Shelby County Schools Extended Learning Guide



English/ Language Arts Grade 3

Lesson 1 Ask and Answer Questions About Key Ideas





Asking and answering questions about what you read will help you understand the text.

Read We ask questions to get information or to understand something. Often questions begin with words such as *who, what, when, where, why,* and *how.* As you read, ask yourself questions about the text. Then look for **key details** in the text to answer your questions. Asking and answering questions will help you understand the **topic** of the text.

Look at this picture. What questions do you have about what you see?



Prairie Dog Homes

Think What are some questions you could ask about the picture? Read the questions in the first column. Then use key details from the picture to answer these questions.

Question	Answer	Key Details
1 What are most of the animals in the picture called?		The title of the picture is "Prairie Dog Homes."
2 Where do these animals live?		
3 Why do these animals live underground?		

Talk Take turns with your partner asking and answering questions about the picture.



Genre: Science Article

Read



- 1 Do you know the saying "busy as a beaver"? People say this because beavers are always working. These crafty creatures spend a lot of time building their homes.
- 2 Beaver homes are called lodges. Lodges are found along streams, rivers, ponds, and lakes. Beavers build these homes from branches and rocks. They use mud to hold them together.
- When they can, beavers build their homes into the banks along the water. Other times, they need to make a safe spot, first. To do this, they build a dam from logs, branches, and mud. They get the logs by gnawing at trees until they fall down. A dam is like a wall that blocks water from flowing. It then forms a pond. Once the dam is built, beavers can get to the business of building their lodge.
- 4 Beaver lodges are shaped like a dome. They are usually about 10 feet high and 20 feet across. Most lodges have at least one underwater opening. To get inside, the beavers must swim underwater. These "secret" openings keep out unwanted predators.
- 5 Inside the beaver lodge are different "rooms." There is an eating room and a nesting room. The floor of the lodge is built up out of the water. It is also made from rocks, branches, and mud. It is covered with plants and other soft materials.
- 6 A family of beavers lives in a lodge. Two parents and two sets of their offspring often live together.



Close Reader Habits

Think of two questions to ask about beaver lodges. Then **underline** words and phrases that help you answer your questions.

Explore

How can asking and answering questions as you read help you learn more about beavers and their homes?

1 Complete the chart by asking questions about the passage. Then

answer your questions with key details from the text.

Think

Real Providence

You can ask questions that begin with *what*, *where*, *why*, and *how*.

Question	Answer	Key Details
What do beavers use to build their lodges?		

Talk

2 What does a beaver lodge look like? Using key details from the text, discuss the answer to the question.

Write

3 Short Response Why are the beaver lodge openings underwater? Use key details from the text in your response. Use the space provided on page 16 to write your answer. **HINT** Reread the passage to find key details.



Termite Mounds by Madeline Clark

- 1 Termites are insects that live together in nests. Some termites are called mound builders. They build their nests from mounds of clay. Some of these mounds are more like towers. They stand almost 35 feet tall!
- 2 Mound builders are found in Africa and Australia. They are also in parts of South America. Other animals in these areas use termite mounds, too. Some wait until the termites move away. Others ignore the termites and use the mound anyway.
- 3 Termite mounds are usually the highest place around. Cheetahs often use the mound as a lookout point. They climb to the top of the mound. There, they keep an eye out for their next meal.
- 4 Sometimes the termites move on to a new nest. That's good news for many of the other animals. These animals know how to put an empty termite mound to good use.
- 5 Some animals make the empty nest their new home. Mongooses are small animals in Africa. They make a hole in the mound to get inside. The termite mound keeps them safe from other animals. Snakes also use an empty termite mound as a home.
- 6 Termite mounds also come in handy for large animals. Elephants and rhinos use them as scratching posts. Bug bites and dry mud can make any creature itchy. These large animals stand near a mound and rub against them. Sometimes they even stand over a mound to scratch their bellies!

Close Reader Habits

How do other animals use termite mounds? **Underline** some of the different ways.

Think

This question has two parts. Answer Part A. Then answer Part B.

Part A

Why do cheetahs climb up termite mounds?

- **A** They can see farther to find animals to hunt.
- **B** They can sleep safely on top of termite mounds.
- **C** They use termite mounds as scratching posts.
- **D** They can call to each other more easily.

Part B

Which sentence from the passage **best** supports the answer you chose for Part A above?

- A "Other animals in these areas use termite mounds, too."
- B "There, they keep an eye out for their next meal."
- C "Some animals make the empty nest their new home."
- D "Others ignore the termites and use the mound anyway."

2 Which question can be answered by reading paragraph 5?

- A How tall is a termite mound?
- **B** Why do mongooses move into termite mounds?
- **C** What large animals use termite mounds?
- **D** What animals are mound builders?

Talk

3 How do large animals use termite mounds? Refer to specific details from the article as you talk with your partner.

🛛 Write

4 Short Response Why are termite mounds important to so many animals? Include details from the passage in your response. Use the space provided on page 17 to write your answer.

HINT What did you underline when you read the article?



Good questions often begin with the words *why, when, where,* and *how*.





Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- □ Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

1

- radiation
- survive
- thrive
- function

Teeny Tiny Tardigrades

by Mary Reina, *Highlights*

What would you say if someone asked you to name Earth's toughest survivor? Camels can go a week without drinking. A cockroach can survive more radiation than a person. But there is a teeny tiny creature that can go without food or water for years. It is so small that it can be seen only under a microscope. Its real name is tardigrade. Most people call it a water bear.

Surviving Everything

- 2 Water bears look like soft, squishy bugs. People call them bears because they walk the way bears do. Most water bears are smaller than the period at the end of this sentence. Don't let their size fool you. They are found in places that would kill most living things.
- 3 Some water bears survive in the boiling water found in hot springs. Others live miles below the ocean surface. They survive with tons of water pressing down on them.
- 4 Not all water bears live in extreme places. They can be found in parks, forests, and gardens. They thrive in damp, woody areas where mosses and other plant life grow. Many feed by sucking juices out of plants. Others eat creatures that are smaller than they are.

This photograph of a water bear was taken with a microscope. A *microscope* is a tool that lets you see tiny objects or creatures.

Thousands of water bears spent more than a week in space before they were returned to Earth.

ଚ Drying Up

- 5 Water bears must have water to stay active. It helps them eat, move, and breathe. So what happens when the water around one of these tiny creatures dries up? First, it pulls in its eight legs. Then it curls its body into a barrel shape called a tun. It loses 99 percent of its water. Then every single life function of the water bear stops.
- 6 When conditions get better, the water bear stretches its little legs and starts moving and eating again.
- 7 Water bears can survive the extreme cold and radiation of outer space. Scientists sent some water bears into space as part of an unmanned mission. They came back fine!
- 8 Not so long ago, most scientists believed life did not exist beyond Earth. Now, many think it is possible. If water bears can survive a visit to outer space, who knows what other creatures might live there?



Think Use what you learned from reading the selection to respond to these questions.

1 Which **two** questions can be answered by reading paragraph 2?

- A How do water bears survive in extreme surroundings?
- **B** What do tardigrades look like?
- **C** What do water bears need to stay active?
- **D** How and what do water bears eat?
- **E** How large are water bears?
- F Why does a tardigrade need water?
- 2 Why are tardigrades called "water bears"?
 - **A** They have sharp claws like bears.
 - **B** They are named after a type of bear.
 - **C** They walk like bears.
 - **D** They look something like bears.
- **3** Read the sentence from paragraph 4.

Not all water bears live in extreme places.

Based on how it is used in the passage, what does the word *extreme* mean? Use key details from the text in your response.

4 Based on details in the passage, what **three** types of places is this sentence talking about?

They are found in places that would kill most living things.

- A damp woody areas
- **B** the boiling water of hot springs
- **C** the deepest parts of the ocean
- **D** parks and gardens
- E inside volcanoes
- **F** outer space
- 5 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Read these sentences from paragraph 5.

Water bears must have water to stay active. It helps them eat, move, and breathe.

Which question can be answered after reading these sentences?

- A How long can a water bear survive without water?
- **B** What types of food do water bears eat?
- **C** Where do water bears get their water?
- **D** Why is water so important to water bears?

Part B

Which other sentence from the text also helps answer the question you chose in Part A?

- A "Then every single life function of the water bear stops."
- **B** "Some water bears survive in the boiling water found in hot springs."
- **C** "When conditions get better, the water bear stretches its little legs and starts moving and eating again."
- **D** "But there is a teeny tiny creature that can go without food or water for years."



6 Short Response Why are tardigrades important to scientists who are studying outer space? Use details from the article in your response.



Explain how asking and answering questions can help you better understand any text.



Lesson 3 Reading About Time and Sequence





Using time and sequence words will help you understand how events in history are connected.

Read Do you like a good story? Then you probably enjoy history. History is the story of events that happened in the past. **Historical** events are usually told in a **sequence**, which is the order in which they happened. The sequence can help you understand the **relationships**, or connections, between those events.

When you read, look for signal words that give clues about time order and sequence. *First, next,* and *finally* are signal words. So are phrases such as *later that year* and *in 1864*.

Read the cartoon below. What is happening? How are the events related?



First, the Vikings sailed to North America.



Next, they started a settlement.



After a few difficult years, the Vikings gave up and returned home.

Think Read the cartoon again. Notice the signal words that are used. Now fill in the chart below by writing the events in the order in which they happened.

The Vikings Sail to North America		
First	Next	After a Few Years

Talk Think about the second and third things that happen in the cartoon.

- What is the relationship between those two events?
- Was the third event what you expected?



🍪 Modeled and Guided Instruction

Read

Genre: History Text



- Imagine that in one day, our country doubled in size. That's what happened to the United States in 1803. President Thomas Jefferson asked France to sell the United States a vast area of land. Overnight, America added more than 828,000 square miles of land west of the Mississippi River. This is known as the Louisiana Purchase.
- 2 Jefferson wanted to know the fastest way across the new land. At the time, there were no maps of the whole country. Jefferson asked Meriwether Lewis to explore the area. Lewis was an army captain whom Jefferson trusted. Lewis chose another soldier, William Clark, to help him lead the party.
- 3 To get ready, they first had a large boat built. The boat took the men down the Ohio River. Then they built a base camp near St. Louis, Missouri. They spent the winter of 1803 there. Finally, on May 14, 1804, Lewis and Clark began their famous trip into the new territory; 50 men went with them.
- 4 They traveled for over 18 months. Finally, the group made it to the Pacific Ocean. On November 7, 1805, Clark wrote, "Ocean in view! O!

The joy." The group spent a long, cold winter near the ocean. Then they began the trip back home in March 1806.

Lewis and Clark arrived in St. Louis in September
 1806. They were greeted with a big party. A century
 later, in 1904, the World's Fair was held in St. Louis.
 People honored Lewis and Clark's journey at the fair.

Close Reader Habits

Underline signal words that tell you the order in which events happened. Think about how those events are related.

Explore

What happened after the United States bought land from France?

Think

1 Reread the text to find out the events of Lewis and Clark's journey. List those events in the graphic organizer.

Lewis and Clark's Exploration		
First	President Jefferson asks Meriwether Lewis to explore the new land.	
Winter 1803		
May 1804		
November 1805		
September 1806		

Sometimes you need more than signal words to understand how events are related. Ask questions such as "Why did this happen?"

Talk

2 Reread paragraphs 2, 3, and 4. Talk with a partner about how the events in those paragraphs are related.

🚺 Write

3 Short Response What are the important events in the journey of Lewis and Clark? Include details from paragraphs 3, 4, and 5 in your answer. Use the space provided on page 44 to write your answer.

HINT Use details from your graphic organizer to organize your response. Read

WILLIAM BECKNELL and the SANTA FE TRAIL

by Joy Adams

- William Becknell was a trader and trapper. He was born in Virginia in the late 1700s. As a young man, Becknell moved to Missouri in 1810.
- 2 In Missouri, Becknell traded salt. His business wasn't very successful. So, in the summer of 1821, he planned a trip west. Traveling on horseback, Becknell and his

group hoped to trade horses and mules and trap animals.

- When the party started their trip, Spain owned New Mexico. The Spanish didn't allow traders from the United States to sell their goods there. As the party made its way, however, the Spanish lost control of New Mexico. Becknell heard this news and changed his plans. He headed straight to Santa Fe. There, they traded their goods for silver dollars.
- 4 About a year later, in May 1822, Becknell and his wagons left Missouri once again. This time Becknell followed a dangerous route. First, he followed the Arkansas River to what is today Dodge City, Kansas. Then he traveled southwest to the Cimarron River. The party ran out of water and almost died. But Becknell pushed them on to the river. Finally, they reached Santa Fe. They had blazed a new trail!
- 5 Becknell's route became known as the Santa Fe Trail. In 1825 it was marked as the main route to the Southwest. This route was important to the growth of the United States.



Close Reader Habits

What route did Becknell follow on his second trip to Santa Fe? **Number** the places where he stopped. The numbers should show the order in which he reached them.

Think

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

What important event happened soon after Becknell set off on his trip to the West?

- A Becknell decided to trade horses instead of salt.
- **B** Traders were told they couldn't go to Santa Fe.
- **C** The Spanish lost their power in New Mexico.
- **D** Becknell's group ran out of water and almost died.

Part B

Underline the sentence in this paragraph that supports your choice in Part A.

When the party started their trip, Spain owned New Mexico. The Spanish didn't allow traders from the United States to sell their goods there. As the party made its way, however, the Spanish lost control of New Mexico. Becknell heard this news and changed his plans. He headed straight to Santa Fe. There, they traded their goods for silver dollars.

Talk

2 Discuss with a partner Becknell's second trip to Santa Fe. Use sequence words to describe the events of that journey.

🖉 Write

3 Short Response Describe Becknell's second trip to Santa Fe. Why was this an important historical event? Use the space provided on page 45 to write your answer.



When two events are near each other in a sequence, think about how they might be related.

HINT Look at the last paragraph. What did Becknell's new trail help do?

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3 Short Response What are the important events in the journey of Lewis and Clark? Include details from paragraphs 3, 4, and 5 in your answer.

HINT Use details from your graphic organizer to organize your response.



Don't forget to check your writing.



- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

2

- expedition
- fellow
- gap

"Ithings ?

SACAGAWEA'S JOURNEY INTO HISTORY

by Jeanette Cannon

You may have seen this gold-colored dollar coin. It shows the face of a young Native American woman carrying a baby on her back. She is one of the only women on a U.S. legal coin. So who was she?

Sacagawea was a Shoshone Indian born at the end of the 1700s in an area now called Idaho. Her early life was difficult. Sometime between 1799 and 1801, she was captured by a group of Hidatsa Indians and taken away from her people. She was only 12 years old. By age 16, she was married to a French fur trader named Toussaint Charbonneau, who lived with the Hidatsas. Her adventures were just beginning.

- 3 In 1803, President Thomas Jefferson decided to map out the newly expanded nation. He sent Meriwether Lewis and William Clark on an expedition to explore the land.
- In May of 1804, the explorers began traveling on the Missouri River in canoes. One of their jobs was to take notes about what they saw. They drew pictures of plants and animals they saw. They made maps as they went along. They carried with them special tools to help them as they traveled. Everything was wrapped so water would not damage anything.
- 5 In November of 1804, Lewis met Charbonneau and hired him as a translator. Sacagawea joined her husband on the expedition. Their baby was born soon after the journey began.
- 6 Though Sacagawea was not a guide on the journey, she helped the travelers in many ways. One of Lewis and Clark's diary entries from May 14, 1805, tells how Sacagawea's calm bravery saved important objects and information from being lost forever.

- One day, a terrible storm caused Sacagawea's canoe to tip over. All the men were trying to get the canoe upright. Sacagawea calmly went into the water. Her baby was strapped to her back. She saved the notebooks and tools that would have floated away.
- 8 Later that year, the explorers came to Shoshone territory. Sacagawea helped them find a route through the mountains. She also helped them buy horses from her fellow Shoshone.
- 9 A few months later, the group had their first look at the Pacific Ocean. Before beginning the return journey, the explorers built a camp to stay in over the winter.
- 10 In May 1806, a few months after they had started their journey home, the travelers met a group of Nez Perce Indians. Sacagawea helped the two groups speak to each other. On the way back east, Sacagawea guided the group along trails she remembered from her childhood. One important trail was a gap in the mountains that led them to the Yellowstone River.
- 11 The journey ended for Sacagawea in August 1806. People who traveled with her wrote about her cheerfulness and helpfulness. They all said she showed great courage.
- In 2000, two centuries after Sacagawea was born, a special U.S. dollar coin was created.It honors a brave young woman who helped explore a new nation.



Lewis and Clark's winter camp at Fort Clatsop is now a National Historic Park near Astoria, Oregon.



The U.S. Postal Service issued this stamp in honor of Sacagawea in 1994.

47

Timeline of Some Events in the Life of Sacagawea

1788 O Sacagawea is born.

1799–1801 O Sacagawea is captured by Hidatsas.

Lewis and Clark Expedition

1804 (

1805

1806

November 1804 Sacagawea and her husband Charbonneau join the Lewis and Clark expedition.

May 1805 Sacagawea saves important information during a storm.

August 1805 Sacagawea helps Lewis and Clark trade for Shoshone horses.

November 1805 The company reaches the Pacific Ocean.

December 1805 The explorers build Fort Clatsop and camp there for the winter.

May 1806 The group meets up with several Nez Perce chiefs. Charbonneau and Sacagawea translate.

July 1806 Sacagawea and the group reach Yellowstone River.

1811 March 1811 Sacagawea and Charbonneau move to South Dakota. **Think** Use what you learned from reading the selection to respond to these questions.

- 1 Look again at the time line. Based on the sequence shown there, which two statements are true?
 - A Lewis and Clark spoke with the Nez Perce chiefs at Fort Clatsop.
 - **B** Sacagawea met Charbonneau during the expedition.
 - **C** Lewis and Clark reached the Yellowstone River near the end of their journey.
 - **D** Sacagawea helped prepare for the journey by buying horses.
 - **E** The group faced a dangerous storm early in their journey.
 - **F** Sacagawea was captured by the Hidatsa Indians after moving to South Dakota.
- 2 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What event happened **first** after Sacagawea helped the explorers buy horses from the Shoshone?

- **A** The group stayed at Fort Clatsop for the winter.
- **B** The group met with Nez Perce Indians.
- **C** Sacagawea married Toussaint Charbonneau.
- **D** Sacagawea remembered a gap in the mountains.

Part B

Where did you find the specific information needed to answer Part A?

3 Look at the sequence words and phrases in the first column. They show the order of events. Write the letter of the event that belongs with each one.

Sequence	Event
ln 1803	A Sacagawea and Charbonneau join the expedition.
In May of 1804	B Sacagawea remembers trails that lead to the Yellowstone River.
In November of 1804	C The explorers build a camp to stay in over the winter.
In May of 1805	 D Sacagawea saves important information from being lost.
Later that year	E The explorers begin their journey to the American West.
A few months after they cross the mountains	F Jefferson asks Lewis and Clark to explore the new land.
Before beginning the journey home	G Sacagawea helps find a route through the mountains.
On their way back east	H The explorers reach the Pacific Ocean.

4 What important sequence information does paragraph 5 include?

- **A** It explains why the expedition was necessary.
- **B** It describes Sacagawea's husband as a brave man.
- **C** It tells when Sacagawea joined the expedition.
- **D** It shows that the baby was born in the winter.
- **5** Read this sentence from paragraph 8.

Sacagawea helped them find a route through the mountains.

What is the meaning of *route* in this context?

- A wide tunnel to travel through
- **B** train tracks in the mountains
- **C** way of getting from place to place
- **D** paved road for wagons to use



6 Short Response How does the sequence of events in the biography help show how Sacagawea becomes more and more valuable to the expedition? Use details from the passage to support your response.

1	17th	
Ø		Y
Ø		
X	Danall	Ø

Learning Target

You've learned that it is important to understand the relationship between events in historical writing. Explain how a clear sequence can help you understand the relationship between events.



😵 Introduction

Lesson 4 Describing Cause and Effect



Understanding cause-and-effect relationships will help you understand how and why events happen.

Read A heavy storm hits, and a large tree falls. The storm is the **cause**, or the reason the tree falls. The fallen tree is the **effect**, or what happens as a result of the storm. The connection between these two events is an example of a cause-and-effect **relationship**. Understanding cause and effect can help you see how events and ideas are related.

Writers often use words such as *because*, *if/then*, *since*, *so*, *therefore*, and *as a result* to signal and explain a cause-and-effect relationship.

Read this cartoon. What cause-and-effect relationship do you see?



Henry got a balloon at the party.



Henry blew up the balloon.



The balloon popped because Henry blew it up too much.

• **Think** Look at the cartoon again. Fill in this cause-and-effect chart to tell what happened.



Write one or two sentences describing what happened. Use words such as *because, so,* or *as a result* to show cause and effect.

Talk Imagine there is a fourth box in the cartoon. What do you think the cat would do? Why? Describe that cause and effect. Use a signal word in your description.



Genre: Science Article





- 1 You may have heard the saying, "It's raining cats and dogs out there!" But what's really going on up in the sky? Read on to find out.
- 2 Rain comes from clouds. But where do the clouds come from? First, it's important to understand that all air contains water. This invisible water is called water vapor. When warm air rises, it cools down. Cool air can't hold as much water vapor as warm air. So the vapor grabs a ride on tiny pieces of dust in the air. The vapor forms water droplets around the bits of dust. A cloud is formed when billions of these water droplets come together.
- 3 Inside a cloud, the water droplets move around very quickly. When they move they may bump into each other. As a result, they may stick
- together. If they stick together, then they start to get bigger.When they get bigger, they get heavier. Sometimes they get too heavy for the cloud to hold them. Then they fall to the ground as rain. If it's cold outside, then they fall as snow.
- 4 Much of this rain and snow falls all the way back down to the ground. Then the whole process starts over again.

Close Reader Habits

Underline words and phrases that signal cause and effect. How do they help you understand how the ideas are connected?





Talk

2 Work with a partner to explain each cause-and-effect relationship from the chart. Use signal words to show how the ideas are connected.

Write

3 Short Response What happens inside a cloud that causes rain or snow to fall? Use signal words to explain the cause-and-effect relationship. Use the space provided on page 58 to write your answer.

HINT Begin by making a list of the key details in paragraph 3 of the article. Read

from



by Heidi Deal, AppleSeeds

- 1 In spite of our image of deserts, some are freezing cold and covered with ice and snow. Cold deserts exist all over the world. They are found in Asia, Africa, South America, China, and even the United States.
- 2 The coldest place on Earth, Antarctica, is considered a desert. It gets very little snow or rain. When it snows, the snow never melts. Instead, it forms ice sheets that build up over time. This creates ice shelves and icebergs. It's too cold for plants. Only a few mosses and algae grow there. And people can't live there for long periods of time.
- 3 Another frozen desert, the Gobi, reaches from Mongolia to China. It is still expanding. The Gobi Desert is called a rain shadow desert. A large mountain range, the Himalayas, blocks the wet weather from reaching the area. Heavy winds whip through the Gobi plains. (That may explain why there's no sand there. Instead, the landscape is mostly bare rock with little plant life.) Temperatures are extreme. It isn't covered in

ice like Antarctica is. But the Gobi can get as cold as 40° F below zero in the winter. In the summer, it can get as hot as 122° F.

Close Reader Habits

Underline sentences that show the effects of extreme cold in Antarctica.

Brrrr. It's the desert, but I'm freezing!

56

Think

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

In Antarctica, why do ice sheets build up over time?

- A because Antarctica gets very little snow or rain
- **B** because when it does snow, the snow doesn't melt
- **C** because there are few plants to stop the ice from forming
- **D** because there aren't enough people to break up the ice

Part B

What are two other effects of the extreme cold in Antarctica?

- **A** Ice shelves and icebergs form.
- **B** The plants become tougher and stronger.
- **C** It snows all the time.
- **D** Strong winds blow away any snow.
- **E** People can't stay there long.
- **F** There is no snow.

Talk

2 Reread paragraph 3 and discuss with a partner what the Gobi Desert looks like. What is one possible reason that there is no sand in the Gobi Desert?

Write

3 Short Response Why is the Gobi Desert a desert? Explain at least two cause-and-effect relationships that might have caused this. Use the space provided on page 59 to write your answer.

HINT What effect do the Himalayas have on the area where the Gobi Desert formed?



Remember that one cause can have many effects, and one effect may have many causes.

57




Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



Genre: Science Article

Happens

WORDS TO KNOW

Read

As you read, look inside, around, and beyond this word to figure out what it means.

by Val Dumitrescu

conditions

1 A soft rain is falling on the roof. You smile. Suddenly, the sound gets louder. It sounds like golf balls are bouncing off the roof. You race to the window. Outside, round balls of ice cover the ground. It is hailing! How did rain turn into hard hail in a matter of seconds?

Inside a Storm Cloud

2 It actually takes longer than a few seconds for hail to form. It all starts with a storm cloud. Storm clouds are made of water droplets. Large storm clouds are both very wide and very tall. At the top, air is much colder than it is lower down. Raindrops start to form at the bottom of the cloud, where it is warmer.

Journey of a Raindrop

3 As wind moves the storm cloud, it also moves some of the raindrops inside of it. Some of the raindrops move toward the top of the cloud. If the raindrops meet the very cold air there, then they turn to ice. These new "ice drops" get heavier. As a result, they fall to the ground as hailstones.



Wind blows raindrops up into a colder level of the cloud.



Raindrops freeze and become hailstones.

Clear and Cloudy Hail

4

5

Some hail is very clear. Other hail looks like pieces of white chalk. When the hailstone is clear, it is because there is little air in it. That happens when the raindrops freeze slowly. Then the air bubbles in the water have time to escape. Milky looking hailstones have many small air bubbles. That happens when the air at the top of the cloud is super cold. That cold air turns the raindrops into ice right away. The air bubbles are trapped inside.

Hailstones of Every Shape and Size

Sometimes, strong winds move up through a cloud. The wind can pick up the falling hailstones and push them back up. At the top, the hailstones meet the cold air again. There they get a new coat of ice. In a strong thunderstorm, that can happen several times. When you look carefully at a hailstone, you may see some rings. Each ring is one layer of ice. If you count the rings, then you will know how many times the hailstone has made the trip to the top of the cloud. This up-and-down movement causes hailstones to have very unusual shapes. It also makes the hailstones bigger. Some hailstones can be the size of a pebble. Other hailstones can be larger than a baseball!

6 Next time you see hail on your lawn, pick some up and look at it closely. It may have quite a story to tell!



Hailstones become larger and heavier.

Hail falls to the ground.

Think Use what you learned from reading the selection to respond to these questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How do raindrops become hailstones?

- **A** Warm clouds form hailstones.
- **B** Raindrops in the cold air become ice.
- **C** The wind makes hailstones.
- **D** The soft rain makes hailstones.

Part B

Which sentence from the text **best** explains what causes raindrops to turn into hail?

- A "If the raindrops meet the very cold air there, then they turn to ice."
- **B** "As wind moves the storm cloud, it also moves some of the raindrops inside of it."
- **C** "Raindrops start to form at the bottom of the cloud, where it is warmer."
- **D** "At the top, air is much colder than it is lower down."
- 2 Match each cause to an effect. Write the letter from the second column on the correct line in the first column.

Cause	Effect
Wind moves the storm clouds.	A The raindrops turn to ice.
Air bubbles are trapped inside the	B They fall to the ground as hailstones.
freezing water.	C Raindrops inside the cloud begin
Hailstones move up and down in the cloud.	to move.
Raindrops meet cold air.	D The hailstones are milky white.
The ice drops become heavier.	E Layers of ice are added.

3 Read this sentence from the article.

Storm clouds are made of water droplets.

Notice the word with the ending *-let*. That ending means "a small type of something." According to the sentence, what are storm clouds made of?

- A smaller clouds
- **B** warm drops of water
- **C** tiny drops of water
- **D** heavy drops of water
- 4 What are **three** effects of hailstones moving up and down in the cloud?
 - **A** The hailstones break apart.
 - **B** The hailstones add layers of ice.
 - **C** The hailstones get stuck in a storm cloud and never fall.
 - **D** The hailstones warm up and turn back into raindrops.
 - **E** The hailstones grow larger.
 - **F** The hailstones may take on unusual shapes.
 - **G** The hailstones fill with air bubbles.
- 5 What causes rings to form in a hailstone?
 - A the hail's up-and-down movement in the clouds
 - **B** escaping air bubbles
 - **C** the warm air at the bottom of the cloud
 - **D** the cold air at the top of the cloud

6 Why are some hailstones clear?

- **A** Air bubbles get caught inside the hailstones.
- **B** There is almost no air inside the hailstones.
- **C** The temperature inside the cloud is very cold.
- **D** There are strong winds inside the cloud.
- Write Hailstones can be as small as pebbles or as large as baseballs. Some also have very unusual shapes. How does that happen? Reread the text. Draw a box around the section that tells why hailstones can be different shapes and sizes.
- **Plan Your Response** Reread paragraph 5. Underline details that explain how hailstones get their shape and size. You can use that information in your explanation.
- 8 Write an Extended Response Explain what causes hailstones to get as big as baseballs and develop odd shapes. Use **two** details from the passage to help you show cause and effect.

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Learning Target

You've seen that knowing about cause and effect can help you understand connections between ideas. Explain why looking for causes and effects is especially important when you are reading science texts.

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😵 Introduction

Lesson 9 Unfamiliar Words





Context clues in the text can help you figure out the meaning of unfamiliar words.

Read When you are reading about new **topics**, it is important that you read like a word detective by asking questions about words you don't understand. Word detectives look around an unknown word for clues that the author may have included to help them figure out the meaning and understand new topics. These clues are called **context clues**.

Read the paragraph below about cats in ancient Egypt. Circle any words you don't know.

Cats played an essential role in ancient Egypt. They were prized pets. But they were also useful. For example, cats killed dangerous snakes. They caught mice and rats to protect stores of grain. Some cats even helped gather food. Egyptian hunters trained them to bring back birds and fish from the marshes. **Think** Circle the word *essential* in the cat passage. Reread the passage and underline context clues in the text that helped you figure out the meaning of the word. Then complete the chart by adding the text evidence that you found in the passage. Ask yourself, does this meaning make sense?

Unknown Word: Essential							
Context Clues	What the Word Means						

Talk Take turns with your partner talking about the context clues you you used to figure out the meaning of the word *essential*.



🍪 Modeled and Guided Instruction

Read

Genre: Social Studies Article



by Kara Williams

- 1 Dogs cannot read. But they can help children who may not like to read, or who find reading difficult. Reading therapy dogs and their owners visit schools and libraries. The child sits on the floor with the dog. Then he or she reads the dog a story. The dog helps its new friend relax. It offers the child support.
- 2 Only some dogs can be reading therapy dogs. First, dogs are tested to make sure they are calm and friendly. They have to be able to handle different situations. Then the dogs are trained to be good listeners. Some even learn how to turn the pages of a book with their noses or paws.
- Studies show that reading therapy dogs can enhance reading skills. The children can practice reading to the dogs without being afraid of making mistakes. Shy readers gain confidence. They begin to feel better about their reading. As a result, they enjoy reading more. The more that children read, the more their reading skills improve.

Close Reader Habits

As you read, **circle** words you don't know. When you reread, **underline** clues that help you figure out what the words mean.

Explore

How can you figure out the meaning of unfamiliar words in the passage about reading therapy dogs?

Think

1 Complete the chart to help you figure out the meaning of the word *therapy*. Fill in context clues in the first column. Then write your definition.

Sometimes the clue to the meaning of a word is another word with the *opposite* meaning.

Unknown Word: <i>Therapy</i>					
Context Clues	What the Word Means				

Talk

2 Reread the third paragraph. Work with your partner to figure out the meaning of the word *enhance*. Look for clues in the text. How do therapy dogs enhance children's reading skills?

Write

3 Short Response Use details from the article to explain how therapy dogs help children gain confidence. Reread paragraph 3 and use context clues to make sure you understand what *confidence* means. Use the space provided on page 152 to write your answer.

HINT What are the children like before they begin working with the dogs?



by Heather Roberson

1 Did you know that bees have a great sense of smell? You've seen the antennae, or feelers, on their heads. Those feelers have more than three thousand tiny smell organs. The organs help the bees identify more than 170 different odors. This is how they find food, water, and pollen.

Z on Sniffer Bees

- 2 Many animals have a better sense of smell than humans do. That's why people train dogs to sniff out scents. Bees have an even stronger sense of smell than dogs. So, scientists are looking for ways that trained bees can help people.
- 3 Scientists can teach bees to follow specific smells. First, the bees are given a smell to learn. Then they are sent toward the same smell in another area. When they find where the smell is coming from, they are rewarded with sugar water. Scientists repeat this process over and over. Finally, the bees connect the smell with a treat. Bees can be trained in about ten minutes.
- 4 Sniffer bees have been trained to find harmful materials. They can also sniff out health problems. They can smell a disease in someone's

breath. They can uncover some kinds of cancer. They can spot a lung disease called tuberculosis (too ber kyoo LOW sis). They can also smell dangerous chemicals. In addition, they can find plant diseases or pests such as bedbugs. Sniffer bees make few mistakes.

5 One day, these tiny helpers may work in airports, farms, hospitals, and war zones. They will alert people to possible danger.

Close Reader Habits

How can rereading a passage help you understand unfamiliar words? **Underline** context clues that help you understand them.



4 **Short Response** Describe the different ways sniffer bees can help humans. In your description, use some of the science words you learned from the passage. Use the space provided on page 153 to write your answer.

HINT Reread paragraph 4. Look for three things sniffer bees can detect.





Don't forget to check your writing.



Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- halter
- interactive

Helping Others

by Natasha Yim, Appleseeds



- In 1993, when Erin Livingston was just 11, she had an idea. She wanted to use horses to help kids with special needs. Along with two friends, she researched different programs. With the support of the Mendocino County 4-H, Ridgewood T.R.A.I.L.¹ was born.
- 2 Freya, Kiss, Easy, Ginger, and Robin are horses with a very important job. They help kids with special needs. Some of these kids are in wheelchairs and walkers. Some can't talk. Some are very high energy and need to learn how to focus.
- 3 Erin uses games to help kids learn to communicate with horses. For example, a rope is attached to the halter of a horse. The student holds the other end and wiggles it to make the horse back up. Then the student wiggles it again to invite the horse back into his or her space.

¹ T.R.A.I.L.: Teaching Riding as an Access to Independence and Learning

Unfamiliar Words Lesson 9

A young girl rides a therapy horse being led by a helper.

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- 4 Through interactive games, the horses help the kids learn about trust, keeping themselves safe, and being sensitive to a horse's feelings and body language. If kids are loud and too full of energy, the horse may not want to come over to them.
- ⁵ "The kids learn to protect their space, and also to invite the horse into their space," says Erin Livingston, the founder of Ridgewood T.R.A.I.L.
- 6 For a child who can't walk, riding works her leg muscles. A horse's walking motion is very similar to our own hip movements. Children who have a hard time staying on task learn to pay attention. If they turn to the left when they want to go right, the horse may not do what they want it to do. For a kid who has a hard time talking, Erin has her use words to command the horse. One boy uttered his first sentence, "Walk on, Woody," while riding a horse! Another student is now a helper in the program. "She has so much confidence and pride in what she does," says her mother.

"We focus on the kids' abilities, not their disabilities," Erin says.

Good program horses are calm, patient, and understanding. They have to be used to people (there could be up to two or three helpers walking alongside a rider), loud noises, and sudden movements. It's exhausting work. But the next day, they're back at it, patient as ever just another day at the office for these amazing horses!



Think Use what you learned from reading the selection to respond to these questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Reread paragraphs 3 and 4. What is the meaning of *interactive* in paragraph 4?

- A acting apart from each other
- **B** acting like each other
- **C** acting in response to each other
- **D** acting politely with each other

Part B

Write one sentence from paragraph 3 or 4 that helped you understand what *interactive* means.

2 Read this sentence from the article.

Erin uses games to help kids learn to communicate with horses.

Which words from paragraph 2 provide a clue to the meaning of *communicate*?

- A "can't talk"
- **B** "need to learn"
- **C** "with special needs"
- **D** "very high energy"

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

What is the meaning of the word sensitive in paragraph 4?

- A unfeeling
- **B** understanding
- **C** fearful
- **D** amazed

Part B

Underline the sentence in paragraph 4 that supports your answer in Part A.

Through interactive games, the horses help the kids learn about trust, keeping themselves safe, and being sensitive to a horse's feelings and body language. If kids are loud and too full of energy, the horse may not want to come over to them.

4 Read these sentences from paragraph 6 of the passage.

For a kid who has a hard time talking, Erin has her use words to command the horse. One boy uttered his first sentence, "Walk on, Woody," while riding a horse!

What does the word uttered mean as used in this passage?

- A spoke
- **B** wrote
- **C** understood
- **D** heard

In paragraph 7, Erin states, "We focus on the kids' abilities, not their disabilities." Explain what *disabilities* means. Tell what clue you used.

Write

6 Short Response Using evidence from the text, describe how working with horses helps build confidence in children with special needs. Use some of the new words you learned in your response.



You've learned how to figure out the meaning of words you don't know. Describe some strategies that you could use to figure out the meaning of *migration* in the following paragraph.

Every year, millions of monarch butterflies journey to California and Mexico to avoid the harsh winters in other parts of the country. This huge migration begins in fall, ahead of the cold weather. The journey can cover up to 3,000 miles.

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😵 Introduction

Lesson 11 Author's Point of View





Understanding the difference between an author's point of view and your own will help you understand different ways of looking at a topic.

Read Point of view is the way we think or feel about something. For example, you might like a certain kind of music, but a friend of yours may think it's terrible. You both have different points of view about that kind of music.

Authors often give their points of view about **topics.** They do this by using opinion words such as *best, worst, beautiful, like, dislike, feel,* and *believe*. As you read, try to figure out the author's point of view by noticing these types of word clues.

Look at the cartoon below. How does the woman feel about the art?



Look at the cartoon again. Notice the words the woman uses as she writes about the art. What does that tell you about her point of view? • **Think** Look back at the cartoon. Complete the chart by telling the woman's point of view about the art.

Author	Point of View	Details
Woman		

Talk What do you think of the art in the cartoon? Give reasons for your point of view. Does your partner share your point of view?

Academic Talk

Use this phrase and word to talk about the text.

• point of view • topics

🍪 Modeled and Guided Instruction

Read

Make Way for the Mallard Family by Jesse Green

- 1 *Make Way for Ducklings* is a children's book by Robert McCloskey. In it, a mother and her eight ducklings walk to a park in Boston, Massachusetts. Today, a delightful bronze sculpture of Mrs. Mallard and her ducklings stands in Boston's Public Garden. The statue is almost as popular as the book! It seems to bring the duck family to life.
- 2 Nancy Schön made this charming creation in 1987. It is a series of nine adorable statues. Mrs. Mallard and her ducklings proudly parade in a row. Children cuddle these lifelike statues all the time. All this petting means they never need to be polished.



- 3 A thief stole one of the ducklings in 2009. The cowardly criminal snapped the bird off at its webbed feet. This senseless attack angered many people. Boston's Mayor Menino said, "This act is not a prank, it is a crime."
- 4 Fortunately, the missing statue was found four blocks away. It was leaning against a tree. The people who found the stolen duckling returned it right away. Soon, the duckling was back in the parade where he belonged.
- 5 Nancy Schön loves to come to the park and watch children enjoy her sculpture. She feels lucky to have made something that "has given so much pleasure to so many."

Close Reader Habits

As you read, **circle** words that show how the author feels about the statue.

Explore

How can you figure out the author's point of view and compare it to your own?

Think



1 What words help you decide how the author feels about the sculpture? Add two more examples to the first column of the chart. Then write what you think the author's point of view is about the sculpture. To figure out the author's point of view, look at the words used to describe the topic.

Words Describing the Sculpture	Author's Point of View on the Sculpture
• "delightful bronze sculpture"	

Talk

2 Look again at the picture of the sculpture. What do you think of it? Explain your point of view.

Write

3 Short Response Is your point of view different from or the same as the author's? Tell how it is the same or different. Use the space provided on page 180 to write your answer.

HINT Think of opinion words that describe something you liked or something you disliked. Use them in your response. Read

Genre: Review

SNOW SCULPTURE CONTEST by Kim Wu

- 1 The town of Butler held its first Winter Fest this week. The highlight of the outdoor event was the snow sculpture contest. Teams of snow carvers worked tirelessly to create amazing works of art. The crowds were delighted!
- 2 Snow sculpture is a very difficult kind of sculpture to make. Teams of snow carvers made fantastic sculptures from huge blocks of snow. Each team could use only common hand tools. Shovels and cheese graters were very popular. For a whole day, they cut away packed snow from the heavy blocks. By late afternoon, these snow artists had created amazing sculptures. Some were over nine feet tall!
- 3 My favorite snow sculpture won second prize. This sculpture of a giant dragon was incredible. It had detailed scales and a pair of giant wings. It also had a long tail. This fierce dragon even breathed fire made of snow!
- 4 The snow sculpture that won third prize was a good choice by the judges. It was a copy of the White House in Washington, D.C.
- 5 I was disappointed by the snow sculpture that captured first prize. It was a covered wagon. The team of carvers made the wagon wheels too small! They made other mistakes, too.
- 6 I really do believe that my favorite sculpture should have won the grand prize. But Butler's first Winter Fest was still a great success. I can't wait for the next one!

Close Reader Habits

What is the author's point of view about the dragon sculpture? **Circle** words and details in paragraph 3 that show how the author felt about the sculpture.

Think

1 This question has two parts. Answer Part A. Then answer Part B.

Part A

Which choice **best** describes the author's point of view about snow sculpture?

- **A** Snow sculpture is interesting, but it's just for kids.
- **B** Snow sculpture is an impressive type of art.
- **C** Snow sculpture requires very little effort.
- **D** Snow sculptures are not as good as regular sculptures.

Part B

Which sentence from the review **best** supports your answer in Part A?

- A "The highlight of the outdoor event was the snow sculpture contest."
- B "Snow sculpture is a very difficult kind of sculpture to make."
- C "This sculpture of a giant dragon was incredible."
- **D** "The snow sculpture that won third prize was a good choice by the judges."

Talk

2 Based on the review, do you think the author, Kim Wu, believes that Butler should have another Winter Fest? What details helped you know what Kim Wu's point of view would be?

🛿 Write

3 Short Response In the second paragraph, the author says, "Snow sculpture is a very difficult kind of sculpture to make." Explain whether or not you agree. Compare your point of view with Kim Wu's. Use the space provided on page 181 to write your answer.

HINT Reread the details that tell about how a snow sculpture is made. Think about what it takes to complete those steps.



Authors sometimes use words that show strong feelings in order to convey their point of view.





Don't forget to check your writing.



Write Use the space below to write your answer to the question on page 179.

SNOW SCULPTURE CONTEST

3 Short Response In the second paragraph, the author says, "Snow sculpture is a very difficult kind of sculpture to make." Explain whether or not you agree. Compare your point of view with Kim Wu's. **HINT** Reread the details that tell about how a snow sculpture is made. Think about what it takes to complete those steps.

Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

commissioned

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- scaffolds
- dismantle
- pedestal



Frederic Auguste Bartholdi visited the United States and chose the place where the Statue of Liberty would stand.

Our Most Famous mmigrant

by Nancy Whitelaw, Cobblestone

America's most famous immigrant arrived here in 1885. She was packed in 214 boxes. She was about 10 years old then. America had been waiting nine years for her. She was the Statue of Liberty. Her story begins long ago in France.

It is April 1876. Frederic Auguste Bartholdi, a French sculptor, has a problem. He has been commissioned to complete a statue as a gift from France to America for America's 100th birthday.

- "July fourth, July fourth," he mutters over and over. "It can't be done."
- Plaster dust swirls through the air around the partly finished statue. Gobs of wet plaster fall in heaps on the floor below it. Workmen climb up and down the scaffolds, hauling pails of materials and tools.
- 5 The noise is deafening. Men are shouting directions. Saws are rasping at ragged edges. Mallets are clanging copper sheets into molds. Hammers are nailing wood strips together.
- 6 An idea comes to Bartholdi. "I'll finish the arm and torch. I'll send them in time for the 4th of July so the Americans can at least imagine the whole statue." This is no small present. The hand alone is 16 feet high.

7 When the arm and torch finally are completed, Bartholdi has them shipped to the Philadelphia World's Fair. The Americans are amazed and delighted. The sculptor feels some relief that his art is appreciated. But he still has a great deal of work to do to finish building the world's largest statue.

> In 1878, the head of the Statue of Liberty was displayed in Paris, France. A small copy of the complete statue was shown with it.



8 Finally, in 1884, she stands tall and proud. She looks over the rooftops of Paris, France. She stays there until January 1885, while the Americans build a pedestal for her. Then, Bartholdi orders his crew to dismantle the statue and pack her into boxes.

- 9 Two hundred fourteen boxes arrive at Bedloe's Island in New York Harbor on June 17, 1885. A reporter opens some of the boxes. "I found one case that had just the eyebrows and forehead," he writes. "Another contained the left ear and some pieces of hair. One box that was eight feet long held one of her curls." Workmen in America assemble the statue—all 216 feet of her—on an 89-foot-tall pedestal.
- 10 On October 28, 1886, crowds of cheering spectators gather at the shore to watch the unveiling. The 300 boats in the harbor clear a path to the statue for President Grover Cleveland and his party. Bartholdi, positioned high in the torch of the statue, pulls the cord to unveil the face of the statue called *Liberty Enlightening the World*. Thousands cheer, wave banners, blow whistles, sound sirens, beat drums, and ring bells.

Think Use what you learned from reading the article to respond to the following questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

With which statement would the author of this article **most likely** agree?

- **A** Building the Statue of Liberty was an amazing accomplishment.
- **B** The sculptor Frederic Auguste Bartholdi was not a patient man.
- **C** Americans did not appreciate the statue as much as they should have.
- **D** The Statue of Liberty cost too much money to make.

Part B

Write **two** sentences that support the answer you chose in Part A.



- 2 Which of the following **best** describes the author's point of view about the Statue of Liberty?
 - A Late delivery of the statue was the result of poor planning.
 - **B** More statues like the Statue of Liberty should be built in this country.
 - **C** The story of how the statue was built is both interesting and amazing.
 - **D** The Statue of Liberty is the greatest statue in the world.

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

According to the author, how did most Americans feel about the statue while they waited for it to be completed?

- **A** They weren't very interested in seeing it.
- **B** They were excited and eager for it to arrive.
- **C** They were worried that it wouldn't fit in the harbor.
- **D** They didn't think the statue was worth the long wait.

Part B

Which key event mentioned in the article caused Americans to feel the way they did about the gift they'd be receiving?

- **A** the nine-year delay as the statue was built
- **B** the display of the arm and torch at the World's Fair
- C the arrival of 214 boxes at Bedloe's Island in New York Harbor
- **D** the completion of the statue in France

4 Read these sentences from paragraph 7.

The Americans are amazed and delighted. The sculptor feels some relief that his art is appreciated.

What does the word appreciated mean in this context?

- A felt, touched
- **B** found, discovered
- **C** valued, enjoyed
- D covered, hid

5 Read these sentences from paragraph 10.

Bartholdi, positioned high in the torch of the statue, pulls the cord to unveil the face of the statue called *Liberty Enlightening the World*. Thousands cheer, wave banners, blow whistles, sound sirens, beat drums, and ring bells.

Which word **best** describes the author's point of view on the 1886 unveiling of the Statue of Liberty?

- A disappointed
- **B** confused
- **C** upset
- **D** excited

Write

6 Short Response The author describes the Statue of Liberty as America's most famous immigrant. Do you agree with her point of view? Explain your point of view and support it with details from the article.



Learning Target

You have now compared several authors' points of view to your own. Explain how doing this can help you think about your own point of view more carefully.



😵 Introduction

LAFS.3.RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

Lesson 17 Connecting Words and Pictures in Informational Text



Using information from both the pictures and the words in a text will help you understand what you read.

Read Texts use words and **illustrations**, or pictures, to provide information in a passage. Illustrations can also include photographs or **maps**. Maps are drawings that show the cities, roads, rivers, and other details of an area.

By thinking about both the words and the pictures, you will better understand what you are reading. You can use the information from both the words and the pictures to tell what you've learned.

Look at this page. It is from a booklet about campgrounds at Pleasant Lake. What do you learn from both the words and the map?



At Pleasant Lake you can enjoy boating, fishing, water skiing, and swimming. The lake is located 15 minutes from Mt. George. Campsites are available. **Call 111-1212 now!**
Think Look again at the page from the booklet. Complete this chart to show what you learn from both the words and the map.

	What the Map Shows				
hat you can do at Pleasant Lake					

Read

Genre: Newspaper Article

The Invention That Dogs Are **BARKING** About

- 1 Do you know what your dog is saying when it barks? Now you can find out. A toy company in Japan has invented a tool that can tell you! One part of the device "listens" to the dog's bark. Then it sends the information to the owner's handheld speaker. The speaker plays a message telling how your dog is feeling. It can show six different feelings, including joy, sadness, excitement, and fear.
- 2 The gadget comes with some "extras," too. For example, it has dog-training tips and a health checklist. It also has a "Bow Wow Diary." It can even record barks when the dog is home alone!

Close Reader Habits

Underline sentences that describe the two parts of the device. Then **circle** the two parts of the device in the photo.

Explore

How do the words and the photograph help you understand how the device works?

Think

1 Complete the chart with details from the words and the photo.

What the Words Tell	What the Photograph Shows				

Illustrations can help you understand the words in the article. Combine information from both as you read.

Talk

Paragraph 2 says that the device comes with "extras." What extras does this device come with? Tell which of these you think dog owners would find most useful, and why.

Write

3 Short Response Use the photo to describe what the handheld piece looks like and what you think each part does. Use the space provided on page 288 to write your answer.

HINT Reread the words to help you understand what you are seeing in the photo.

Read



- 1 The canal is one of the greatest inventions the world has ever known. A canal is a passage that uses water. It creates a shortcut allowing boats to travel through a land area. Without the canal, boats would have to travel around huge areas of land. Some of the oldest canals were built in Egypt nearly 4,000 years ago.
- 2 The Panama Canal is one of the most famous modern canals. It was completed in 1914. The canal stretches 51 miles across the Isthmus of Panama. It connects the Atlantic and Pacific Oceans. Before the canal was built, ships had to go around the tip of South America. The canal made the trip much shorter, faster, and safer.



Close Reader Habits

Underline key details in the article that tell why canals are important. On the map, **circle** the number of miles for each of the routes from New York City to San Francisco.

Think

- According to the map and the text of the passage, what does the Panama Canal connect?
 - A Atlantic Ocean and Pacific Ocean
 - **B** North America and South America
 - **C** Egypt and the United States
 - D New York City and the tip of South America

2 Based on the map and the text, what did you learn about canals?

- **A** After the Panama Canal was built, most people still traveled around the tip of South America.
- **B** The Panama Canal created a shorter but more dangerous route.
- **C** Canals help people and goods get from one place to another more easily.
- **D** Portions of canals stretch across large bodies of water.

Talk

3 Why are canals such a great invention? Find details in the text and map that help you understand this. Talk about your ideas with your partner.

Write

4 **Short Response** The author says that the canal is one of the greatest inventions the world has known. Write a paragraph telling why the author may have said this. Use one detail from the text and one detail from the map to support your answer. Use the space provided on page 289 to write your answer.



Read the title and labels on a map to understand what information it shows.

HINT Look at the map for details that support the text.

Modeled and Guided Instruction





Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



Independent Practice

WORDS TO KNOW

Read

As you read, look inside, around, and beyond these words to figure out what they mean.

- burs
- fibers
- fabric

Thanks, George! by Hannah Ford

- 1 Riiip! That familiar sound is what we might hear when we undo our shoes or open our backpacks. It's Velcro[™]! One side is fuzzy. The other side is prickly. It sort of feels like . . . a prickly plant? Well, that's because a prickly plant was the inspiration for Velcro.
- 2 George Mestral, the man who invented Velcro, lived in a country in Europe called Switzerland. One day, he was hiking in the Jura Mountains near his home. When he came home, he found lots of sticky burs on his pants and socks. *What makes these stick?* he wondered. He decided to look at them under a microscope.

- 3 Close up, George saw that each little spike on the bur ended in a hook. When he looked at the fibers of his pants and socks, he noticed they were little loops. The hooks from the burs got caught on the little loops. That got George thinking. *These things have real sticking power*. *Imagine if they could stick things together in a useful way!*
- 4 After many years of experimenting, George was able to re-create the sticking power of the little burs. He made two pieces of fabric: one piece that was covered in prickly hooks, the other covered in soft, fuzzy loops. Put them together and they hung on tight! With a hearty tug, riiip! They came apart!
- 5 George was eager to share his invention. A lot of people told him it was silly. George knew better. He knew that his invention could take the place of many fasteners. Zippers, buttons, pins, and shoelaces would all become a thing of the past, he claimed. In 1951, he patented his invention. He named it "Velcro," a combination of the words *velour* ("velvet") and *crochet* ("hook"). He began manufacturing it, sure that it would have thousands of uses. He was right.

6

7

Velcro's first big fan was NASA. Astronauts had lots of bulky equipment to put on and take off. Velcro proved to be a strong, easy-to-pull-off fastener for space suits. It could hold tools in place so they wouldn't float away. Skiers also wore bulky suits. They liked how Velcro fasteners held tight and opened easily. Sneaker makers saw Velcro straps as kid-friendly. Even toddlers could fasten and unfasten their straps!

From something most people find annoying, George Mestral gave us a wonderful convenience. The next time you hear that riiip, thank him! **Think** Use what you learned from reading the selection to respond to these questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

How did George Mestral come up with the idea for Velcro?

- A He looked at the unusual fasteners used on hiking clothes.
- **B** He saw special fabrics that were fuzzy on one side and prickly on the other.
- **C** He had been asked to invent a new kind of fastener.
- **D** He noticed that burs were sticking to his pants and socks after a hike.

Part B

Which sentence from the passage **best** supports your answer to Part A?

- A "Close up, George saw that each little spike on the bur ended in a hook."
- **B** "After many years of experimenting, George was able to re-create the sticking power of the little burs."
- **C** "He named it 'Velcro,' a combination of the words *velour* ('velvet') and *crochet* ('hook')."
- **D** "Even toddlers could fasten and unfasten their straps!"
- 2 According to both the photographs and the text of the passage, how is a bur similar to Velcro?
 - **A** Both grow on a plant.
 - **B** Both are brownish in color.
 - **C** Both have tiny hooks on the ends.
 - **D** Both are shaped like tiny zippers.

- **3** Reread paragraph 4 and look again at the photographs. Which **two** of the following details explain how Velcro is made?
 - A It is made with spikes and hooks pulled from burs.
 - **B** It uses two different pieces of fabric.
 - **C** It uses the same fibers that socks are made from.
 - **D** It has prickly hooks on one side and loops on the other.
 - **E** It is made from velvet.
 - **F** It has special fasteners that act like laces.
 - G It uses hooks called "crochets."

4 What is one reason that astronauts first started to use Velcro?

- **A** It held tools in place so they wouldn't float away.
- **B** It allowed astronauts to wear sneakers.
- **C** It allowed astronauts to walk inside a spaceship.
- **D** It helped astronauts walk safely on the moon.

5 Why was Velcro popular with skiers?

6 Read these sentences from paragraph 5.

He knew that his invention could take the place of many fasteners. Zippers, buttons, pins, and shoelaces would all become a thing of the past, he claimed.

What are two ways to figure out the meaning of fasteners?

- **A** Use the meaning of *invention*, which means something similar.
- **B** Use the examples in the next sentence, which are all objects used to join things together.
- **C** Think about the meaning of *fasten*, which means "to hold in place."
- **D** Think about the meaning of *fast*, which means "quick."
- **E** Break the word *fasteners* down into two smaller words.

7 Why would Velcro be **most** useful on clothing meant for children?

- **A** Children usually wear bulky clothing.
- **B** Velcro makes a ripping sound that children enjoy.
- **C** Velcro straps are easy to fasten and unfasten.
- **D** It can be used to hold caps and gloves in place.
- 8 Which sentence does the photograph of the astronaut on page 291 help you understand?
 - A "He knew that his invention could take the place of many fasteners."
 - **B** "Velcro's first big fan was NASA."
 - **C** "It could hold tools in place so they wouldn't float away."
 - D "Astronauts had lots of bulky equipment to put on and take off."



9 Short Response Write a paragraph explaining how Velcro works. Use details from both the text and the photographs in your answer.



Now that you've read articles that contain text and pictures, explain how both are important to understanding a topic.

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Lesson 20 Comparing and Contrasting Two Texts



Looking at how two texts on the same topic are alike and different can give you a better understanding of the topic.

Read When you read two texts on the same topic, remember to compare and contrast their most **important points** and **key details.** When you **compare,** you look at how the texts are alike. When you **contrast,** you look at how they are different.

Read the ad and the news story. How are they alike? How are they different?

All New for 1983!

Wish you could make a phone call anytime, anyplace? Now you can, with your own handheld cellular phone! • Save favorite numbers.

The DynaTAC 8000X

• Talk for up to 60 minutes. And at only 28 ounces, this phone can go anywhere you can.

Order yours today!

Cellular Phones Approved for Sale

September 21, 1983

Today, a company received FCC approval to sell the DynaTAC 8000X. This phone will be the first handheld cellular phone to be offered to the public. It offers 60 minutes of talk time and weighs 28 ounces. The initial price will be \$3,995. **Think** Think about what you've learned so far about comparing and contrasting two texts on the same topic. How are they the same? How are they different? Use the *Venn diagram* below to organize your ideas.



Academic Talk
Use these phrases and words to talk about the text.
important points
compare
contrast
key details

🍪 Modeled and Guided Instruction

Read

Genres: History Article/Social Studies Article



- 1 In 1833, a man named Charles Babbage came up with the idea of the modern computer. But there was one problem. He couldn't figure out how to make one.
- 2 A hundred years later, computers became a reality. In 1939, the first computers were invented to help countries fight wars. Then, around 1950, companies began using computers to help run their businesses. These computers were so huge that they filled large rooms.
- 3 In 1981, the first PC, or personal computer, was sold. It fit on a desktop and had a keyboard and a screen. Since then, computer use has exploded. Computers are everywhere today. Computers have become faster, smarter, and smaller. They are so small that we hold them in our hands!



- 1 Fifty years ago, few people knew much about computers. For the most part, they were used by the government or in businesses. But today computers are everywhere!
- 2 You might be surprised to learn how many everyday items contain computers. Cell phones and digital cameras use computers. So do TVs and kitchen ovens. Computers are used to run cars and airplanes. They also keep traffic lights blinking and trains on schedule.

Close Reader Habits

Underline the key details in each passage. Which details in the passages are alike? Which are different?



Talk

2 Get together with a partner and talk about how the information in each article is alike and different. What did you learn about computers by reading both articles?

🚺 Write

3 **Short Response** Why has the use of computers increased so much over the last fifty years? Find reasons in **both** articles. Use the space provided on page 332 to write your answer.

HINT Beginning in 1981, what changed about computers and how they were used? Read



- David Sarnoff had an idea. If sound could travel over the radio, why couldn't pictures? In 1939, he showed the world it was possible. Broadcast television was born.
- 2 No one person can claim that he or she invented television. People in several countries were inventing it about the same time. But even though television was invented, there was a catch. No one knew what to do with it. Sarnoff did, and he knew where to introduce it.
- In 1939, Sarnoff showed the first television broadcast at the New York World's Fair. People crowded around the tiny sets to watch the black-and-white pictures. The first show was of President Franklin D. Roosevelt, who gave a speech. That same year, television sets went on sale. The first ones were small—only 5-inch by 12-inch screens.
- 4 Television companies began showing programs. In 1939, the first baseball game was put on television. Stations began to broadcast news shows, children's shows, comedies, and dramas. Today there are hundreds of channels and many more kinds of programs.
- 5 The number of TV sets in use also keeps growing. In 1946, there were about 6,000 televisions sets in use in the United States. In 1951, there were 12 million. As more people watched, more shows were added. By 1962, around 49 million U.S. households had televisions in the home. Today, 99 percent of homes have a television. Some even have three or more!

Close Reader Habits

Underline the most important idea in each paragraph. Then look for key details that support each idea.

Genre: Persuasive Essay



- 1 What do you do in your free time? If you say, "watch television," you are not alone. About 99 percent of American households own a television. The airwaves are flooded with all kinds of programs. There are hundreds of channels to choose from.
- 2 And there's so much to see! You can watch a tiger hunt in the jungle—something you might never see in person. You can visit the bottom of the ocean or cruise in outer space from your sofa. You can learn how to do new things, such as cook. TV is also a good way to relax. Watching a funny show can be relaxing.
- 3 But do Americans watch too much television? One study said that the average person watches four hours each day. If that person lived to be 65 years old, he or she would have watched TV for nine years!

4 Watching television doesn't require effort. All you have to do is sit and

watch. When children watch TV, they are not playing and running. They aren't playing games or solving problems. Also, children who watch a lot of TV tend to eat more junk food, including chips and soda. So watching a lot of TV can be bad for your health.

5 Watching a little television each day isn't harmful. It might even make you smarter. But if you are watching four hours a day, think about doing something else!

Close Reader Habits

In "Should We Watch TV?", underline important ideas that are like those in "History of Television." Draw a wavy line under important ideas that are new.

Think

1 Which choice **best** describes why the author wrote "History of Television"?

- A to tell why David Sarnoff was important to TV
- **B** to show how television has grown since 1939
- **C** to describe the types of programs available on TV
- **D** to prove that people watch too much television

2 This question has two parts. Answer Part A. Then answer Part B.

Part A

What is one of the most important ideas of "Should We Watch TV?"

- **A** Television shows will make you smarter.
- **B** Watching too much TV can be harmful.
- **C** The number of TVs in homes is increasing each year.
- **D** A wide variety of programs is available on TV.

Part B

What are **two** details from "Should We Watch TV?" that support your answer to Part A?

- A "The airwaves are flooded with all kinds of programs."
- **B** "About 99 percent of American households own a television."
- **C** "One study said that the average person watches four hours each day."
- **D** "Watching a little television each day isn't harmful."
- E "Watching television doesn't require effort."
- **F** "So watching a lot of TV can be bad for your health."



When you compare two texts, think about each author's reason for writing.

- 3 Which of the following ideas is found in **both** passages?
 - **A** Watching television might make you smarter.
 - **B** Too many Americans watch too much television.
 - **C** The first television screens were only 5 inches by 12 inches.
 - **D** Most households in America have a television.
- 4 Which sentence **best** describes the difference between the two passages?
 - **A** The first passage shows the benefits of television; the second passage shows the problems with television.
 - **B** The first passage describes the invention of television; the second passage explains why television is so popular.
 - **C** The first passage explains the importance of TV; the second passage describes how TV can be used in education.
 - **D** The first passage describes the history of television; the second passage explores whether watching TV is good or bad.

Talk

In which passage would you find information about how TVs have changed? Which one would you use to learn how TV has affected us? Refer to details from each passage when talking about your answers.

Write

6 Short Response What are two things you learned in "Should We Watch TV?" that you didn't learn in "History of Television"? Use the space provided on page 333 to write your answer.

HINT Reread "Should We Watch TV?" Look again at the sentences you underlined or marked with a wavy line.





Don't forget to check

your writing.



Check Your Writing

- Did you read the prompt carefully?
- Did you put the prompt in your own words?
- Did you use the best evidence from the text to support your ideas?
- Are your ideas clearly organized?
- Did you write in clear and complete sentences?
- Did you check your spelling and punctuation?



Independent Practice

Read

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- skeptical
- access

Goodbye, Books?

by Jamie Joyce, Time for Kids

Cushing Academy used to have 20,000 books in its library. But over the summer, this small Massachusetts high school began to replace printed books with electronic books, or e-books. Why? "The school wanted to put its focus on 21st-century learning," Tom Corbett, the library's executive director, told TFK. Few students were using library books to do their school assignments. Most did their research online. Transforming the library seemed like the best way to meet students' needs. Without a print collection to care for, Corbett says librarians can now concentrate on helping students use the online collection in new and better ways. They can also work with teachers to bring technology into the classroom.

More Books, More Reading

Teacher Nancy Boyle says her students still enjoy regular books. But they're also testing out the Kindle, an electronic reader. So far, it's been a success. "It's great," Boyle told TFK. "The kids are reading more."

2

3 Sixteen-year-old Meghan Chenausky was skeptical at first. "I love the feeling of books," she told TFK. "I really thought I was going to be missing out when I started using a Kindle. But now I absolutely love using it. It's so convenient. You can have so many books right at your fingertips."

Meet an E-Reader

- 4 Can your backpack fit 1,500 books? An e-reader can. Most e-readers are pencil-thin and weigh less than a pound. They can download an e-book in 60 seconds. Don't understand the meaning of a word? Click on it to get the definition. Is the print too small? An e-reader can adjust the size.
- 5 E-readers aren't cheap, but it costs the school just \$5 or \$10 to download an e-book on as many as six e-readers. "Now, students have access to a million titles," Corbett says.

6 Still, regular books have one big advantage over e-readers: They don't use electricity. E-readers have to be charged, like cell phones.



WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

2

3

4

5

- device
- portable

E-Readers: No Substitute for BOOKS by Linda Timm

It's a cold, stormy day, and lightning has knocked out the power in your neighborhood. No problem! You'll just grab a snack, curl up with a good book, and read for hours. You pull out your e-reader, press the button . . . and the screen remains dark. The battery is dead. And since there's no electricity, there's no way to recharge the device. Guess you're out of luck.

This is just one example of how impractical e-readers are. Sure, an e-reader can store thousands of books. But what good is that if you can't use the reader whenever you need to? Running out of power is only one of the issues. E-readers can also break. Drop one, and the screen may crack or the reader may just stop functioning. You have to purchase a new book AND a new device. If you drop a printed book, though, you can just pick it up and keep reading.

E-readers also make reading itself more difficult. Sentences may break across lines in awkward ways. Or, one sentence may get stretched across a page, leaving huge spaces between words. It's also hard to find parts you want to reread. Even with search tools, it's difficult to "flip" back and forth as you would with a printed book. Note-taking can also take longer and be more frustrating.

Still, some schools are beginning to buy e-readers for students in place of books. School leaders feel they can get more books for less money that way. But e-readers are expensive, so how much money will schools have to spend to replace readers that students lose or break? Also, one research study showed that some people don't learn as well from e-readers. They don't understand as much, and they don't remember what they read. So are e-readers really good for students?

Sometimes the simplest choice is the best one. Printed books are inexpensive, recyclable, and portable. They are easy to distribute, easy to care for, and easy to replace. And the best part? Printed books will NEVER run out of power! **Think** Use what you learned from reading the passages to respond to these questions.

1 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which sentence **best** describes how the main ideas of these two passages are different?

- A "Goodbye, Books?" is about the new library at Cushing Academy, while "E-Readers: No Substitute for Books" is about a library that uses only printed books.
- **B** "Goodbye, Books?" tells how e-readers are good for students and schools, while "E-Readers: No Substitute for Books" tells why e-readers should not replace printed books.
- **C** "Goodbye, Books?" explains why printed books are no longer useful, while "E-Readers: No Substitute for Books" explains why printed books are still good.
- **D** "Goodbye, Books?" is about the low cost of e-readers, while "E-Readers: No Substitute for Books" is about the low cost of printed books.

Part B

Choose **one** detail from **each** passage that supports your answer to Part A.

- A "Cushing Academy used to have 20,000 books in its library." ("Goodbye, Books?")
- **B** "So far, it's been a success. 'It's great,' Boyle told TFK. 'The kids are reading more.'" ("Goodbye, Books?")
- **C** "Still, regular books have one big advantage over e-readers: They don't use electricity." ("Goodbye, Books?")
- **D** "Sure, an e-reader can store thousands of books." ("E-Readers: No Substitute for Books")
- **E** "Still, some schools are beginning to buy e-readers for students in place of books." ("E-Readers: No Substitute for Books")
- F "Also, one research study showed that some people don't learn as well from e-readers." ("E-Readers: No Substitute for Books")

- 2 Which **two** ideas can be found in **both** passages?
 - **A** E-books are inexpensive to use.
 - **B** Printed books are inexpensive and recyclable.
 - **C** Few students use library books to do assignments.
 - **D** E-readers can store more than a thousand books.
 - **E** E-readers can make the reading process more difficult.
 - **F** Schools are buying e-readers for students to use.

3 Reread these sentences from paragraph 1 of "Goodbye, Books?"

Few students were using library books to do their school assignments. Most did their research online. Transforming the library seemed like the best way to meet students' needs.

Given the context, what does transforming mean?

- **A** changing
- **B** closing
- **C** rebuilding
- **D** emptying

Write

Should schools use e-readers instead of printed books? Reread both passages. Put a plus sign (+) next to facts that support the use of e-readers. Put a minus sign (–) next to facts that describe problems with e-readers.

- **4 Plan Your Response** Make a two-column chart. Put facts that support e-readers in one column. Put facts that show problems with e-readers in the second column. Study your chart.
- 5 Write an Extended Response Explain whether or not schools should use e-readers instead of printed books. Use details from both passages to support your ideas. Your chart can help you choose your evidence.



Learning Target

Now that you've compared and contrasted passages, explain how reading two or more texts on the same topic can help you understand the topic better. Use examples from some of the passages you read to make your point clear.

