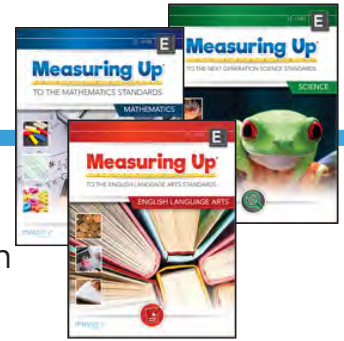


Try It Out! Sample Pack | ELA | Grade 4 | Lesson 27

Measuring Up to the Standards



The **Try It Out!** sample pack features:

- 1 full student lesson with complete Teacher Edition lesson
- 1 full Table of Contents for your grade level
- Correlation to the standards

Developed to meet the rigor of the standards, **Measuring Up** employs support for using and applying critical thinking skills with direct standards instruction that elevate and engage student thinking.

Standards-based lessons feature introductions that set students up for success with:

- ✓ Vocabulary in Action
- ✓ Relevant real-world connections
- ✓ Clearly identified learning goals
- ✓ Connections to prior learning

Guided Instruction and Independent Learning strengthen learning with:

- ✓ Deep thinking prompts
- ✓ Collaborative learning
- ✓ Self-evaluation
- ✓ Demonstration of problem-solving logic
- ✓ Application of higher-order thinking

Flexible design meets the needs of whole- or small-group instruction. Use for:

- ✓ Introducing standards
- ✓ Reinforcement or standards review
- ✓ Intervention
- ✓ Remediation
- ✓ Test Preparation

Extend learning with online digital resources!

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WORDS TO KNOW

summary

topic sentence

main idea

supporting detail

Lesson 27

SUMMARIZE A TEXT RI.4.2

INTRODUCTION

Real-World Connection

TECHNOLOGY AND MEDIA

Brett's science class read an article about robots. Brett thinks the article is interesting. He wants to share the article with his friends, but he left it at school. Brett decides to explain it in his own words. He explains the information that is important but also includes some details that do not help his friends understand parts of the article. How can Brett make sure he tells his friends the important points? We will practice the skills in **Guided Instruction** and **Independent Practice** and revisit Brett and his friends at the end of the lesson.



What I Am Going to Learn

- How to determine the main idea of a text
- How to identify the key details in a text that support the main idea
- How to use the main idea and supporting details to provide a summary of the text

What I May Already Know RI.3.1

- I know how to ask and answer questions about a text.
- I know how to refer to the text to find answers to questions.

▶ THINK ABOUT IT

Do you know what a summary is? Before you read any further, try to write a definition for summary in your own words. Use the information about how Brett explained the article to help you.

Vocabulary in Action

- A **summary** is a short explanation of what a text says. A summary should not include every detail from the text. It should include the most important details in the article. When writing a summary, the ideas should be in your own words.
- In informational texts, each paragraph has a **topic sentence**. The topic sentence often tells the main idea of the paragraph. Look for topic sentences while you read. Topic sentences will help you recognize what information is most important.
- Summaries should include the **main idea** of the text. The main idea describes the point the author is trying to make. The main idea is sometimes stated as the topic sentence of the first paragraph.
- A **supporting detail** supports the main idea of the text. Supporting details also support the main idea of each paragraph. They can be key details that explain important information in the text. A good summary tells how the main idea and supporting details are developed.

GUIDED INSTRUCTION

As you read this article, underline or write down the topic sentence of each paragraph. Then, look at the supporting details. What do these details tell you about the topic of each paragraph? Write your responses in complete sentences in your own words. Do this for each paragraph. Then, put your sentences together into a short paragraph. This is your summary!

Robot Labor

Today, robots are doing many of the jobs that people once did. In factories, robots help build cars and other machines. Years ago, workers on an assembly line did the same task all day long. For example, one worker might just attach car doors. Another might install the windshields, perhaps hundreds of them every day. Today, robots do a lot of these jobs so people don't have to.

Robots can also do jobs that are dangerous for humans. For example, underwater robots are used to explore shipwrecks. If a robot is damaged or destroyed, it can be replaced, unlike a human.

Not everyone likes the idea of robots replacing humans. Some worry that robots are taking too many jobs away from people. Often one robot can do the work of many people. Robots do not get tired, and they do not need to be paid. If robots do all of our work, how will people make a living?

◀ THINK ABOUT IT

Analyze the supporting details in each paragraph, and ask yourself what they tell you about the main idea.

HINT, HINT

Look for the answer that contains the main idea and all of the key details from the text.

Part A

Which is the best summary of the text?

- (A) A long time ago, people had to do jobs like attaching car doors and windshields. Now, robots can do many of these jobs and they never get tired.
- (B) One robot can replace many human workers. Some people think this is good, but others don't think so. They worry that pretty soon nobody will be able to find a job because of robots.
- (C) Robots today do many of the factory jobs that people used to do. Also, robots can do some jobs that would be dangerous for people. However, some people think robots will soon make it hard for people to find work.
- (D) Robots are good because they can do jobs that nobody wants to do. Some jobs are just too dangerous for people. People don't have to do the same job over and over all day because of robots.

Part B

Underline the topic sentence in each paragraph that best supports the answer to Part A.

Read this article that Brett read in class.

Careers in Robotics

Imagine a robot that could cook your dinner, clean your room, or build you a new house. Would you like to create such a robot? If so, you should think about a career in robotics. Today, many kinds of jobs involve working with robots.

People who design robots are called mechanical engineers. They decide what the robots will look like and what work they will do. They also decide how the parts of a robot will work together.

Robotics engineers also work with robots. Most robots have computers inside that act like the human brain. Robotics engineers write computer programs that tell robots what to do and how to do it. Robotics engineers must know a lot about computers because these programs are very complicated.

If you like fixing things, then you might make a good robotics technician. Even a well-made robot can break. Robotics technicians fix robots and check for mechanical problems to make sure they don't break down. Robots are very complex machines, so technicians must have lots of training.



Look at the chart below that Brett filled out about the article he read in class. Fill in the empty boxes.

TOPIC SENTENCE	MAIN IDEA/SUPPORTING DETAIL
Paragraph 1: "Today, many kinds of jobs involve working with robots."	Main Idea: There are many different jobs for people who like robots.
Paragraph 2: "People who design robots are called mechanical engineers."	Supporting Detail: Mechanical engineers design robots and plan how they will work.
Paragraph 3: "Robotics engineers also work with robots."	Supporting Detail:
Paragraph 4: "Robotics technicians fix robots and check for mechanical problems to make sure they don't break down."	Supporting Detail:



How Am I Doing?

What questions do you have?

What strategies can help you find the main idea?

Think about your discussion in class every day. Describe a time when you gave a summary of something to a friend or a teacher.

Color in the traffic signal that shows how you are doing with the skill.



INDEPENDENT PRACTICE

Read the article. Then answer the questions that follow.

Green Screen Technology

Genre: Essay

- 1 Green screen technology allows us to put an image or video on different backgrounds. If you have ever watched the news on television, you have seen this technology in action. The weather report is a good example. A weather reporter appears to be standing in front of a large map. The map moves and changes to show the weather patterns, but if you were in the studio you would see that there is no map at all. Behind the reporter is nothing but a large, green wall! How then do we see the map on TV?
- 2 Green screen technology removes all of the green color from the video image, and then replaces it. Once the green background is gone, another scene or backdrop can be added. The new backdrop can be almost anything: a weather map, a desert island, or the slopes of Mount Everest. Special software combines the two images, making it seem as if the person in front of the green screen is really somewhere else.
- 3 When green screen technology was first developed, it was mainly used by professional photographers and filmmakers. The original green screen technology was called Chroma Key. It was first used in the 1930s in Hollywood. Since then, green screens have been used in many movies for special effects. In fact, most of the movies we see today wouldn't be possible without the use of a green screen.
- 4 Green screen technology is not used just in Hollywood these days. Digital software has made green screen technology available to more people. Many cameras, tablets, and smartphones have green screen applications. With a little practice, almost anyone can learn how to take green screen photos and videos and add a backdrop.



1. Part A

Which sentence best summarizes paragraph 1?

- (A) In a TV studio, weather reporters are really standing in front of a green wall, not a map.
- (B) TV weather reports use large maps to show weather patterns.
- (C) Green screen technology is used to place images on different backgrounds.
- (D) Green screen technology is mainly used in weather reports to make reporters look as if they are in front of a map.

Part B

Underline the topic sentence in paragraph 1 that best supports the answer to Part A.

2. Part A

Which detail in paragraph 2 should be included in a summary of the text?

- (A) Green screen technology can place an image over a backdrop of a desert.
- (B) Green screen technology works by replacing the green color with another image.
- (C) Green screen technology has special software to combine images.
- (D) Green screen technology makes people look as if they are standing in front of something.

Part B

Which statement best explains why the answer to Part A is important to the summary?

- (A) It describes the different parts of green screen technology.
- (B) It gives examples of different images that green screen technology uses.
- (C) It explains why people use green screen technology.
- (D) It shows how green screen technology works.

TIPS AND TRICKS

When you are summarizing a passage, or even just a paragraph, ask yourself, “What are the most important details?”

3. Identify the main idea of this text and key details that would make a summary of the text. Use four of the sentences below to fill out the chart.

Green screens have been used in many movies for special effects.

Green screen technology is widely used to put video images on various backgrounds.

Green screen software works by removing the green background and replacing it with a different backdrop.

The backdrop of a green screen could be a weather map, a desert island, or Mt. Everest.

Green screen has been used in Hollywood films since the 1930s.

Digital software has brought green-screen technology to personal cameras and other devices.

SUMMARY OF "GREEN SCREEN TECHNOLOGY"	
MAIN IDEA	
SUPPORTING DETAIL (PARAGRAPH 2)	
SUPPORTING DETAIL (PARAGRAPH 3)	
SUPPORTING DETAIL (PARAGRAPH 4)	

4. Part A

A student wrote the following summary of paragraph 3. What makes this a weak summary?

The original green screen technology was called Chroma Key and it was first used for Hollywood movies. Green screens have been used in many movies for special effects since the 1930s. In fact, most movies have special effects that wouldn't be possible without a green screen.

- (A) It includes details from another paragraph.
- (B) It is missing the main idea of the paragraph.
- (C) It includes a main idea from another paragraph.
- (D) It is missing two important details from the paragraph.

Part B

Underline the sentence in paragraph 3 that has details that should be included in this summary.

5. A student decides to include this sentence in a summary of paragraph 4.

Green screen technology is not used just in Hollywood anymore.

Explain why this detail is important to include in the summary.

ANNOTATED TEACHER EDITION

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RF.4.4.c, L.4.4.a

RF.4.4.a, RF.4.4.b

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CORRELATIONS

Correlation to the Common Core State Standards

This worktext is customized to the Common Core State Standards for English Language Arts.

Common Core State Standards	Lessons
Reading Standards for Literature, Grade 4	
Key Ideas and Details	
RL.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	14
RL.4.2 Determine a theme of a story, drama, or poem from details in the text; summarize the text.	16, 17
RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).	15
Craft and Structure	
RL.4.4 Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).	18
RL.4.5 Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	19–21
RL.4.6 Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.	22
Integration of Knowledge and Ideas	
RL.4.7 Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text.	23
RL.4.9 Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.	24
Range of Reading and Level of Text Complexity	
RL.4.10 By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Embedded throughout Unit 3
Reading Standards for Informational Text, Grade 4	
Key Ideas and Details	
RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.	25
RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.	26, 27
RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.	28

Common Core State Standards	Lessons
Craft and Structure	
RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.	29
RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.	30
RI.4.6 Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.	31
Integration of Knowledge and Ideas	
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.	32
RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.	33
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	34
Range of Reading and Level of Text Complexity	
RI.4.10 By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Embedded throughout Unit 4
Reading Standards: Foundational Skills, Grade 4	
Phonics and Word Recognition	
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.	1
a. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.	1
Fluency	
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.	2, 3
a. Read on-level text with purpose and understanding.	3
b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings	3
c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.	2
Writing Standards, Grade 4	
Text Types and Purposes	
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.	9

CORRELATIONS

Common Core State Standards	Lessons
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.	9
b. Provide reasons that support the opinion.	9
c. Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).	9
d. Provide a concluding statement or section.	9
W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.	10
a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	10
b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	10
c. Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).	10
d. Use precise language and domain-specific vocabulary to inform about or explain the topic.	10
e. Provide a concluding statement or section related to the information or explanation presented.	10
W.4.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.	11
a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.	11
b. Use dialogue and description to develop experiences and events or show the responses of characters to situations.	11
c. Use a variety of transitional words and phrases to manage the sequence of events.	11
d. Use concrete words and phrases and sensory details to convey experiences and events precisely.	11
e. Provide a conclusion that follows from the narrated experiences or events.	11
Production and Distribution of Writing	
W.4.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.	9–11
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.	12
W.4.6 With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting.	12
Research to Build and Present Knowledge	
W.4.7 Conduct short research projects that build knowledge through investigation of different aspects of a topic.	13

Common Core State Standards	Lessons
W.4.8 Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.	13
W.4.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.	Embedded throughout Units 3 and 4
a. Apply <i>grade 4 Reading standards</i> to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions]:”).	Embedded throughout Unit 3
b. Apply <i>grade 4 Reading standards</i> to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).	Embedded throughout Unit 4
Range of Writing	
W.4.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Embedded throughout Lessons 9–13
Language Standards, Grade 4	
Conventions of Standard English	
L.4.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Embedded throughout Unit 2
L.4.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Embedded throughout Unit 2
Knowledge of Language	
L.4.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	Embedded throughout Unit 2
Vocabulary Acquisition and Use	
L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on <i>grade 4 reading and content</i> , choosing flexibly from a range of strategies.	1–2, 8
a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.	2
b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., <i>telegraph</i> , <i>photograph</i> , <i>autograph</i>).	1
c. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.	8
L.4.5 Demonstrate understanding of word relationships and nuances in word meanings.	4–6
a. Explain the meaning of simple similes and metaphors (e.g., <i>as pretty as a picture</i>) in context.	4
b. Recognize and explain the meaning of common idioms, adages, and proverbs.	5

CORRELATIONS

Common Core State Standards	Lessons
c. Demonstrate understanding of words by relating them to their opposites (antonyms) and to words with similar but not identical meanings (synonyms).	6
L.4.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., <i>quizzed</i> , <i>whined</i> , <i>stammered</i>) and that are basic to a particular topic (e.g., <i>wildlife</i> , <i>conservation</i> , and <i>endangered</i> when discussing animal preservation).	7

WORDS TO KNOW

- summary
- topic sentence
- main idea
- supporting detail



Lesson 27

SUMMARIZE A TEXT RI.4.2

INTRODUCTION

Real-World Connection

TECHNOLOGY AND MEDIA

Brett's science class read an article about robots. Brett thinks the article is interesting. He wants to share the article with his friends, but he left it at school. Brett decides to explain it in his own words. He explains the information that is important but also includes some details that do not help his friends understand parts of the article. How can Brett make sure he tells his friends the important points? We will practice the skills in Guided Instruction and Independent Practice and revisit Brett and his friends at the end of the lesson.

What I Am Going to Learn

- How to determine the main idea of a text
- How to identify the key details in a text that support the main idea
- How to use the main idea and supporting details to provide a summary of the text

What I May Already Know RI.3.1

- I know how to ask and answer questions about a text.
- I know how to refer to the text to find answers to questions.

► **THINK ABOUT IT**

Do you know what a summary is? Before you read any further, try to write a definition for summary in your own words. Use the information about how Brett explained the article to help you.

Vocabulary in Action

- A summary is a short explanation of what a text says. A summary should not include every detail from the text. It should include the most important details in the article. When writing a summary, the ideas should be in your own words.
- In informational texts, each paragraph has a topic sentence. The topic sentence often tells the main idea of the paragraph. Look for topic sentences while you read. Topic sentences will help you recognize what information is most important.
- Summaries should include the main idea of the text. The main idea describes the point the author is trying to make. The main idea is sometimes stated as the topic sentence of the first paragraph.
- A supporting detail supports the main idea of the text. Supporting details also support the main idea of each paragraph. They can be key details that explain important information in the text. A good summary tells how the main idea and supporting details are developed.

GUIDED INSTRUCTION

As you read this article, underline or write down the topic sentence of each paragraph. Then, look at the supporting details. What do these details tell you about the topic of each paragraph? Write your responses in complete sentences in your own words. Do this for each paragraph. Then, put your sentences together into a short paragraph. This is your summary!

Robot Labor

Today, robots are doing many of the jobs that people once did. In factories, robots help build cars and other machines. Years ago, workers on an assembly line did the same task all day long. For example, one worker might just attach car doors. Another might install the windshields, perhaps hundreds of them every day. Today, robots do a lot of these jobs so people don't have to.

Robots can also do jobs that are dangerous for humans. For example, underwater robots are used to explore shipwrecks. If a robot is damaged or destroyed, it can be replaced, unlike a human.

Not everyone likes the idea of robots replacing humans. Some worry that robots are taking too many jobs away from people. Often one robot can do the work of many people. Robots do not get tired, and they do not need to be paid. If robots do all of our work, how will people make a living?

[Reading Level: 700–800L; Word Count: 158]

INDEPENDENT PRACTICE

Read the article. Then answer the questions that follow.

Green Screen Technology

Genre: Essay

- Green screen technology allows us to put an image or video on different backgrounds. If you have ever watched the news on television, you have seen this technology in action. The weather report is a good example. A weather reporter appears to be standing in front of a large map. The map moves and changes to show the weather patterns, but if you were in the studio you would see that there is no map at all. Behind the reporter is nothing but a large, green wall! How then do we see the map on TV?
- Green screen technology removes all of the green color from the video image, and then replaces it. Once the green background is gone, another scene or backdrop can be added. The new backdrop can be almost anything: a weather map, a desert island, or the slopes of Mount Everest. Special software combines the two images, making it seem as if the person in front of the green screen is really somewhere else.
- When green screen technology was first developed, it was mainly used by professional photographers and filmmakers. The original green screen technology was called Chroma Key. It was first used in the 1930s in Hollywood. Since then, green screens have been used in many movies for special effects. In fact, most of the movies we see today wouldn't be possible without the use of a green screen.
- Green screen technology is not used just in Hollywood these days. Digital software has made green screen technology available to more people. Many cameras, tablets, and smartphones have green screen applications. With a little practice, almost anyone can learn how to take green screen photos and videos and add a backdrop.

[Reading Level: 760–860L; Word Count: 285]

1. **Part A**
Which sentence best summarizes paragraph 1?

- (A) In a TV studio, weather reporters are really standing in front of a green wall, not a map.
- (B) TV weather reports use large maps to show weather patterns.
- (C) Green screen technology is used to place images on different backgrounds.
- (D) Green screen technology is mainly used in weather reports to make reporters look as if they are in front of a map.

Part B

Underline the topic sentence in paragraph 1 that best supports the answer to Part A.

2. **Part A**
Which detail in paragraph 2 should be included in a summary of the text?

- (A) Green screen technology can place an image over a backdrop of a desert.
- (B) Green screen technology works by replacing the green color with another image.
- (C) Green screen technology has special software to combine images.
- (D) Green screen technology makes people look as if they are standing in front of something.

Part B

Which statement best explains why the answer to Part A is important to the summary?

- (A) It describes the different parts of green screen technology.
- (B) It gives examples of different images that green screen technology uses.
- (C) It explains why people use green screen technology.
- (D) It shows how green screen technology works.



3. Identify the main idea of this text and key details that would make a summary of the text. Use four of the sentences below to fill out the chart.

Green screens have been used in many movies for special effects. Green screen technology is widely used to put video images on various backgrounds. Green screen software works by removing the green background and replacing it with a different backdrop. The backdrop of a green screen could be a weather map, a desert island, or Mt. Everest. Green screen has been used in Hollywood films since the 1930s. Digital software has brought green-screen technology to personal cameras and other devices.

SUMMARY OF "GREEN-SCREEN TECHNOLOGY"	
MAIN IDEA	Green screen technology is widely used to put video images on different backgrounds.
SUPPORTING DETAIL (PARAGRAPH 2)	Green screen software works by removing the green background and replacing it with a different backdrop.
SUPPORTING DETAIL (PARAGRAPH 3)	Green screen has been used in Hollywood films since the 1930s.
SUPPORTING DETAIL (PARAGRAPH 4)	Digital software has brought green screen technology to personal cameras and other devices.

4. **Part A**
A student wrote the following summary of paragraph 3. What makes this a weak summary?

The original green screen technology was called Chroma Key and it was first used for Hollywood movies. Green screens have been used in many movies for special effects since the 1930s. In fact, most movies have special effects that wouldn't be possible without a green screen.

- A** It includes details from another paragraph.
B It is missing the main idea of the paragraph.
C It includes a main idea from another paragraph.
D It is missing two important details from the paragraph.

Part B

Underline the sentence in paragraph 3 that has details that should be included in this summary.

5. A student decides to include this sentence in a summary of paragraph 4.

Green screen technology is not used just in Hollywood anymore.

Explain why this detail is important to include in the summary.

Sample response: This sentence is important to include in the summary because it is the main idea of paragraph 4.

HINT, HINT

Before you start your summary, use a chart to write down the main idea of each paragraph and the details that support that idea. Use this chart to write your summary.

6. Write a summary of the essay, "Green Screen Technology." Be sure to include the main idea and key details. Explain what makes this a good summary.

Sample response: Green screen technology allows people on TV or in movies to look as if they are in places they really are not. The technology takes out all of the green color of an image and replaces it with a different image or video. When the technology was first developed in the 1930s, it was used mostly by filmmakers. Now, with today's technology, almost anyone can learn how to use a green screen. This is a good summary of the article because it includes the information from the topic sentence of each paragraph, which supports the main idea of the article. The summary does not include small details, such as specific places that can be used as a backdrop.

EXIT TICKET

RI.4.2

Now you know how to use key details and the main idea to summarize a text. Let's revisit the Real-World Connection.



Look back at the article Brett wrote and the chart that he made to go with it. Use the chart to write a summary of the article. Remember that putting together the main idea of each paragraph becomes the summary.

Sample answer: There are many different jobs for people who like robots. Mechanical engineers design robots and plan how they will work. Robotics engineers write computer programs for robots. Robotics technicians repair broken robots and keep them running smoothly.

Blank lined area for writing a summary.

TEACHER NOTES

REAL-WORLD GOAL FOR STUDENTS

- Use key details and main ideas to summarize a text.

TIPS FOR THE STRUGGLING LEARNER

- Students may struggle to find details that are important to include in the summary. Explain that they should think about how they would explain the text to someone who has never read it.
- Students may not recognize which details are not important. Explain that some details may be interesting, but if the detail does not clarify the main idea it is not a key detail and does not need to be included in the summary.

TIPS FOR THE ENGLISH LANGUAGE LEARNER

- English learners may have difficulty with the concept of summarizing. Skim the text together first asking questions such as “What is the important part of this paragraph? What does the author want you to know about in this section?” Provide students with a graphic organizer to keep track of key details as they read.

ACTIVITIES FOR THE ADVANCED LEARNER

- Students can read about careers they are interested in. They can use what they learned in the lesson to summarize the text and share it with a small group in class.
- Students can create summaries of favorite TV shows or movies and present their summaries to the class.