

Digging Into Words

Learn and discuss words across two topics.

5.RV.1.A "Develop general academic language and content specific vocabulary by listening to, reading, and discussing a variety of grade-five texts and topics."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Listen as A is read aloud, then read B with a partner. In EACH reading, underline one use of analyze and one of evidence. In A, circle artifact; in B, circle habitat. Use C to discuss how the words work.

Read and Use the Texts

A. Reading the past

Archaeologists study past people through places and objects they left behind. An artifact is an object people made or changed, such as a clay pot. During an excavation, a careful scientific investigation of a site, researchers record objects and their surroundings. They analyze their findings: they examine details and relationships to understand them. An object's context includes where it was found and what was near it. These records become evidence, information that can support an explanation. An object without its context can be harder to interpret. Classroom adaptation of National Park Service archaeology information.

B. Watching birds: a fictional class investigation

A class studied a patch of trees, one part of the birds' habitat, or place where they live. At the same time each morning, students counted birds from one spot. They recorded six sparrows on Monday and four on Tuesday. To analyze their notes, they compared the counts and checked where and when they observed. The notes were evidence that they had counted fewer sparrows on Tuesday. They did not yet know why. Instead of claiming that the birds had left the area, the class planned more observations.

C. Words that travel; words for a topic

General academic words help people think and explain across subjects. Analyze and evidence work in both A and B. Topic vocabulary names ideas closely connected with a subject. Artifact is useful for archaeology; habitat is useful for studying living things. Words can be used in more than one field, so these are useful roles, not permanent boxes.

With your partner, explain analyze in A and in B. Then discuss how the researchers in A and the students in B use evidence. Each partner should use both words while speaking and respond to the other's explanation.

2 ANSWER WITH EVIDENCE _____ Use the passage

- 1** Explain artifact in A and habitat in B. Give the example associated with each.

- 2** What does analyze mean in both readings? Give an action from A and one from B.

- 3** What claim does B's evidence support? What question does it leave unanswered?

3 YOUR TURN

Your own words

Use the words in a new discussion, then record what you learned.

Apply and explain

Imagine you are explaining one reading to a classmate who missed it. Write a brief explanation using analyze, evidence and either artifact or habitat. Include a clue that explains the topic word. Keep your claims supported by the chosen reading.

Speak, listen and respond

Take turns sharing your explanation aloud. Each listener asks a question about a word's meaning or use. Answer aloud, then record the question and your answer or improved explanation. Switch roles so both partners speak and listen.

PART 1 • READ AND MARK

Listen as A is read aloud, then read B with a partner. In EACH reading, underline one use of analyze and one of evidence. In A, circle artifact; in B, circle habitat. Use C to discuss how the words work. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Explain artifact in A and habitat in B. Give the example associated with each.	An artifact is an object made or changed by people, such as a clay pot. A habitat is a place an organism lives; B gives a patch of trees used by birds.
2	What does analyze mean in both readings? Give an action from A and one from B.	It means examining details and relationships to understand them. In A, researchers examine objects and their surroundings; in B, students compare bird counts and the conditions of observations.
3	What claim does B's evidence support? What question does it leave unanswered?	The records support that students counted fewer sparrows on Tuesday than Monday. They do not explain why, or establish that the birds left the area.

PART 3 • YOUR TURN (SAMPLE ANSWER)**Possible explanation**

In B, students analyze notes about birds in a habitat, the place the birds live. Their counts are evidence of what they observed on two mornings, but they need more information to explain the difference.

Possible discussion record

My partner asked whether analyze means simply writing numbers down. I explained that the class first recorded numbers, then analyzed them by comparing counts and checking the observation conditions. I added this distinction when I spoke again.

TEACHER ASSESSMENT NOTES

Sources for A: <https://www.nps.gov/subjects/archeology/glossary.htm> and <https://www.nps.gov/articles/000/what-is-archeological-context.htm>. A is a paraphrased adaptation; B is a fictional classroom investigation with all needed observations supplied. Read A aloud before students read B. Observe both partners using vocabulary in explanations and responsive discussion. The four named target words avoid an arbitrary search for four words in overlapping categories. Analyze and evidence are general academic uses; artifact and habitat are useful topic terms, not words restricted to only one subject. Permit equivalent supported meanings. No fixed word count; assess accurate use, explanation and listening/speaking across both readings.