50,000 years.

The Hadza are nomads who travel from place to place, with no fixed home. They live in camps made of twigs covered with grass, like upside-down nests. When they leave a camp behind, the twigs and grass fall off and eventually go back into the soil. There are no graveyards, no piles of garbage, no traces left behind. Over thousands of years, the Hadza have caused no damage to their environment.

Most of all, though, what struck me about the Hadza is how happy they seem. In their language, there is no word for "worry." The concept of "worrying" is something that is related to either the future or to the past. The Hadza truly live in the moment. When you spend your time focusing on daily survival, there is no need for worrying about unimportant things. The Hadza have kept their focus unchanged over thousands of years, and that is something to admire.

Original Article URL:

<https://www.nationalgeographic.com/photography/proof/2014/12/10/we-are-what-we-eat-hunting-the-hadza-way-with-bows-arrows-and-ingenuity/?beta=true>



## Lesson 39

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can determine the central idea of an informational text.</li> <li>• I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">We are what we eat: Hunting the Hadza way with bows, arrows and ingenuity.</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W9_L39</li> </ul>
<b>Read</b>	<ul style="list-style-type: none"> <li>• With a family member, caregiver, or friend, read <a href="#">We are what we eat: Hunting the Hadza way with bows, arrows and ingenuity.</a></li> </ul>
<b>Think</b>	<p>We have been talking about different food chains (Industrial, Industrial Organic, and Sustainable) over the last few weeks and now will explore one final one, Hunter-Gatherer. As you read or consider what you've read, think about how this example connects to our Guiding Question:</p> <ul style="list-style-type: none"> <li>• What journey does food take before it gets to your plate?</li> </ul> <p>Also, consider these questions:</p> <ul style="list-style-type: none"> <li>• What is this article mainly about?</li> <li>• What extra information does the title, subheadings, and pictures give you?</li> <li>• What was the most important piece of information you read?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <p>Remember that the central message is a big idea that the author wants you to understand and take away from reading a text.</p> <ul style="list-style-type: none"> <li>• What do you think the central message of this article is?</li> <li>• What details from the text make you think that?</li> <li>• What new information did you learn?</li> </ul>
<b>Write</b>	<p>Using the Lesson 39 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.</p>

<b>Closing</b>	<ul style="list-style-type: none"><li>• Share your writing with someone and tell why you chose to draw or write what you did.</li><li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li></ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text.

# Lesson 39 Note-Catcher

**Directions:** Using the Lesson 39 Note-Catcher, write down the central idea of the text. Use at least two details (evidence from the text) to support your initial response.

Central Idea:

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Details:

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## Lesson 40

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can use a variety of strategies to determine the meaning of unknown words and phrases in text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Hunting the Hadza way with bows, arrows and ingenuity</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W9_L40</li> </ul>
<b>Read</b>	<p>With a family member, caregiver, or friend, read <a href="#">Hunting the Hadza way with bows, arrows and ingenuity</a>.</p> <p>Reread or have a family member, caregiver, or friend reread out loud the <i>Introduction</i> and following sections titled “<i>Introduction</i>” and “<i>April 2014</i>”.</p>
<b>Think</b>	<p>Remember that the <b>gist</b> is your initial thinking about what the text is mostly about. The <b>central idea</b> is the key point the author wants you to take away from reading the text, and is found by careful analysis of the text for details.</p> <p>When determining the meaning of unknown or unfamiliar words, consider the following strategies (in order):</p> <ul style="list-style-type: none"> <li>• Use of context – read the sentences before, during, and/or after to help predict its meaning</li> <li>• Use of word parts – identify any parts of the word (prefix, affix, suffix) that may help determine meaning</li> <li>• Use of reference materials (e.g., dictionary) – to check the most accurate meaning and possible synonyms</li> </ul> <p>Think about the gist and unfamiliar words from the following sections: “<i>April 2014</i>” and “<i>In Pursuit Of A Giraffe</i>”.</p>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> </ul>

	<ul style="list-style-type: none"> <li>• Which words were new or unfamiliar to you (<i>ancient, bobbing, penetrating, wounded, faint</i>)? What do you think their meanings may be?</li> <li>• What is the central idea that the author wants you to take away from reading the text?</li> </ul>
<b>Write</b>	Using the Lesson 40 Note-Catcher, write the gist of the <i>Introduction</i> and following sections “ <i>April 2014</i> ” and “ <i>In Pursuit Of A Giraffe</i> ”. For each section, write any unfamiliar words and their meanings after using the strategies listed above.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Ask an adult to read the text to you and follow along. Then, practice reading the text at least two times on your own.

## Lesson 40 Note-Catcher

**Directions:** Write the gist of the Introduction and following sections “April 2014” and “In Pursuit Of A Giraffe”. Write the definition of each word in your own words and some synonyms.

Gist (what the text is mostly about):

- *April 2014*
  
- *In Pursuit Of A Giraffe*

<b>Word</b>	<b>Definition in your own words</b>	<b>Synonyms</b> (words that mean the same)
ancient		

bobbing		
penetrating		
wounded		
faint		

## Lesson 41

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can find the gist of a specific section from the text.</li> <li>• I can determine the central idea of an informational text.</li> <li>• I can cite text-based evidence that provides the strongest support for my analysis of a text.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Hunting the Hadza way with bows, arrows and ingenuity</a></li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_W9_L41</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Hunting the Hadza way with bows, arrows and ingenuity</a> . Reread or have a family member, caregiver, or friend reread out loud the sections titled “Starting From Scratch Every Day”.
<b>Think</b>	What is the gist (or what the text is mostly about) of the section ( <i>Starting From Scratch Every Day</i> )?
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> <li>• What is the gist (or what the text is mostly about)? What makes you say that?</li> <li>• What is the central idea that the author wants you to take away from reading the text in each section?</li> <li>• Has the central idea changed since your first reading?</li> </ul>
<b>Write</b>	Using the Lesson 36 Note-Catcher, write the gist of the section “Starting From Scratch Every Day”. Write down the central idea of the entire text. Use at least two details (evidence from the text) to support your response.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your writing with someone and tell why you chose to draw or write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Practice reading the text with fluency and expression at least twice.



## Lesson 41 Note-Catcher

**Directions:** Write the gist of the sections “*Starting From Scratch Every Day*”. Write down the central idea of the entire text. Use at least two details (evidence from the text) to support your response.

Gist (what the text is mostly about):

- *Starting From Scratch Every Day*

Central Idea with Supporting Evidence:

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## Lesson 42

<b>Target</b>	I can read the text closely to answer questions.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Hunting the Hadza way with bows, arrows and ingenuity</a></li> <li>• Lesson Quiz, Pencil</li> <li>• ELA_G8_W9_L42</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Hunting the Hadza way with bows, arrows and ingenuity</a> .
<b>Think</b>	Remember the work that you have done this week: <ul style="list-style-type: none"> <li>• You found the central message of the article.</li> <li>• You found the gist for each section of the article.</li> <li>• You used evidence to support the central message.</li> <li>• You identified and determined the meaning of unfamiliar words from each section.</li> </ul>
<b>Talk</b>	With your family member, caregiver, or friend, talk about the following questions: <ul style="list-style-type: none"> <li>• What is the central message of this article?</li> <li>• What was the most important information you read? Why?</li> <li>• What new word(s) did you learn? How did you find out the meaning?</li> </ul>
<b>Write</b>	Using the article, answer the questions on the Lesson 42 Quiz.
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your answers with someone and tell why you chose to answer what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>
<b>Fluency</b>	Use a timer (cell phone time, kitchen timer or have someone count to 60) and read the passage for one minute. Count the words you read and write the number at the top of your text. Look at how many more words you read in one minute! Celebrate your reading fluency with a parent, care giver or friend!

## Lesson 42 Quiz

**Directions:** Using the article, answer the following questions.

1 Read the section "In Pursuit Of A Giraffe."

Which sentence from the section BEST shows that getting food from hunting is sometimes difficult for the Hadza?

- (A) The Tanzanian government allows the Hadza to hunt that kind of wildlife, which is off-limits to you and me.
- (B) We tracked the wounded giraffe for over an hour.
- (C) I wanted to keep going, but January said we should return to camp before it got dark, and continue tracking in the morning.
- (D) The giraffe had survived the poison and moved on.

2 Which answer choice accurately characterizes the author's reaction to his experience with the Hadza?

- (A) He disliked the amount of time the Hadza spend hunting for food.
- (B) He greatly appreciated how the Hadza live in the moment.
- (C) He was completely entertained by the way the Hadza hunt for wildlife.
- (D) He felt a strong desire to teach the Hadza how to grow their food.

- 3 What is MOST LIKELY the reason the author describes the killing of the hyrax?
- (A) to show why the Hadza do not need to store meat from their hunts
  - (B) to demonstrate that the Hadza prefer to hunt and eat small animals
  - (C) to illustrate that the Hadza will hunt and eat a variety of animals
  - (D) to explain why the Hadza do not look for elephants on their hunts

- 4 Read the following paragraph from the section "Starting From Scratch Every Day."

*The Hadza are nomads who travel from place to place, with no fixed home. They live in camps made of twigs covered with grass, like upside-down nests. When they leave a camp behind, the twigs and grass fall off and eventually go back into the soil. There are no graveyards, no piles of garbage, no traces left behind. Over thousands of years, the Hadza have caused no damage to their environment.*

Which conclusion is BEST supported by the paragraph?

- (A) The Hadza have been searching for somewhere they can settle down, but they have not yet found that place.
- (B) As the Hadza travel from place to place, they deliberately act in ways that cause no damage to the environment.
- (C) After traveling from one place to another, the Hadza are too tired to make camps out of any other materials than twigs and grass.
- (D) The Hadza dislike the idea of other nomads using their camps, so they build their camps to naturally break down soon after they leave.

## Lesson 43

<b>Target</b>	I can report on a topic with appropriate facts and details, speaking clearly at an understandable pace.
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• <a href="#">Hunting the Hadza way with bows, arrows and ingenuity</a></li> <li>• Lesson Writing Activity, Pencil</li> <li>• ELA_G8_W9_L43</li> </ul>
<b>Read</b>	With a family member, caregiver, or friend, read <a href="#">Hunting the Hadza way with bows, arrows and ingenuity</a> .
<b>Think</b>	<p>After reading and analyzing this article, consider questions that you may have.</p> <ul style="list-style-type: none"> <li>• What does this article make you wonder about?</li> <li>• Ask a question that would encourage future investigation of this topic or process.</li> <li>• Explain why this question is interesting or important.</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• What does this article make you wonder about?</li> <li>• Ask a question that would encourage future investigation of this topic or process.</li> <li>• Explain why this question is interesting or important.</li> </ul>
<b>Write</b>	<p>We have been talking about different food chains (Industrial, Industrial Organic, and Sustainable) over the last few weeks and now have concluded with the Hunter-Gatherer food chain. Consider this article and the ones that you read in Lessons 1-38. Write 6-7 sentences to best answer the questions listed below. Support your answer with 2 details from a text.</p> <p>Where does food come from? What journey does food take before it gets to your plate? How do we make decisions about what we eat?</p>

	When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!
<b>Closing</b>	<ul style="list-style-type: none"><li>• Share your writing with someone and tell why you chose to write what you did.</li><li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li></ul>
<b>Fluency</b>	Show off your reading fluency! Read the passage aloud one last time to a parent, caregiver or friend.

# Lesson 43 Writing Activity

**Directions:** We have been talking about different food chains (Industrial, Industrial Organic, and Sustainable) over the last few weeks and now have concluded with the Hunter-Gatherer food chain. Consider this article and the ones that you read in Lessons 1-38. Write 6-7 sentences to best answer the questions listed below. Support your answer with 2 details from a text.

Where does food come from? What journey does food take before it gets to your plate? How do we make decisions about what we eat?

When you are finished, practice reading your sentences out loud to a family member, caregiver, or friend. Remember to speak clearly and fluently!

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# Grade 8 ELA/Reading

WEEKLY DISTANCE LEARNING STUDENT SCHEDULE

Daily 6-8 Videos



## Week of 6/15/20 to 6/19/20

- Directions:** Read the directions for each lesson, watch the video and complete the lesson activity.
- Guiding Questions:** What journey does food take before it gets to your plate?  
How do we make decisions about what we eat?
- Materials Needed:** Text, Lessons and Note-Catchers, Pencil

	<b>Watch</b>	<b>Read</b>	<b>Do</b>
<b>Day 1</b>	ELA_G8_L44	Selected Articles	Note-catcher
<b>Day 2</b>	ELA_G8_L45	Selected Articles	Note-catcher
<b>Day 3</b>	ELA_G8_L46	Selected Articles	Note-catcher
<b>Day 4</b>	ELA_G8_L47	Selected Articles	Complete & Present
<b>Day 5</b>	ELA_G8_L48	Selected Articles	Final Presentation

[www.detroitk12.org/youtube](http://www.detroitk12.org/youtube)



# Lesson 44

<p><b>Target</b></p>	<ul style="list-style-type: none"> <li>• I can select two articles from lessons 1-43 to focus on for my project.</li> <li>• I can reread and identify key details and evidence to use for my project.</li> <li>• I can present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning, and well-chosen details).</li> </ul>
<p><b>Text, Materials, Video Name</b></p>	<ul style="list-style-type: none"> <li>• <a href="#">You'd be surprised how much confusion there is about basic food facts</a> Lesson 1</li> <li>• <a href="#">Essay: How corn took spotlight in American diet, but not in Europe</a> Lesson 5</li> <li>• <a href="#">You might be able to follow your Thanksgiving turkey back to the egg</a> Lesson 10</li> <li>• <a href="#">Group lists the cleanest and the dirtiest fruits and veggies</a> Lesson 15</li> <li>• <a href="#">An organic on-campus farm connects kids to agriculture and growing food</a> Lesson 20</li> <li>• <a href="#">Grass-fed cattle take slower path to market, filling small consumer niche</a> Lesson 25</li> <li>• <a href="#">Locavores and the local food movement</a> Lesson 30</li> <li>• <a href="#">What is sustainability?</a> Lesson 34</li> <li>• <a href="#">Hunting the Hadza way with bows, arrows and ingenuity</a> Lesson 39</li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_L44</li> </ul>
<p><b>Read</b></p>	<p><b>Position Presentation:</b></p> <p>You have been learning about different food chains (Industrial, Industrial Organic, Sustainable, and Hunter-Gatherer) and how they are used to feed people.</p> <p>Use your note-catchers and learning about each food chain to write and present a position paragraph/speech to answer the following question:</p> <p>Which of the four food chains would best feed all the people in the United States?</p> <p>You will present a visual representation of your argument. To do so, you will use your claim, your reasons, and at least two pieces of evidence. You will then draw or select (from previous articles) images that represent your key pieces of evidence and organize them on a page or poster, using either paper or a computer. Consider the following:</p>

	<ul style="list-style-type: none"> <li>• When taking a position on an issue, you need to research the pros and cons (strengths and weaknesses) and compare it with an alternative option.</li> <li>• When putting forward an argument, you need to provide relevant and sufficient evidence to support your claims.</li> </ul> <p>Choose the two articles you found most interesting or enjoyable. You will use one article to take a position on which food chain you think is best for feeding everyone in our country. You will then compare it to the second or other food chain highlighting both food chain's strengths and weaknesses.</p> <p>Today, reread one of the articles you selected.</p>
<b>Think</b>	<p>After rereading one of your articles, consider the following:</p> <ul style="list-style-type: none"> <li>• Which food system is best represented in this article?</li> <li>• What are the pros and cons (strengths and weaknesses) that this food system presents in feeding our country?</li> <li>• What supporting details best represent the strengths and weaknesses?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• Which food chain is best represented in this article?</li> <li>• What are the pros and cons (strengths and weaknesses) that this food chain presents in feeding our country?</li> <li>• What supporting details best represent the strengths and weaknesses?</li> </ul>
<b>Write</b>	<p>Using the Lesson 44 note-catcher, write down the name of the food chain that is highlighted in this article. Next, using your own words, write down the strengths and weaknesses of using this food chain to feed the people of this country. Support your strengths and weaknesses with supporting details from the selected article. In the box below, draw an image that best represents this food chain.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Tell a family member, caregiver, or friend about your project [presentation, speech, etc.] and that you will be sharing your progress and asking for their feedback on your work this week.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>

## Lesson 44 Note-Catcher

**Directions:** Using the Lesson 44 note-catcher, write down the lesson number and name of the article you selected. Then write the name of the food chain that is highlighted in this article. Using your own words, write down the strengths and weaknesses in using this food chain to feed the people of this country. Support your strengths and weaknesses with supporting details from the selected article. In the box below, draw an image that best represents this food chain.

Lesson: \_\_\_\_\_

Article Title:

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Food Chain:

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Strengths (with 2 supporting details from the text):

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Weaknesses (with 2 supporting details from the text):

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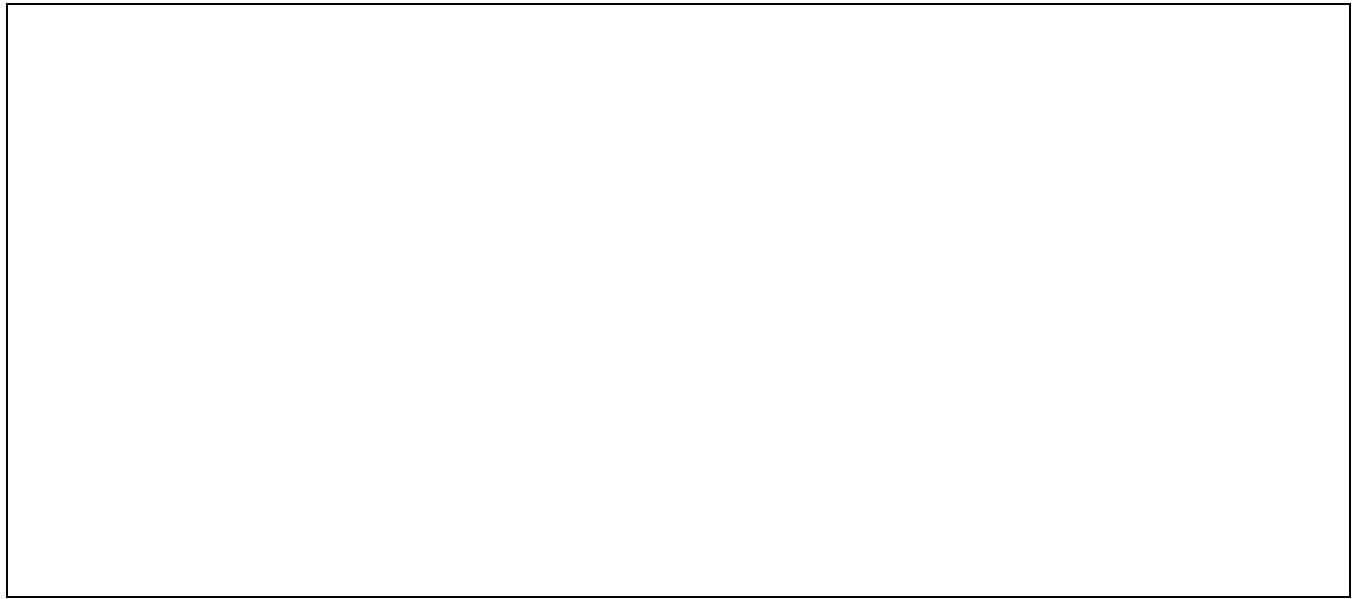
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Draw an image that may best represent this Food Chain:



## Lesson 45

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can reread and identify key details and evidence to use for my project.</li> <li>• I can present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning, and well-chosen details).</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• Self-selected Focus Texts 1 &amp; 2</li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_L45</li> </ul>
<b>Read</b>	<p>You have been learning about different food chains (Industrial, Industrial Organic, Sustainable, and Hunter-Gatherer) and how they are used to feed people.</p> <p>Use your note-catchers and learning about each food chain to write and present a position paragraph/speech to answer the following question:</p> <p>Which of the four food chains would best feed all the people in the United States?</p> <p>Consider the following:</p> <ul style="list-style-type: none"> <li>• When taking a position on an issue, you need to research the pros and cons (strengths and weaknesses) and compare it with an alternative option.</li> <li>• When putting forward an argument, you need to provide relevant and sufficient evidence to support your claims.</li> </ul> <p>With a family member, caregiver, or friend, reread the second focus article you selected.</p>
<b>Think</b>	<p>After rereading one of your articles, consider the following:</p> <ul style="list-style-type: none"> <li>• Which food system is best represented in this article?</li> <li>• What are the pros and cons (strengths and weaknesses) that this food system presents in feeding our country?</li> <li>• What supporting details best represent the pros and cons?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• Which food chain is best represented in this article?</li> </ul>

	<ul style="list-style-type: none"> <li>• What are the pros and cons (strengths and weaknesses) that this food system presents in feeding our country?</li> <li>• What supporting details best represent the pros and cons?</li> </ul>
<b>Write</b>	<p>Using the Lesson 45 note-catcher, write down the lesson number and name of the article you selected. Then write the name of the food chain that is highlighted in this article. Using your own words, write down the strengths and weaknesses in using this food chain to feed the people of this country. Support your strengths and weaknesses with supporting details from the selected article. In the box below, draw an image that best represents this food chain.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Tell a family member, caregiver, or friend about the progress you have made toward completing your project.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>

# Lesson 45 Note-Catcher

**Directions:** Using the Lesson 45 note-catcher, write down the lesson number and name of the article you selected. Then write the name of the food chain that is highlighted in this article. Using your own words, write down the strengths and weaknesses in using this food system to feed the people of this country. Support your strengths and weaknesses with supporting details from the selected article. In the box below, draw an image that best represents this food system.

Lesson: \_\_\_\_\_

Article Title:

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Food Chain:

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Strengths (with 2 supporting details from the text):

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Weaknesses (with 2 supporting details from the text):

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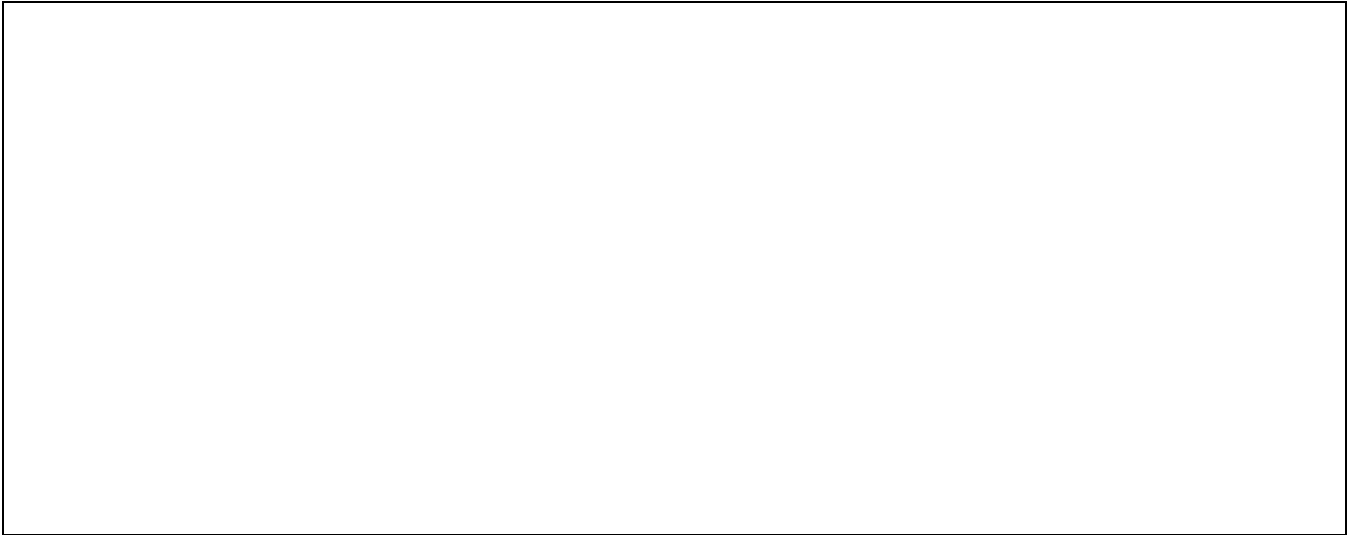
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Draw an image that may best represent this Food Chain:





## Lesson 46

<b>Target</b>	<ul style="list-style-type: none"> <li>• I can present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning, and well-chosen details).</li> <li>• I can create visual displays in a presentation to clarify information, strengthen claims, and add emphasis.</li> </ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"> <li>• Self-selected Focus Texts 1 &amp; 2</li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_L46</li> </ul>
<b>Read</b>	<p>Use your note-catchers and learning about each food chain (Industrial, Industrial Organic, Sustainable, and Hunter-Gatherer) to write and present a position paragraph/speech to answer the following question:</p> <p>Which of the four food chains would best feed all the people in the United States?</p> <p>Consider the following:</p> <ul style="list-style-type: none"> <li>• When taking a position on an issue, you need to research the pros and cons (strengths and weaknesses) and compare it with an alternative option.</li> <li>• When putting forward an argument, you need to provide relevant and sufficient evidence to support your claims.</li> </ul> <p>With a family member, caregiver, or friend, read the instruction and writing task below.</p>
<b>Think</b>	<p>As you prepare to write your position paragraph and speech, think about:</p> <ul style="list-style-type: none"> <li>• How will you present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning, and well-chosen details).</li> <li>• How will you use visual displays in a presentation to clarify information, strengthen claims, and add emphasis.</li> </ul>
<b>Talk</b>	<p>Tell a family member, caregiver, or friend, talk about the following questions:</p>

	<ul style="list-style-type: none"> <li>• Why is the food chain you've selected the best one to feed everyone in the country with?</li> <li>• How will you present your claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning, and well-chosen details).</li> <li>• How will you use visual displays in a presentation to clarify information, strengthen claims, and add emphasis.</li> </ul>
<b>Write</b>	<p>Using the Lesson 46 Note-Catcher, begin drafting your position paragraph/speech by filling out the graphic organizer. Write down, in the opening statement box of the graphic organizer, the name of the food chain you are choosing. Look for evidence from your article and note-catcher to prove that the food chain you chose is best for feeding all the people in the United States. Identify a counterclaim that you can disprove with evidence. Remember that a counterclaim is a claim that goes against the position you are taking. Draft the opening statement so that it includes your answer to the question with two reasons. Draft a closing statement that really pushes the audience to agree with you.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Share your work with someone and tell why you chose to draw or write what you did.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>

## Lesson 46 Note-Catcher

**Directions:** Using the Lesson 46 Note-Catcher, begin drafting your position paragraph/speech by filling out the graphic organizer. Write down, in the opening statement box of the graphic organizer, the name of the food chain you are choosing. Look for evidence from your article and note-catcher to prove that the food chain you chose is best for feeding all the people in the United States. Identify a counterclaim that you can disprove with evidence. Remember that a counterclaim is a claim that goes against the position you are taking. Draft the opening statement so that it includes your answer to the question with two reasons. Draft a closing statement that really pushes the audience to agree with you.

**Guiding Question:** Which of the four food chains would best feed all the people in the United States?

Food Chain Name:

Opening Statement: *(For example: "The industrial food chain has the potential to be both affordable and healthy for all of the people in the United States.")*

**Claim:** What is your answer to the guiding question and why? (one sentence)

**Counter Claim:** What are the problems (weaknesses) associated with this food chain? (List one piece of evidence) Write a response to these problems, explaining your position.

**Supporting Evidence and Details:** from the Articles (List one piece of evidence)

**Closing Statement** (one sentence)

# Lesson 47

<b>Target</b>	<ul style="list-style-type: none"><li>• I can present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning, and well-chosen details).</li><li>• I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation).</li><li>• I can integrate multimedia components and visual displays in a presentation to clarify information, strengthen claims, and add emphasis.</li></ul>
<b>Text, Materials, Video Name</b>	<ul style="list-style-type: none"><li>• Self-selected Focus Texts 1 &amp; 2</li><li>• Lesson Note-Catcher, Pencil</li><li>• ELA_G8_L47</li></ul>
<b>Read</b>	<p>Use your note-catchers and learning about each food chain (Industrial, Industrial Organic, Sustainable, and Hunter-Gatherer) to write and present a position paragraph/speech to answer the following question:</p> <p>Which of the four food chains would best feed all the people in the United States?</p> <p>Consider the following:</p> <ul style="list-style-type: none"><li>• When taking a position on an issue, you need to research the pros and cons (strengths and weaknesses) and compare it with an alternative option.</li><li>• When putting forward an argument, you need to provide relevant and sufficient evidence to support your claims.</li></ul> <p>With a family member, caregiver, or friend, read the checklist below:</p> <ol style="list-style-type: none"><li>1. Complete graphic organizer (from Lesson 46)</li><li>2. <b>Use graphic organizer to write speech</b></li><li>3. <b>Draw or choose visual component for speech</b></li><li>4. <b>Practice delivering speech</b></li></ol>

	<p>5. <b>Deliver speech to someone (family member, caregiver, or friend)</b></p> <p>6. Adapt speech for a final presentation to someone or a group of people (family member, caregiver, or friend).</p>
<b>Think</b>	<p>Remember that the position paragraph/speech will be one paragraph and you'll draw or select images that represent your key pieces of evidence (organized on a page or poster).</p> <ul style="list-style-type: none"> <li>• Does the graphic organizer from Lesson 46 best represent your position with supporting evidence?</li> <li>• What images will illustrate your position in a clear and strong way?</li> <li>• How can you practice your presentation to ensure that you speak loud and clearly, make eye contact, and pronounce all words accurately?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• Does the graphic organizer from Lesson 46 best represent your position with supporting evidence?</li> <li>• What images will illustrate your position in a clear and strong way?</li> <li>• How can you practice your presentation to ensure that you speak loud and clearly, make eye contact, and pronounce all words accurately?</li> </ul>
<b>Write</b>	<p>Complete Draft Share for Feedback Revise Draft</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Use the Position Speech Checklist to revise your position paragraph/speech.</li> <li>• After you complete your assignment remember to read a book with a family member, caregiver, or friend for 20 minutes.</li> </ul>

## Lesson 47 Note-Catcher

**Directions:** Using the Lesson 47 Note-Catcher, write your position paragraph/speech below. Use blank paper to provide a visual component that helps clarify information. This can be drawn or you can use images from past articles to help support your claim. Use the following Position Speech Checklist to ensure that all criteria will be met. Deliver your presentation to someone while they use the Position Speech Checklist to give you feedback.

**Complete Draft of Position Paragraph/Speech:**

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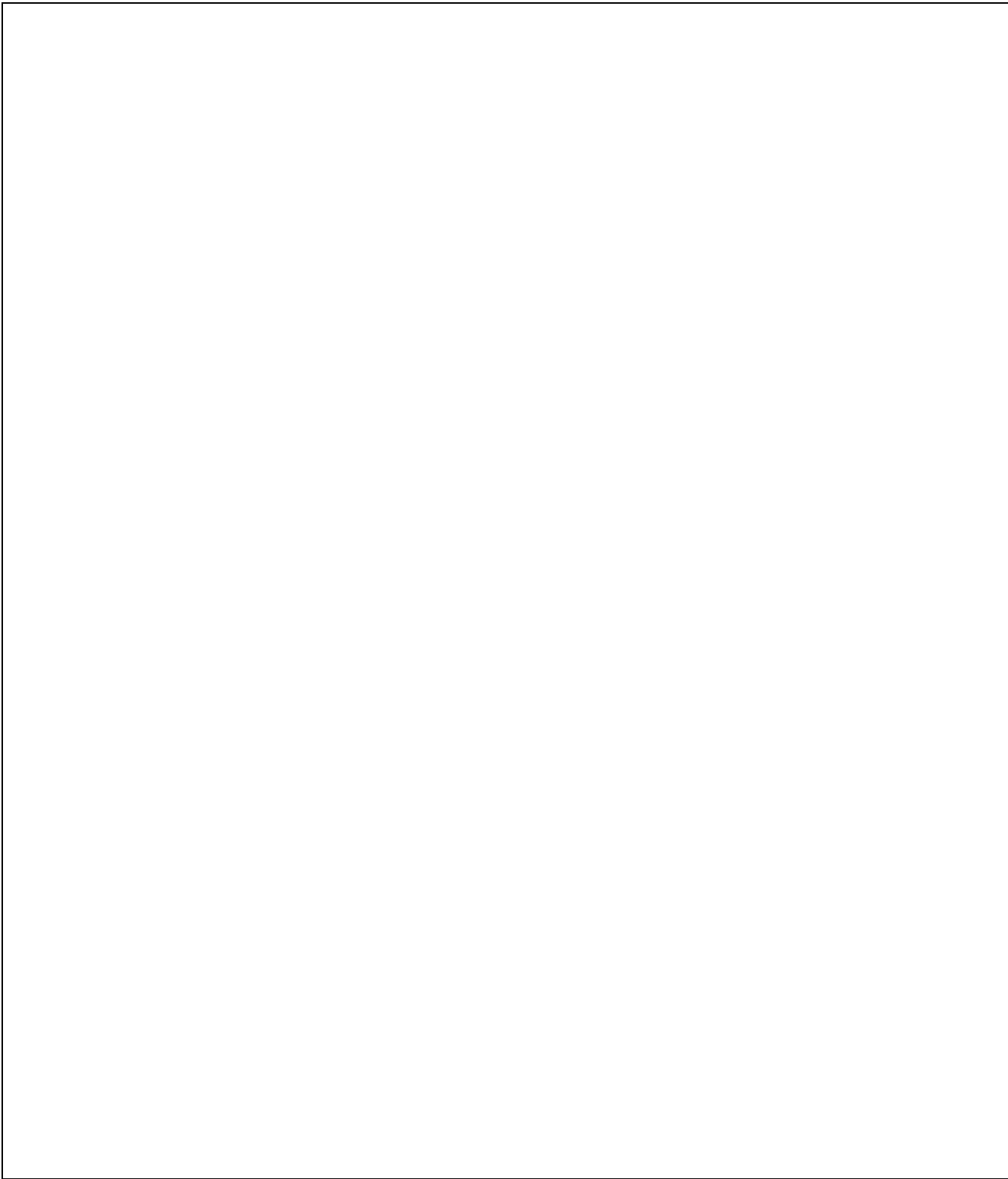
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**Visual Component:**

<https://www.detroitk12.org/>



**Position Speech Checklist**



The speaker		Check if Yes	Comments? Questions?
<b>Content</b>	Starts with a claim that clearly answers the guiding question		
	Provides at least two reasons for making that claim		
	Provides relevant evidence for each reason from the Cascading Consequences and Stakeholders charts		
	Provides a counterclaim and responds to it with evidence to support own claim		
<b>Presentation</b>	Makes eye contact with multiple points in the audience		
	Speaks clearly and slowly enough for everyone to hear and understand		
	Uses appropriate volume		
	Pronounces words correctly		
<b>Visual Component</b>	Chooses a visual component that clarifies information, supports the claim, and adds emphasis		
	Integrates the visual component into the presentation at a logical point		
<b>Different Audiences</b>	Present to Adults		

# Lesson 48

<p><b>Target</b></p>	<ul style="list-style-type: none"> <li>• I can present claims and findings in a focused, coherent manner (use relevant evidence, sound reasoning, and well-chosen details).</li> <li>• I can use effective speaking techniques (appropriate eye contact, adequate volume, and clear pronunciation).</li> <li>• I can integrate multimedia components and visual displays in a presentation to clarify information, strengthen claims, and add emphasis.</li> </ul>
<p><b>Text, Materials, Video Name</b></p>	<ul style="list-style-type: none"> <li>• Self-selected Focus Texts 1 &amp; 2</li> <li>• Lesson Note-Catcher, Pencil</li> <li>• ELA_G8_L48</li> </ul>
<p><b>Read</b></p>	<p>Use your note-catchers and learning about each food chain (Industrial, Industrial Organic, Sustainable, and Hunter-Gatherer) to write and present a position paragraph/speech to answer the following question:</p> <p>Which of the four food chains would best feed all the people in the United States?</p> <p>Consider the following:</p> <ul style="list-style-type: none"> <li>• When taking a position on an issue, you need to research the pros and cons (strengths and weaknesses) and compare it with an alternative option.</li> <li>• When putting forward an argument, you need to provide relevant and sufficient evidence to support your claims.</li> </ul> <p>With a family member, caregiver, or friend, read the checklist below:</p> <ol style="list-style-type: none"> <li>1. Complete graphic organizer (from Lesson 46)</li> <li>2. Use graphic organizer to write speech</li> <li>3. Draw or choose visual component for speech</li> <li>4. Practice delivering speech</li> <li>5. Deliver speech to someone (family member, caregiver, or friend)</li> </ol>

	<p><b>6. Adapt speech for a final presentation to someone or a group of people (family member, caregiver, or friend).</b></p>
<b>Think</b>	<p>Think about the Position Speech Checklist and the criteria listed on it.</p> <ul style="list-style-type: none"> <li>• How can you revise your paragraph to strengthen the position you are taking?</li> <li>• How can you improve the way you present your information?</li> <li>• Do your visuals best represent your information, support your claim, and add emphasis?</li> </ul>
<b>Talk</b>	<p>With your family member, caregiver, or friend, talk about the following questions:</p> <ul style="list-style-type: none"> <li>• How can you revise your paragraph to strengthen the position you are taking?</li> <li>• How can you improve the way you present your information?</li> <li>• Do your visuals best represent your information, support your claim, and add emphasis?</li> </ul>
<b>Write</b>	<p>Finalize Project: Take any feedback from the Position Speech Checklist that you may have been given, and revise your position paragraph speech and illustrations.</p>
<b>Closing</b>	<ul style="list-style-type: none"> <li>• Find a family member, friend, or caregiver. Tell them you would like to present what you have learned about food chains over the past several weeks.</li> <li>• Present your work and be proud of what you have accomplished!</li> </ul>

# Lesson 48 Presentation

**Directions:** To finalize your project, take any feedback from the Position Speech Checklist that you may have been given, and revise your position paragraph speech and illustrations.

**Final Draft of Position Paragraph/Speech:**

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**Final Visual Component:**

