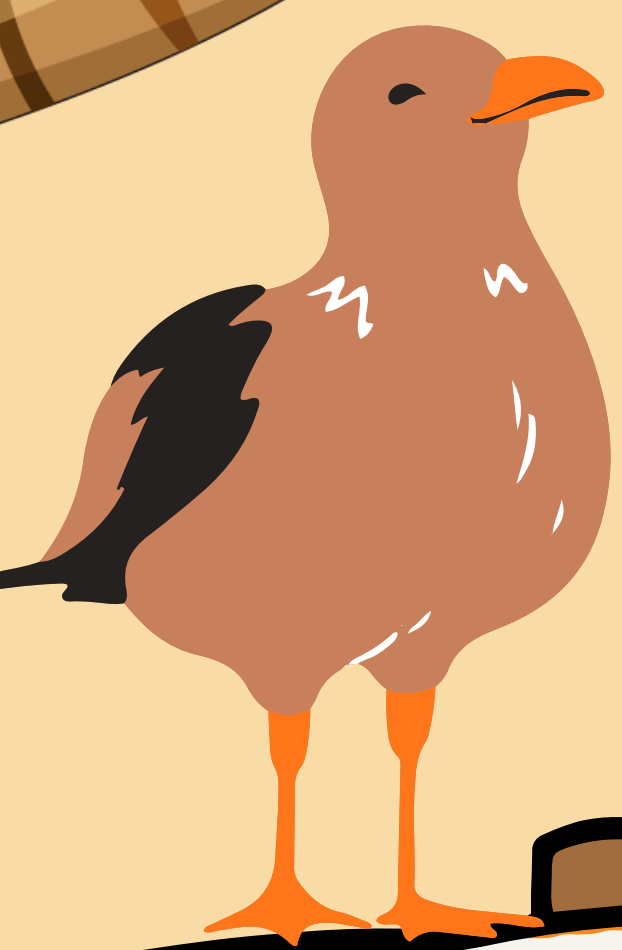


MARION P. THOMAS



SUMMER

LEARNING PACKET



Name: \_\_\_\_\_

Make sure your child submits work on the 1st day of school!



# SUMMER

## READING BOOK LIST

Summer reading is a wonderful opportunity for students to continue their learning journey outside the classroom. It helps maintain and improve literacy skills, fosters a love for books, and opens up new worlds of imagination and knowledge. By exploring various genres and topics, students can broaden their horizons and keep their minds active, ensuring they return to school ready to succeed.

Rising Kindergarten	<b>Jabari Jumps by Gala Cornwall</b>
Rising First Grade	<b>Just Ask!: Be Different, Be Brave, Be You by Sonia Sotomayor</b>
Rising Second Grade	<ul style="list-style-type: none"><li>• <b>Surf's Up by Kwame Alexander</b></li><li>• <b>The Water Princess by Susan Verde</b></li></ul>
Rising Third Grade	<ul style="list-style-type: none"><li>• <b>Barack by Jonah Winter</b></li><li>• <b>Ada Twist and the Perilous Pants by Andrea Beaty</b></li></ul>
Rising Fourth Grade	<ul style="list-style-type: none"><li>• <b>Ellray Jakes is not a Chicken by Sally Warner</b></li><li>• <b>J.D. and the Great Barber Battle by J. Dillard</b></li></ul>
Rising Fifth Grade	<ul style="list-style-type: none"><li>• <b>ReStart by Gordan Korman</b></li><li>• <b>The Last Kids on Earth by Max Brallier</b></li></ul>
Rising Sixth Grade	<ul style="list-style-type: none"><li>• <b>The Dreamer by Paul Munoz Ryan</b></li><li>• <b>Becoming Muhammad Ali by James Paterson</b></li></ul>
Rising Seventh Grade	<ul style="list-style-type: none"><li>• <b>Long Walk to Water by Linda Sue Park</b></li><li>• <b>Esperanza Rising by Pam Munoz Ryan</b></li></ul>
Rising Eighth Grade	<ul style="list-style-type: none"><li>• <b>One Crazy Summer by Rita Williams Garcia</b></li><li>• <b>We Beat the Street by Sampson Davis, George Jenks, Rameck Hunt, Sharon Draper</b></li></ul>



# The Echoing Green

by William Blake

The sun does arise, And make happy the skies; The merry bells ring To welcome the Spring; The skylark and thrush,	5
The birds of the bush, Sing louder around To the bells' cheerful sound; While our sports shall be seen On the echoing Green.	10
Old John, with white hair, Does laugh away care, Sitting under the oak, Among the old folk. They laugh at our play,	15
And soon they all say, "Such, such were the joys When we all--girls and boys-- In our youth-time were seen On the echoing Green."	20
Till the little ones, weary, No more can be merry: The sun does descend, And our sports have an end. Round the laps of their mothers	25
Many sisters and brothers, Like birds in their nest, Are ready for rest, And sport no more seen On the darkening green.	30

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

1. What arises at the beginning of the poem and descends at the end?

- A. the sun
- B. a bell
- C. a bird
- D. an oak tree

2. What is the setting of this poem?

- A. the nest of a bird
- B. a bush where birds live
- C. the echoing Green
- D. the home of Old John



3. Reread the second stanza of the poem:

Old John, with white hair,  
Does laugh away care,  
Sitting under the oak,  
Among the old folk.  
They laugh at our play,  
And soon they all say,  
"Such, such were the joys  
When we all--girls and boys--  
In our youth-time were seen  
On the echoing Green."

What can you infer from this stanza about Old John?

- A. Old John spends most of his time worrying.
- B. Old John used to play on the echoing Green.
- C. Old John likes being an old man more than he liked being a boy.
- D. Old John does not get along well with the other old folk.

4. Who or what are "the little ones" in line 21?

- A. young birds
- B. boys and girls
- C. mothers
- D. old folk



5. What is the theme of this poem?

- A. the disappointments of old age
- B. the importance of hard work
- C. the power of dreams
- D. the joy of playing outdoors

6. What is the effect of using personification in lines 2 and 4?

- A. Personification suggests that nature can be dangerous.
- B. Personification contrasts birds with human beings.
- C. Personification explains the difference between skylarks and thrushes.
- D. Personification creates a mood of happiness.

7. Whom does "our" refer to in line 15?

- A. the old folks sitting together under an oak tree
- B. the people who ring merry bells to welcome the spring
- C. the boys and girls playing on the echoing Green
- D. the mothers around whose laps many sisters and brothers gather

8. What "shall be seen" on the echoing Green?

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**9.** Define the word "sports" as it is used in the poem. Support your definition with evidence from the text.

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**10.** What is the echoing Green? Be sure to explain what the echoing Green actually is, not what takes place there. Support your answer with evidence from the poem.

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# Walk the Plank!

by W.M. Akers



Walking the plank is not a fun thing to do. Here's how it works. A pirate sticks a long piece of wood off the side of his ship and makes you stand at one end. He puts his sword at your back and bellows, "Walllllk the plank!" You walk across the plank toward the water. When you run out of plank, you fall in the water. Probably there are sharks down there. The ship sails away, and that's the end of you.

The thing is, pirates never really made anyone walk the plank. This may surprise you, since it's in a lot of movies and TV shows. It's a nasty thing to do, and pirates were pretty nasty, so it *seems* like something they would do. But in fact walking the plank was imagined by Robert Louis Stevenson, a 19th-century novelist, whose most famous book is *Treasure Island*. A fictional pirate like Long John Silver might make you walk the plank, but a real-life pirate never would.

That is what was going through Tommy's mind as he stood on the end of the plank staring out at his doom. His best friend Jack stood behind him. Tommy felt the point of Jack's wooden sword digging into his back.

"I said, walllllk the plank!" shouted Jack.

"The thing is," said Tommy, "pirates never really made people walk the plank. That was invented by Robert Louis Stevenson, who-"

"I'm a pirate! Do you think I care about books?"

They were standing on the edge of Jack's tree house, which had a lot of uses. Sometimes it was a submarine. Sometimes it was a spaceship. Sometimes it was just a tree house. That afternoon, it was serving as a pirate ship. They had been pirates all afternoon, and everything



was going fine until Tommy made the mistake of criticizing his captain. Jack was always the captain, since this was his tree house. And Captain Jack's number one rule was that the crew must never question his orders.

So when the Captain ordered his first mate to hand over three chocolate chip cookies, Tommy was supposed to do so without complaint. But chocolate chip cookies were his favorite. He'd suffered through a whole boring bologna sandwich to get to them, and now that he was finished, Jack wanted to take them away. Tommy didn't care who was the captain. He stuffed all three cookies into his mouth and chewed as fast as he could. And so Captain Jack sentenced him to walk the plank.

"I'm getting tired of waiting, Mister Tommy. Walllllk the plank!"

Tommy looked at the ground. They had jumped out of the tree house tons of times, but it was easy when you had a running start. It would be harder to just walk into thin air. He could see why Robert Louis Stevenson thought this would be a scary thing. There was no way out. Unless...what would a pirate do?

Tommy didn't hesitate. He spun around as fast as he could and kicked his leg into the air. Jack's sword went flying, and before Jack knew what had happened, Tommy leapt onto the sword. He popped up and pointed it at Jack's back.

"Yaaargh!"

"What are you doing?" whined Jack.

"This is a mutiny! I'm the captain now. And I say that you have to walllllk the plank!"



Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What were Jack and Tommy pretending the tree house was?

- A. a submarine
- B. an island
- C. a spaceship
- D. a pirate ship

2. What is the main conflict in this story?

- A. Jack wants Tommy to walk the plank, but Tommy does not want to.
- B. Jack wants to eat all the cookies, but Tommy wants to share them.
- C. Tommy wants to stop pretending to be pirates, but Jack does not want to.
- D. Tommy wants Jack to let him be Captain, but Jack does not want to.

3. Read these sentences from the text.

So when the Captain ordered his first mate to hand over three chocolate chip cookies, Tommy was supposed to do so without complaint. But chocolate chip cookies were his favorite. He'd suffered through a whole boring bologna sandwich to get to them, and now that he was finished, Jack wanted to take them away. Tommy didn't care who was the captain. He stuffed all three cookies into his mouth and chewed as fast as he could.

Based on this evidence, what conclusion can you draw about how Tommy felt?

- A. Tommy felt a little sad, but thought Captain Jack was being fair.
- B. Tommy felt annoyed and thought Captain Jack's order was unfair.
- C. Tommy felt calm, but thought Captain Jack's order was unfair.
- D. Tommy felt neutral and did not mind that Captain Jack wanted the cookies.



4. Tommy is afraid to walk the plank. What evidence from the text best supports this conclusion?

A. "You walk across the plank toward the water. When you run out of plank, you fall in the water."

B. "Tommy didn't hesitate. He spun around as fast as he could and kicked his leg into the air."

C. "[Tommy] could see why Robert Louis Stevenson thought [walking the plank] would be a scary thing."

D. "A fictional pirate like Long John Silver might make you walk the plank, but a real-life pirate never would."

5. What is the main idea of this story?

A. While playing pirates, Jack orders Tommy to give him three chocolate chip cookies.

B. While pretending they are pirates, Jack orders Tommy to walk the plank, but Tommy finds a way out.

C. Jack and Tommy enjoy playing pretend in Jack's tree house.

D. Although walking the plank is common in movies and TV shows, real pirates would not make someone walk the plank.



6. Read these sentences from the text.

So when the Captain ordered his first mate to hand over three chocolate chip cookies, Tommy was supposed to do so without complaint. But chocolate chip cookies were his favorite. He'd suffered through a whole boring bologna sandwich to get to them, and now that he was finished, Jack wanted to take them away. Tommy didn't care who was the captain. He stuffed all three cookies into his mouth and chewed as fast as he could. And so Captain Jack sentenced him to walk the plank.

'I'm getting tired of waiting, Mister Tommy. Walllllk the plank!'

As used in this context, what does the word "sentence" mean?

- A. a complete unit in language
- B. to order a punishment
- C. a kind suggestion
- D. to help or assist

7. Choose the answer that best completes the sentence.

Jack was always the captain \_\_\_\_\_ this was his tree house.

- A. however
- B. because
- C. therefore
- D. although



**8.** What did Tommy do that caused Captain Jack to sentence him to walk the plank?

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**9.** How does Tommy avoid walking the plank?

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**10.** Explain why Tommy decides to become the captain and order Jack to walk the plank. Support your answer with evidence from the text.

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**Writing Prompt:** Using the narrative writing rubric on a separate sheet of paper, based on the text "Walk the Plank!" write an essay discussing the theme of bravery and friendship. Use evidence from the text to support your analysis.

Narrative Writing Rubric: "Walk the Plank!"

Criteria	4 - Exceeds Standard	3 - Meets Standard	2 - Approaches Standard	1 - Below Standard
<b>Theme and Narrative Elements</b>	The narrative thoughtfully explores the themes of bravery and friendship, with well-developed characters and a clear, engaging plot that is strongly supported by evidence from the text.	The narrative adequately explores the themes of bravery and friendship, with developed characters and a clear plot that is supported by evidence from the text.	The narrative attempts to explore the themes of bravery and friendship, but the characters and/or plot may be underdeveloped and lack sufficient support from the text.	The narrative does not effectively explore the themes of bravery and friendship, and the characters and/or plot are largely undeveloped and unsupported by the text.
<b>Organization and Structure</b>	The narrative is well-organized, with a clear beginning, middle, and end, and effective transitions that guide the reader through the story.	The narrative is organized, with a clear beginning, middle, and end, and some transitions that guide the reader through the story.	The narrative is somewhat organized, but the beginning, middle, and end may be unclear, and transitions are limited.	The narrative lacks organization, with an unclear structure and few or no transitions.
<b>Language and Style</b>	The narrative uses vivid, descriptive language and a variety of sentence structures to effectively convey the story and engage the reader.	The narrative uses appropriate language and some variation in sentence structure to convey the story.	The narrative uses basic language and limited sentence structure, which may not effectively convey the story.	The narrative uses simplistic or inappropriate language and sentence structure, making it difficult to follow the story.
<b>Conventions</b>	The narrative demonstrates a strong command of standard conventions of spelling, grammar, and punctuation, with few, if any, errors.	The narrative demonstrates a general command of standard conventions of spelling, grammar, and punctuation, with some minor errors.	The narrative demonstrates a limited command of standard conventions of spelling, grammar, and punctuation, with several errors that may impede understanding.	The narrative demonstrates a lack of command of standard conventions of spelling, grammar, and punctuation, with numerous errors that significantly impede understanding.

# Drip-Tips and Other Adaptations in the Rainforest

by Mimi Jorling



Tropical rainforests have ideal climates for plant growth. Tropical rainforests are hot, humid, and wet. They have abundant rainfall and are warm year-round. Temperatures range from about 85 degrees Fahrenheit during the day to 70 at night. Tropical rainforests get at least 80 inches of rainfall each year. (Compare that to how much your town or city gets each year.) These two factors also create challenges for the plants that live there. As a result, plants in tropical rainforests have adapted to these conditions by making adjustments in how they grow.

The perfect conditions for plant life—warm temperatures and plenty of water—cause plants to grow quickly. One consequence of rapid plant growth is the depletion of nutrients in the soil. It also creates a thick layer of leaves in the upper part of the forest (the canopy) that blocks sunlight from reaching the forest floor.

Most plants get their nutrients, water, and oxygen from soil. However, in the rainforest, where soil is not nutrient-rich, many plants don't rely on it for their source of food. Some plants called epiphytes, or air plants, have learned to get water and nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plant—they get what they need straight from the air with special root systems.

Other plants that grow on plants actually DO take nutrients from that plant. They are called parasitic plants, and the plant they grow on is called a host plant. Instead of getting food and



water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck the nutrients out of the host. An example of a parasitic plant you might know is mistletoe. Parasitic plants can kill their host plant if they grow too rapidly. However, they tend to *not* kill their host plant because without a host, the parasitic plant will also die.

Another condition created by rapid plant growth is a lush canopy that shades out plants living below. Large trees grow quickly, reaching for sunlight. They create a dense shade that prevents sunlight from reaching the forest floor. In fact, only about 1 to 2% of sunlight reaches the ground in a tropical forest. Since plants depend on sunlight for growth, very few plants live on the ground. Instead, they find ways to live on other plants by climbing them, as vines do, or by growing very large, dark green leaves to absorb as much sunlight as possible.

Hot, humid, and wet conditions are also ideal for bacteria and fungi to grow. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth, which can harm plants. One adaptation many plants have made in the tropical forest is to develop smooth bark so that water runs off quickly. Another adjustment plants have made to shed water efficiently is to grow leaves with 'drip tips.' This shape prevents water from collecting on leaves. Look at the shape of leaves of plants around you. If possible, and after checking with an adult, gently pour water on the plant and watch where it goes. It may be channeled toward the stem of the plant or far away from it. These observations can give you clues to how a plant lives.

The environments plants and animals live in provide useful and harmful conditions for living. As a result, all living things must learn how to adapt to the challenges of where they live. The adaptations that plants in a tropical rainforest have help them survive in their particular environment.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What are the climates of tropical rainforests ideal, or perfect, for?

- A. building roads
- B. raising cattle
- C. extreme sports
- D. plant growth

2. One effect of rapid plant growth is the depletion of nutrients in the soil. What is another effect of rapid plant growth?

- A. the depletion of animal life in the lower part of the rainforest
- B. the creation of a thick layer of leaves in the upper part of the rainforest
- C. an increase in temperature from 70 degrees Fahrenheit to 85 degrees Fahrenheit
- D. a decrease in rainfall from 80 inches each year to 65 inches each year

3. Read these sentences from the text:

"There are also some plants called parasitic plants. They grow on other plants, their host plants. Parasitic plants actually DO take nutrients from their host plants. Instead of getting food and water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck the nutrients out of the host. An example of a parasitic plant you might know is mistletoe. Parasitic plants can kill their host plants if they grow too rapidly."

Based on this evidence, how might a rapidly growing parasitic plant kill its host plant?

- A. by sucking too many nutrients out of its host plant
- B. by sucking too few nutrients out of its host plant
- C. by preventing the host plant from taking in food and water from the soil
- D. by trying to help the host plant take in food and water from the soil



4. Read these sentences from the text:

"Another condition created by rapid plant growth is a lush canopy that shades out plants living below. Large trees grow quickly, reaching for sunlight. They create a dense shade that prevents sunlight from reaching the forest floor. In fact, only about 1% to 2% of sunlight reaches the ground in a tropical forest. Since plants depend on sunlight for growth, very few plants live on the ground. Instead, they find ways to live on other plants by climbing them, as vines do, or by growing very large, dark green leaves to absorb as much sunlight as possible."

Based on this information, what can you conclude about the connection between a leaf's size and the amount of sunlight it absorbs?

- A. The smaller a leaf is, the more sunlight it absorbs.
- B. The larger a leaf is, the more sunlight it absorbs.
- C. The connection between the size of a leaf and the amount of sunlight it absorbs cannot be predicted.
- D. Large leaves and small leaves absorb about the same amount of sunlight.

5. What is the main idea of this text?

- A. Some plants, such as mosses, lichens, and orchids, have learned to get water and nutrients from the air.
- B. Instead of getting food and water from the soil, parasitic plants have developed roots to cling to a host plant, pierce through its leaves, stem, or trunk, and suck out nutrients.
- C. Plants in tropical rainforests have adapted to their warm and wet conditions by making adjustments in how they grow.
- D. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth.

6. Read these sentences from the text:

"Some plants called epiphytes, or air plants, have adapted to get nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plants—they get what they need straight from the air with special root systems.

There are also some plants called parasitic plants. They grow on other plants, their host plants. Parasitic plants actually DO take nutrients from their host plants."

Why might the author have capitalized the word "DO"?

- A. to point out a similarity
- B. to make a contrast
- C. to summarize a process
- D. to make an argument



7. Read these sentences from the text:

"Some plants called epiphytes, or air plants, have adapted to get nutrients from the air. Some examples of epiphytes in rainforests are mosses, lichens, and orchids. Although they often live on other plants, they don't take any nutrients from the other plants-they get what they need straight from the air with special root systems."

How could the last sentence best be broken in two?

A. Although they often live on other plants, they don't take any nutrients from the other plant. As an illustration, they get what they need straight from the air with special root systems.

B. Although they often live on other plants, they don't take any nutrients from the other plant. For example, they get what they need straight from the air with special root systems.

C. Although they often live on other plants, they don't take any nutrients from the other plant. Third, they get what they need straight from the air with special root systems.

D. Although they often live on other plants, they don't take any nutrients from the other plant. Instead, they get what they need straight from the air with special root systems.

8. Describe the climate conditions of a tropical rainforest.

Include at least three pieces of information from the text.

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9. Read these sentences from the text:

"Hot, humid, and wet conditions are also ideal for bacteria and fungi to grow. Water trapped in the crevices of a plant, in combination with warm temperatures, is a breeding ground for bacterial and fungal growth, which can harm plants. One adaptation many plants have made in the tropical forest is to develop smooth bark so that water runs off quickly."

Explain how the adaptation these plants have made might help them.

Support your answer with evidence from the text.

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10. Plants in tropical rainforests have adapted to their conditions by making adjustments in how they grow. Support this conclusion with evidence from the text.

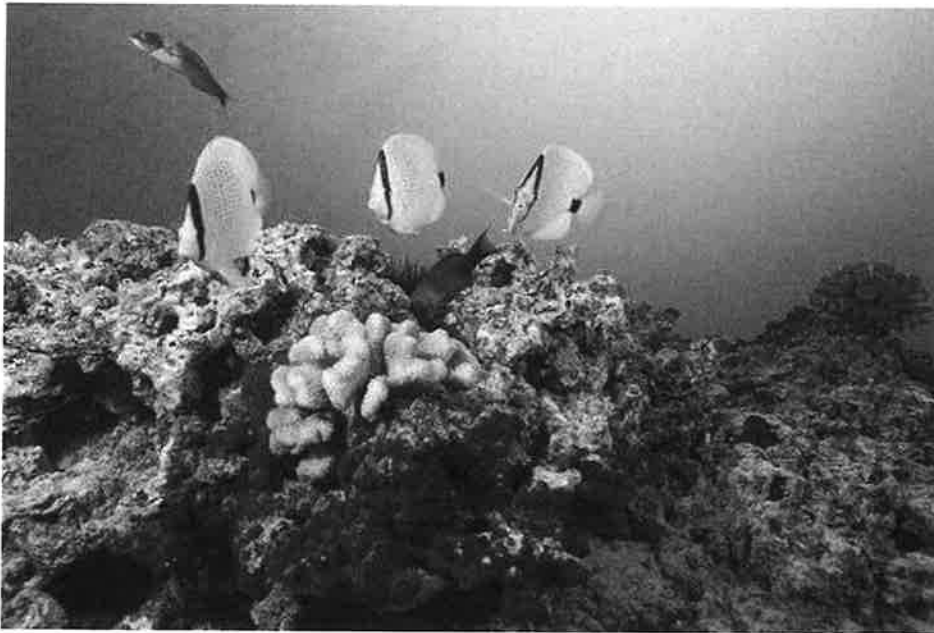
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## Studying Coral Reefs Helps the Land, Too

Text and image provided courtesy of the National Fish and Wildlife Foundation.



National Fish and Wildlife Foundation

*a coral reef in Hawaii*

Have you ever seen the ocean? Standing on a beach watching waves rise and crash onto the sand is an amazing sight. But the real action is happening underwater. Scientists who study the life in the ocean are called marine biologists. Marine biologists also study major changes in the ocean and how those changes affect ocean life. For instance, climate change is making oceans warmer. It is also changing the water in other ways. One big concern is its damaging effects on coral reefs. Some marine biologists work as coral reef conservationists to find ways to reverse these effects.

Coral reefs are underwater structures in the ocean near the coasts. They are made up of tiny ocean animals called corals. The corals grow side by side in groups, so that all together they look like plants or piles of rocks. Corals and tiny organisms called algae have a symbiotic relationship. This means they need each other to live. Corals provide a safe home for the algae, and algae help corals get enough food. Algae also give corals their bright colors.

Coral reefs are located near many countries all over the world. These reefs are very important to ocean life and to the coastal communities. Thousands of ocean animals depend on coral reefs for shelter and food. Coral reefs also protect the land. They absorb some of the



energy from big storms that threaten the coasts. By the time the big storms reach land, they are not as strong. This helps prevent flooding.

Climate change and pollution are hurting coral reefs. When the water gets too dirty or too warm, corals lose their algae and turn white. This is called coral bleaching. Coral bleaching is happening all over the world. When corals bleach, they often die. When the corals die, it hurts all those other animals that depend on them for their homes and food. Coral bleaching also puts the communities along the coast at greater risk of being damaged by storms.

Coral reef conservationists and other scientists are working to find ways to help corals survive. To do this, they are trying to understand why some corals bleach and others don't. They are also studying ways to help make coral reefs bigger and stronger. They are growing coral in laboratories. Then they transplant them near reefs to find out if they'll grow in that area.

Amy Baco-Taylor is a marine biologist who is studying corals. She first learned about marine biology from reading stories and watching videos about the ocean. She saw the ocean in person for the first time when she was 13. Now, she goes on expeditions to study deep-sea corals. She is helping to better understand rare corals and the best way to help them survive in a changing ocean.

Curt Storlazzi is a scientist with the United States Geological Survey. He studies other ways to help coral. He calls healthy coral reefs a natural infrastructure, or foundation. On land, infrastructure refers to roads, bridges, and buildings, plus water and electricity. Coral reefs are like the infrastructure of the ocean.

If spending time underwater learning about marine life sounds amazing to you, think about becoming a coral reef conservationist. Helping to save these important animals will help the ocean and the land.

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These conservation efforts are supported by the National Fish and Wildlife Foundation (NFWF), which specializes in bringing together individuals, government agencies, nonprofit organizations, and corporations to restore our nation's fish, wildlife, plants, and habitats for current and future generations.

Name: \_\_\_\_\_ Date: \_\_\_\_\_

1. What do marine biologists study?

- A. plants on land
- B. life in the ocean
- C. reptiles on land and in water
- D. plants in forests

2. What effect is climate change having on coral reefs?

- A. It is harming coral reefs.
- B. It is helping coral reefs.
- C. It is only hurting some coral reefs.
- D. It is making coral reefs bigger.

3. Read the following sentences from the text.

“Coral reefs also protect the land. They absorb some of the energy from big storms that threaten the coasts. By the time the big storms reach land, they are not as strong. This helps prevent flooding...

When the water gets too dirty or too warm, corals lose their algae and turn white. This is called coral bleaching. Coral bleaching is happening all over the world. When corals bleach, they often die.”

What can you conclude based on this information?

- A. Warmer ocean water could mean less flooding for people living on coastlines.
- B. Dirtier water doesn't change coral reefs, but warmer water can be harmful to them.
- C. Warmer ocean water could mean more flooding for people living on coastlines.
- D. Warmer and dirtier ocean water doesn't have an effect on coral reefs.

4. What words would the author probably use to describe coral reef conservationists?

- A. as people doing important work for the oceans
- B. as people who aren't sure what they're doing
- C. as people who want to create a different way of creating electricity
- D. as people who refuse to eat fish or other sea animals

5. What is the main idea of this text?

- A. There are places to see coral reefs all over the world since they grow in many different places, but many of them are undergoing coral bleaching.
- B. Coral reefs are important to people living along coastlines because they absorb some of the energy from big storms that hit land.
- C. Amy Baco-Taylor is a marine biologist who studies coral to better understand rare corals and help them survive.
- D. Coral reefs are important to ocean life and coastal communities, so conservationists are trying to protect them from climate change.



**Writing Prompt:** Using the informational writing rubric on a separate sheet of paper, imagine you are a marine biologist studying coral reefs. Write a report detailing the importance of coral reefs to ocean life and coastal communities. Include specific examples and explanations to support your points.

### Informational Essay Rubric: Studying Coral Reefs Helps the Land, Too

Criteria	4 - Exceeds Standard	3 - Meets Standard	2 - Approaches Standard	1 - Below Standard
<b>Thesis Statement</b>	The thesis statement is clearly stated, focused, and engaging. It effectively introduces the main topic and purpose of the essay.	The thesis statement is clear and focused, introducing the main topic and purpose of the essay.	The thesis statement is present but may be somewhat unclear or only partially focused on the main topic.	The thesis statement is missing, unclear, or does not adequately introduce the main topic and purpose.
<b>Organization and Structure</b>	The essay is exceptionally well-organized, with a clear introduction, body paragraphs that flow logically, and a strong conclusion that reinforces the thesis. Transitions between ideas are smooth and enhance the overall structure.	The essay is well-organized, with an introduction, body paragraphs, and a conclusion that support the thesis. Transitions between ideas are present and effective.	The essay has an identifiable introduction, body, and conclusion, but the organization may be somewhat unclear or lack smooth transitions between ideas.	The essay lacks a clear organizational structure, with an unclear introduction, body, and conclusion. Transitions between ideas are missing or ineffective.
<b>Supporting Evidence</b>	The essay provides detailed, relevant, and compelling evidence from reliable sources to support the main points. Examples and explanations are thorough and effectively illustrate the importance of coral reefs.	The essay provides relevant evidence from reliable sources to support the main points. Examples and explanations are present and demonstrate the importance of coral reefs.	The essay includes some evidence to support the main points, but it may be limited, loosely related, or from questionable sources. The examples and explanations could be stronger in demonstrating the importance of coral reefs.	The essay lacks sufficient evidence to support the main points. Examples and explanations are missing or do not effectively demonstrate the importance of coral reefs.
<b>Language and Conventions</b>	The essay uses precise, descriptive language that is engaging and appropriate for the audience. Sentence structure is varied, and the writing demonstrates a strong command of grammar, spelling, and punctuation.	The essay uses clear, appropriate language that is suitable for the audience. Sentence structure is generally correct, and the writing demonstrates a good command of grammar, spelling, and punctuation.	The essay uses somewhat basic or imprecise language, and the sentence structure may be simplistic. There are some errors in grammar, spelling, or punctuation that distract the reader.	The essay uses vague, inappropriate, or confusing language. Sentence structure is weak, and there are frequent errors in grammar, spelling, or punctuation that significantly interfere with the reader's understanding.