3rd ELA LEAP Practice
Week 2

1. Complete each day's work. Read the information and answer the Practice Questions on the pages for each day.
2. Read for 30 minutes each day.
3. Complete the reading log on the next page after you read each day.
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Pages</th>
<th>1 question or prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23/2020</td>
<td><em>The Three Little Pigs</em></td>
<td>1-20</td>
<td>I wonder why the third pig didn’t help his brothers build better houses?</td>
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Week 2 Day 1
**Informational Text**

*Informational text* is about real people, places, and events. Nothing is made up. It gives you facts. It might tell you about events that really happened. It can inform you about history or science. Or it might tell you about people living today or in the past. Some informational text gives you directions, like how to make a birdhouse or how to make a chocolate chip cookies.

**Asking and Answering Questions**

When you read informational text, you need to be able to answer questions about the text. You might be asked to answer questions about why something happened, where something happened, or how something happened.

The **main questions** include *who, what, where, when, why, and how.* When you answer questions, you will look at the text to find the answers to the questions. You also need to be able to know which sentence or paragraph the answers came from.

Read this passage. Then read the questions and explanations that follow.

(1) Mount Rushmore is in South Dakota. (2) It is a mountain with the faces of four US presidents carved on it. (3) The faces of George Washington, Thomas Jefferson, Theodore Roosevelt, and Abraham Lincoln are on Mount Rushmore. (4) The carving represents the first one hundred fifty years of US history.

1. Where is Mount Rushmore located?

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*Sentence 1 specifically says Mount Rushmore is in South Dakota.*

2. What does the carving represent?

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*Sentence 4 explains that the carving "represents the first one hundred fifty years of US history."*
Part A
Which four U.S. presidents are on Mount Rushmore?

Part B
Which sentence tells you which four U.S. presidents are on Mount Rushmore?

Part B-Sentence 3 is the sentence that tells readers which presidents are on Mount Rushmore.

Practice 1: Asking Questions

What is Soil?

1. Rocks make up a lot of the Earth's crust. On top of the rock, soil can be found. Soil is made of four parts: weathered rock, air, water, and humus. Dirt is the name given to soil that is out of place — like on your carpet.

2. Weathered rock is just as its name sounds — rocks that have been broken down by weather. Weather, like wind and rain, breaks down the bedrock into tiny pieces or grains. However, it takes thousands of years of weathering to make deep soil.

3. Water and air are also parts of soil. Soil must have water and air for plants to grow. Drainage is one word that describes how water soaks into soil.

4. Humus (hyoo-mus) is the word for decayed plants and animals. Soil with a lot of humus is said to be rich soil and is good for plant growth.

5. Plants grow in soil. Topsoil is the top layer of soil. Next is a layer of soil called subsoil. Below subsoil is solid rock called bedrock.

1. What is dirt?
   A. Dirt is inside of topsoil.
   B. Dirt is weathered rock.
   C. Dirt is soil that is out of place.
   D. Dirt is inside of subsoil.
Chapter 4 Understanding Informational Text

2. Soil is made from which **four** things?
   A. weathered rock
   B. mud
   C. air
   D. water
   E. humus
   F. dirt

3. Which paragraph tells what breaks down bedrock into tiny pieces?

4. Soil is made up of ______ layers.
   A. 3
   B. 5
   C. 2
   D. 4

5. According to the passage, what word describes how water soaks into soil?

6. Which paragraph tells what grows in topsoil?

7. Soil with a lot of ______ is said to be rich soil and is good for plant growth.
   A. weathered rock
   B. air
   C. humus
   D. water

8. Which paragraph tells what makes up a lot of Earth's crust?
Main Idea and Supporting Details

The main idea is what a text is all about. It is the point of the passage. When you read a passage ask yourself this question: What is the most important thing the author wants me to know? Sometimes, the main idea is stated in the first sentence of a passage. Sometimes the author does not directly tell you what the main idea is. When this happens, you will have to look at the supporting details to figure out the main idea. Supporting details are the facts, examples, and reasons an author uses to help readers understand the main idea.

Read this passage. Then read the explanation that follows.

Why Are the Glaciers Shrinking?

1. Throughout many parts of the world, glaciers are shrinking in size. (2) Many researchers believe this is because of global warming. (3) In the US, the Bering Glacier in Alaska is North America's largest glacier. (4) Over the past century, warmer temperatures have reduced the size of the Bering Glacier. (5) In 2008, scientists discovered the glacier is melting. (6) These scientists say the amount of melted water from the glacier is more than twice the amount of water in the entire Colorado River.

Sentence 1 states the main idea of the passage. Sentence 2 supports the main idea by stating that the reason glaciers are melting is because of global warming. Sentence 3 supports the main idea by giving an example of a glacier that is shrinking. The rest of the sentences are facts and reasons that support the main idea.

Read this passage. Then, read the explanation that follows.

1. America is filled from coast to coast with many natural wonders. Many of these wonders are protected in our national parks. These parks are home to plants, wildlife, and natural formations of all kinds. From the Everglades in Florida to Yosemite in California, people can find a variety of wonderful animals, plants, and more.

2. In the northeast, Valley Forge National Historic Park has historical monuments and a wide range of natural habitats. Wetlands, forests, and fields make up this national park. The park is also home to over 1000 species of plants and animals.

3. The coastal swamp regions of the southeast are home to many kinds of birds, fish, and amphibians. Jean Lafitte National Park has over 200 species of birds. The American white pelican also lives in the park. The Everglades National Park is home to the Florida panther. It is also the only place in the world that has both alligators and crocodiles.

4. Yellowstone National Park in Wyoming is home to large plains, mountain slopes, and thick forests. The American bison roams free on the wide plains. Though you may not see them, gray wolves also live in Yellowstone. Yellowstone is famous for its geysers. Old Faithful is the most famous geyser in the park.

5. Yosemite National Park in California also has many habitats. There are meadows, mountains, and forests. This park has beautiful waterfalls. Some wild animals you would see in Yosemite are black bears, bobcats, coyotes, and bighorn sheep.
6 No matter which national park you go to, you can find amazing natural wonders. You will see amazing wild animals like bears, wolves, bison, and birds. You will see amazing wonders like mountains, wetlands, forests, and geysers.

What is the main idea of this passage? The first part of answering the question is asking yourself what the passage was about. If you said America's national parks, you are correct.

Now, ask yourself what the author wants you to know about America's national parks. Look at the first sentence that says “America is filled from coast to coast with many natural wonders.” In this passage, the first sentence tells you the main idea.

Then, the author gives examples of some national parks and what makes them so wonderful. These examples are the supporting details that help readers understand the main idea.

What do you do if the author does not say what the main idea is in the first sentence? When this happens, you will look for clues to help you know what the main idea is. Read this passage. Then, read the explanation that follows.

I walked around the store feeling sick to my stomach. I was there to pick out some new clothes and school supplies. But all I could think about was leaving my old home and school in Louisiana. My family just moved to a new town in Florida a few months ago. Now, I have to go to a new school and meet new teachers and new students. I just hope I make some new friends soon.

What is the main idea of this passage? To answer this question, ask yourself what the passage is about. If you said the passage is about back to school shopping, you are correct. At the beginning of the passage, the author says that he or she is in a store picking out clothes and school supplies.

Now, ask yourself what the author wants you to know. To do this, you have to look for clues. In the first sentence, you see the words feeling sick. Next, you see the words moved, new city, new school, new teachers, new students, and new friends.

These clues tell you that the main idea is that the author is nervous about going to a new school.

Main Idea = what a text is about
Week 2 Day 2
Practice 2: Main Idea and Supporting Details

Granville Woods

1. Granville Woods was born in 1856. He grew up in Columbus, Ohio. He went to school until he was ten years old. After leaving school, he went to work to learn how to be a mechanic and a blacksmith. He later worked on railroads. Later, he became an engineer.

2. In 1880, he became an electrical engineer and inventor. He invented the telephone transmitter, a trolley wheel, and a multiplex telegraph. During his career, he registered over fifty different patents on his inventions. A patent is when the government gives an inventor the right to make and sell an invention for a certain number of years.

3. Woods improved such things as the way trains can send messages to each other when they are moving. He also improved the brake system on trains. He worked on many different ideas, including egg incubators, telegraphs, and phonographs. He sold many of his patents and inventions to the General Electric (GE) and Westinghouse companies.

1. What is the main idea of this passage?
   A. Granville Woods left school when he was ten years old.
   B. Granville Woods became an electrical engineer and inventor.
   C. Granville Woods invented a lot of things in his career.
   D. Granville Woods learned how to be a mechanic and a blacksmith.

2. Which sentence supports the main idea?
   A. “In 1880, he became an electrical engineer and inventor.” (paragraph 2)
   B. “After leaving school, he went to work to learn how to be a mechanic and a blacksmith.” (paragraph 1)
   C. “He improved such things as the way trains can send messages to each other when they are moving.” (paragraph 3)
   D. “During his career, he registered over fifty different patents on his inventions.” (paragraph 2)

Spice up Your Sandwiches: Suggestions for a Better Lunch

(1) There are many ways to make a sandwich more interesting. (2) Instead of the same old peanut butter and jelly, turkey, or ham, why not use leftover chicken, meatloaf, and shredded pork? (3) You can use pita bread or a tortilla instead of white bread, or even serve the meat on crackers. (4) Some people even like grilled vegetable sandwiches. (5) By thinking about foods you like, you can create all kinds of new sandwiches.
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3. Which sentence **best** states the main idea of the passage?
   A. "Some people even like grilled vegetable sandwiches."
   B. Instead of the same old peanut butter and jelly, turkey, or ham, why not use leftover chicken, meatloaf, and shredded pork?"
   C. "There are many ways to make a sandwich more interesting."
   D. "You can use a tortilla instead of bread, or even serve the meat on crackers."

4. Which **three** sentences support the main idea?
   A. sentence 1
   B. sentence 2
   C. sentence 3
   D. sentence 4
   E. sentence 5

Water is one of the Earth’s most valuable resources. It is used in many ways. Of course, we drink it. Another way that people use water is to make crops grow. These crops then become food for humans. Water also provides food in another way. Fish are found in the water. They are a part of the diet of many people.

5. Circle the sentence that states the main idea.

6. Underline the sentences that support the main idea.

**Sequence of Events and Cause and Effect**

One way to understand a passage is to look at **when** events in it happen. When authors write, they use a sequence of events. This is also called time order. Both fiction and nonfiction passages use sequence. **Sequence of events** can go from the first to the last event. Other times, it goes from last to first. Sometimes it can jump around.

It is important to see how events relate to each other. You should be able to tell the order in which things happen. As you read, you will see clues about the order of events. Here is an example.

I stepped up to the plate and dug my cleat into the dirt. Before moving into position, I looked around at my teammates at first and second base. Then I tapped the home plate three times with my bat for good luck. Bringing the bat into position, I eyed the pitcher, and he eyed me. Finally, he pitched. Keeping my eye on the ball the best I could, I swung with all my might. In a flash, I heard a sound that was music to my ears: 'crack!'

The passage tells about a baseball player’s turn at bat. The sequence moves in time order. Words like “Then” and “Finally” give you clues about when events happen. The word “Before” also gives an important clue. It shows that two events happen out of order. First, the batter looks around at teammates on the bases. Second, the batter moves into position. When you read, watch for these kinds of clue words.
Sequence is important in other ways. It needs to be correct to show a process. For example, directions must be in the right order to do a science experiment or to build a birdhouse. And you need the right sequence to follow a recipe.

Another way to understand what is in a passage is to look at why events happen. Many events have a cause-effect relationship.
- A cause is the reason why something happens.
- An effect is the result. Look at the example below:

**Cause:** heavy rain  
**Effect:** flooding

In this example, heavy rain causes flooding. Heavy rain is the cause. Flooding is the effect. When you know how events relate to each other, you can understand a passage better.

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**Practice 3: Sequence of Events and Cause and Effect**

Sir Francis Drake was a famous English explorer. He sailed the seas to find new ways to get places. He was born in 1540 and died in 1596. Drake was the second explorer ever to circumnavigate the globe. That means he went around the whole world in a ship. The first person to do that was Ferdinand Magellan, about fifty years earlier.

In Drake's time, England and Spain were enemies. So the Queen of England asked Drake to help beat the Spanish. She knew he was the best at sailing and knew the sea. She gave him ships to use and money for his voyages. Drake made a job out of bothering Spanish ships at sea. He stole from them when he could. In this way, he was also a pirate. Drake spent much of his life at sea.

1. When was Sir Francis Drake born?
   A. 1596  
   B. 1540  
   C. 1600  
   D. 1659

2. Which event happened last?
   A. Drake became a pirate.  
   B. Drake sailed around the globe.  
   C. Drake found new ways to get places.  
   D. Drake worked for the Queen of England.
Chapter 4 Understanding Informational Text

3. How many people had sailed around the world before Drake?
   A. 1
   B. 2
   C. 5
   D. 6

4. Which event happened first?
   A. Drake became a pirate.
   B. Drake sailed around the globe.
   C. Drake found new ways to get places.
   D. Drake worked for the Queen of England.

5. What caused the Queen of England to ask for Drake’s help?

On the Wind

1) Jacob held the string tightly and began to run. 2) The kite began to fly. 3) The wind lifted it high in the sky. 4) Jacob kept running. 5) Looking behind him, he watched the kite. 6) He didn’t see the group of tall trees he was running toward. 7) The kite dove toward the trees. 8) It got tangled up in the branches. 9) Jacob pulled on the string to get the kite out of the trees. 10) But all he heard was a cracking sound. 11) Jacob was sad because he knew his new kite was broken. 12) He wouldn’t be able to fly it anymore.

6. Part A
   Which event happened first?
   A. The kite got caught in the trees.
   B. The kite flew up in the sky.
   C. Jacob began to run.
   D. Jacob was sad.

Part B
   Put all the events listed in Part A in the right order.
   A. A, B, C, D
   B. A, B, D, C
   C. B, A, C, D
   D. C, B, A, D
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7. **Part A**
   What was the effect of Jacob pulling on the kite?
   A. He got it out of the trees.
   B. The kite began to fly again.
   C. The kite flew higher.
   D. The kite broke.

**Part B**
Which sentence from the passage best supports your answer to Part A?
A. "Jacob pulled on the string to get it out of the trees." (sentence 9)
B. "The kite began to fly." (sentence 2)
C. "The wind lifted it high in the sky." (sentence 3)
D. "... he knew his new kite was broken." (sentence 11)

8. What caused Jacob to be sad?
   A. He broke his kite.
   B. His kite wouldn't fly.
   C. The string hurt his hand.
   D. He couldn't run fast enough.

**Point of View**

**Point of view** is the author's opinion about something. Authors are people, and people have opinions. Sometimes, when writing an informational text, an author will reveal a point of view about the topic.

As a reader, you may or may not agree with the author's opinion about a topic. After all, you have your own point of view about certain things. For example, let's say you read an article about why kids your age should not be allowed to play video games. If you play video games, your opinion will most likely be different from the author's opinion. Read this passage. Then, answer the questions.

Pollution hurts every living thing on Earth. It harms humans. It hurts trees. It also hurts animals. Cars and factories create smog. Smog makes it hard to breathe. Sometimes, people spill oil into the oceans. Then, ocean animals die. Humans and animals suffer without clean air and water. Pollution can be deadly.

1. What is the author's opinion about pollution?

   If you said that the author's opinion about pollution is that it hurts all living things on Earth, you are correct.
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Chapter 4 Understanding Informational Text

2. As a reader, do you agree with the author’s opinion about pollution?

Most readers would most likely agree with the author’s opinion that pollution hurts people, animals, and trees. However, some people may not think that pollution is harmful to people, animals, and trees.

Practice 4: Point of View

Coal Mining

1. Imagine a dark cave hundreds of feet under the ground. The cave is so dark you can barely see. The cave is so cold you shiver. A rat runs past you. The sound of pickaxes and crumbling rock is all around. Imagine this is where you work every day.

2. If you lived before 1840, you might have. Children often worked in caves like this, mining coal. They would work in these mines from sunrise to sunset. Some days, they wouldn’t even see the sun. These children worked in coal mines to help support their families.

3. Today, children do not work. They go to school. There are laws that protect children. Until they are sixteen, they cannot work in most jobs. They are kept safe by these laws. Mainly, the laws say that they should be in school during this time. But, they can have jobs like paper routes or doing yard work on weekends. These jobs don’t keep kids from going to school, and they can earn a little money.

1. What is the author’s point of view about children who worked in coal mines?
   A. They were lazy.
   B. They played a lot.
   C. They liked hard work.
   D. They had hard lives.

2. What is the author’s point of view about coal mines?
   A. Coal mines are bright and warm.
   B. Coal mines are like big, open fields.
   C. Coal mines are scary and dangerous places.
   D. Coal mines are exciting and fun places to work.

3. Which sentence supports the author’s opinion about children working in coal mines?
   A. “The sound of pickaxes and crumbling rock is all around.”
   B. “Children often worked in caves like this, mining coal.”
   C. “They would work in these mines from sunrise to sunset.”
   D. “Until they are sixteen, they cannot work in most jobs.”
4. What is the author’s point of view about laws that protect children today?
   A. The laws make it easy for children to go to school and earn a little money.
   B. The laws stop children from having paper routes or doing yard work.
   C. The laws make it easy for children to be forced to work in coal mines.
   D. The laws make it hard for children to go to school and earn any money.

The Apple

1. The apple has been the most popular tree fruit for a long time. The Pilgrims planted the first apple trees in the Massachusetts Bay Colony. There are 2,500 kinds of apples grown in the United States. Apples belong to the rose family. Apples come in almost every shade of red, green, and yellow. Apples can be a little larger than a cherry or as large as a grapefruit.

2. Apples are very nutritious. They are also a good source of a natural energy, vitamin C, and potassium. Studies have shown that eating apples helps lower the risk for getting several diseases, including cancer, heart disease, diabetes, and asthma.

3. Because apples are so delicious and nutritious, they are used a lot in cooking. Few fruits can be used in as many ways as the apple can. In addition to eating an apple or drinking apple juice, apples can be cooked, baked, dried, and made into jams and jellies.

4. The most popular apples in the United States are the Red Delicious, the Golden Delicious, and the Granny Smith. Because apples are tasty, they are used to make wonderful desserts. Apples are used to make apple pies, apple muffins, apple cobblers, apple sauce, apple tarts, apple bread, and apple cakes.

5. After reading paragraph 3, which four reasons support the author’s opinion that apples can be used in many ways?
   A. Apples can be baked.
   B. Apples can be frozen.
   C. Apples can be made into jams and jellies.
   D. Apples can be dried.
   E. Apples can be cooked.

6. Which statement best states the author’s point of view (opinion) about apples?
   A. Apples are delicious and should only be used to make desserts.
   B. The Pilgrims and Johnny Appleseed helped make apples popular.
   C. Apples can be cooked, baked, dried, canned, and made into jellies and other appetizing dishes.
   D. Apples are delicious and nutritious and can be used in many different ways.
Chapter 4 Understanding Informational Text

7. In paragraph 5, the author states his opinion that apples can be used to make wonderful desserts. What are the desserts the author says people can make with apples?

(1) Childhood is a time of learning and adventure. (2) Many children grow to be taller than their parents. (3) During childhood, people learn the rules of life. (4) People learn to love and respect one another. (5) People also learn their likes and dislikes. (6) Childhood is a time to explore the world. (7) It gives people the chance to find a place in the world and be happy.

8. Which sentence in the passage is not a reason that supports the author's point of view that childhood is a time of learning and adventure?
   A. “Many children grow to be taller than their parents.” (sentence 2)
   B. “During childhood, people learn the rules of life.” (sentence 3)
   C. “People learn to love and respect one another.” (sentence 4)
   D. “Childhood is a time to explore the world.” (sentence 6)
   E. “It gives people the chance to find a place in the world and be happy.” (sentence 7)

Chapter 4 Key Term Activity

Fill in the blanks with the correct word.

<table>
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<th>Word Bank</th>
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<tr>
<td>effect</td>
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<td>informational text</td>
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<td>sequence of events</td>
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In this chapter, you learned that (1) _________________________ can go from the first to the last event or from last to first. (2) _________________________ is about real people, places, and events. The (3) _________________________ is the point of the passage. The (4) _________________________ include who, what, where, when, why, and how. A (5) _________________________ is the reason why something happens. An (6) _________________________ is the result.

See the Teacher Guide for the Chapter 4 Review.
Chapter 5

Analyzing Informational Text

This chapter covers the following standards: RI.5, RI.7, RI.8, RI.9

Informational Text Features

Text features are things in a book that help readers understand information. There are many text features that can help you find information. They also help you better understand what you read.

Text Features in Print

Some books and articles have headings. You will see them just above paragraphs. They let you know what you are about to read. Some books also have a table of contents to help you locate a certain topic.

For example, say you are reading a book titled Gorillas: Gentle Giants of the Forest. In which of these chapters would you look for what gorillas eat?

If you chose “The Diet of Gorillas,” you are correct! The table of contents in the book has all the chapter names. Looking at this list can help you find what you need.

Sidebars or text boxes have extra information. They are boxes of text next to the main text. Many times you see them in magazine or newspaper articles. They have facts that relate to the main passage.

CHAPTER 5: REPTILES

Did you know that Iguanas are one of the smartest lizards? They require a lot of care from their owners and are very hard to keep as pets. Before getting an iguana, you should take into consideration some of the following facts about keeping an iguana in your house.

Sidebar

WHAT REPTILES EAT

Most reptiles are insectivores, which means they eat bugs! Other reptiles, like the iguana, are strictly vegetarians, which means they only eat plants, vegetables, and fruit.

Other kinds of reptile food include:
- Crickets
- Wax Worms
- Beetles
Glossaries are an alphabetical list of terms or words found at the end of a book, such as a social studies, math, or science book.

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<tr>
<td>American cheese</td>
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<td>Cheddar cheese</td>
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Bald eagle – the national bird of the US
Banks – businesses which lend and house money
Barter – when people trade different goods with each other

Tables arrange information in rows and columns and organize large amounts of information in a small space. Tables make it easy to see and understand a lot of information at once. Two examples are calendars and multiplication tables.

Text Features on the Internet
At times, you will use the Internet to find information. The best way to find a topic is to use a search engine. Some examples are Google, Yahoo!, and MSN. Each has a space where you can type in your topic. To find your topic, you type in a **key word**. Key words should be specific. Say that you need to do a report about a type of dog. You decide your dog will be a boxer. If you use the key word *boxer*, you will get millions of pages! Some will be about the dog, but others may be about the sport of boxing. Some may even be sites that sell boxer shorts! So be specific. Try *boxer dog* instead.

As you search, you will see another feature. It is called a **hyperlink**. It appears in special type. Often it is another color and underlined. Clicking on it takes you to another webpage. Pages on the Internet often link to each other.

Graphics
Another text feature is **graphics**. You will see graphics in printed books and on the Internet. They can be **illustrations** (drawings), **maps**, **photographs**, or **charts**. Graphics help you better understand the text.

In stories, **illustrations** can help create a mood. They can also show you how a character or setting looks.
A chart helps to put things in order. It might be a way to look at how many things there are. Or, it can help you see what happens over time. A chart also can compare two or more things.

For example, a pie chart is a way to show parts of a whole. It can tell you, “How many?” Amanda asked ten friends what state they were born in. The whole pie is all of her ten friends. Each piece is a part of the whole group. It shows what they said.

Where Were Amanda’s Friends Born?

- Texas, 1
- Alabama, 1
- Florida, 2
- Georgia, 6

Where were most of Amanda’s friends born?
A. Alabama  
B. Florida  
C. Georgia  
D. Texas

Did you pick C? You are right! You can tell because the slice that shows Georgia is the biggest.

A map shows where places are. You can use it to find your way. Maps can show big areas like a continent or the whole world. They can also show more specific places. For example, when you go to the mall, a map shows where each store is located.

**Illustrations**

Illustrations are pictures or drawings that helps make something clear. Illustrations and words work together to make informational text easier for readers to understand. Read the passage on the next page and the explanation that follows.
Week 2 Day 4
How Rocks and Soils Change Over Time

The Earth's crust is in the weather all the time. The weather makes the Earth's crust change. Changes are caused by water, air, or temperature. This is called weathering.

Weathering by Water
Water can change rocks several ways. Some minerals actually become different when they are exposed to water. They dissolve and interact with other minerals. The mineral changes into a new mineral. This is a chemical change in the rock. Water can also break rocks into smaller pieces. This can happen quickly. An example is when tidal waves strike land and break off chunks of rock.

Weathering by Air
The air can make minerals change, too. Many rocks contain minerals of iron. Iron reacts to air by rusting. When rocks that contain iron are out in the air, they turn red. Wind can break apart pieces of rock. Wind can move rocks and minerals from one place to another. Wind changes the Earth's crust every day.

Erosion
Erosion is the movement of rocks and minerals from one place to another. This can happen when wind blows. Rain can also move bits of rock to new places. Runoff is rain that is not absorbed by the ground. Runoff carries rock and soil with it. Water from rivers does the same thing along riverbanks. Erosion keeps the Earth's crust changing all the time. The rock cycle drawing shows us how rocks change.

As you can see, the drawing of the rock cycle shows how things like heat, weather, and erosion can cause rocks to change. The drawing helps readers understand the text in the passage. Look at this table to see more illustration examples.

<table>
<thead>
<tr>
<th>Illustration</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Timelines</td>
<td>These are visual representations of important events listed in the order in which they occurred.</td>
<td>1763 Proclamation of Independence, 1765 Stamp Act, 1770 Boston Massacre, 1773 Boston Tea Party, 1764 Sugar Act, 1767 Townshend Act, 1774 Intolerable Acts/1st Continental Congress</td>
</tr>
<tr>
<td>Maps</td>
<td>These are flat drawings of all or part of the world that show where places, people, geographic features are located.</td>
<td>United States of America map</td>
</tr>
</tbody>
</table>

Copyright © American Book Company
<table>
<thead>
<tr>
<th>Illustration</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charts</td>
<td>These give a reader information in an organized, easy-to-follow format. The information is shown as bars in a bar chart, lines in a line chart, or slices in a pie chart.</td>
<td><img src="chart.png" alt="Chart Example" /></td>
</tr>
<tr>
<td>Drawings</td>
<td>These are pictures made with a pencil, pen, or crayon instead of paint.</td>
<td><img src="drawing.png" alt="Drawing Example" /></td>
</tr>
<tr>
<td>Photographs</td>
<td>These help readers understand exactly what something looks like.</td>
<td><img src="photograph.png" alt="Photograph Example" /></td>
</tr>
<tr>
<td>Diagrams</td>
<td>These are drawings that show the different parts of something and how they work together.</td>
<td><img src="diagram.png" alt="Diagram Example" /></td>
</tr>
</tbody>
</table>
Practice 1: Text Features and Illustrations

**Finding a Tadpole (page 1)**

I take Frankie to the pond every Saturday. He likes to throw rocks and look at all the pond creatures. It’s so cute to watch him. Today, Frankie went to the edge of the pond. He saw a creature swimming around. Of course, he gets in the water to get a closer look. I see that it is a tadpole.

Frankie scoops up the baby frog. He wants it for his new pet. We take it home in a cup of lake water. We put the tadpole in an old fishbowl. Then, I teach Frankie about the life of a frog. I draw him a picture to explain. It didn’t look very nice. (I’m no artist!) I tell him that soon the tadpole will grow into a frog, and Frankie will have a pet frog. After we talk about that, I boil some lettuce so Frankie can feed his tadpole.

Frankie asks me how long it will take for his tadpole to become a frog. I tell him it could take a few months. He makes me laugh because he decides he does not want to wait so long for the tadpole to be a frog. I tell him to be patient because pretty soon, the tadpole will sprout legs. Then, it will lose its tail. Finally, it will be a frog!

Here is a prettier version of the frog life cycle I drew for Frankie!

---

1. This graphic in the passage is which type of illustration?
   A. diagram
   B. chart
   C. timeline
   D. drawing

2. Why would an author include this text feature in a science book?
   A. to make the information more enjoyable and entertaining for readers
   B. to express that tadpoles are ugly until they turn into frogs
   C. to help readers understand what frogs look like during all phases of life
   D. to show how hard tadpoles work to become frogs
Barton's Butterfly Center

Save the Butterflies!

Butterflies might begin to disappear off the earth, if we don't do our part to save them. Widespread construction is destroying many butterfly habitats. Mother Nature needs our help. You can help conserve these beautiful and necessary insects. If you don't want to see the balance of nature lost, plant a butterfly garden.

A butterfly garden consists of two main parts. The first part is host plants, like clover and sassafras. While in the caterpillar stage of life, your insect guests eat the host plants. The second main part is food plants, such as the Butterfly Bush and Rose of Sharon. The butterflies dine on the nectar of the food plants. To encourage butterfly visits, you must provide both.

Barton's Butterfly Center shares in your concern for these beautiful creatures. We are here to help you help them. We produce the finest host and food plants in the majestic state of Oklahoma. Our experts can help you plan the perfect setting for butterflies to call home. With our help, your garden could become the most popular spot for butterflies in your area! Stop by today to learn more about how you can help save the butterfly population.

They need our help. Together we can do it.

Barton's Butterfly Houses

Nothing says welcome like a Barton Butterfly House. Our houses provide a warm place for butterflies on chilly nights. They invite butterflies in and keep birds and squirrels out. The houses also look great in your yard. They make every garden more beautiful.

3. Which keywords would best help students find more information about this topic?
   A. butterfly lifecycle
   B. butterfly plants
   C. Oklahoma butterflies
   D. butterfly gardens

4. Circle the sidebar in the “Save the Butterflies” passage.

My third-grade class voted on its favorite ice cream flavors. Chocolate and vanilla tied for first place. Both flavors got seven votes each. Strawberry came in second with four votes. Cookies and cream was the least popular. It got just two votes.

5. The ice cream graphic is which type of text feature?
   A. chart
   B. diagram
   C. photograph
   D. drawing

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Chapter 5 Analyzing Informational Text

6. An author used this type of text feature
   A. to show that chocolate ice cream is the most popular flavor.
   B. to organize the ice cream votes in an easy to read manner.
   C. to show students how to vote on their favorite ice cream flavors.
   D. to show that kids like vanilla ice cream as much as chocolate ice cream.

7. What does this map show?
   A. 48 states in the United States
   B. where Alaska and Hawaii are located
   C. the regions of the United States
   D. how much bigger Texas is than Louisiana

8. What region of the United States is Louisiana in?
   A. Sun Belt
   B. Wheat Belt
   C. Corn Belt
   D. Rust Belt

Text Structure

When you read, you get a lot of information. Part of understanding what you read is figuring out how this information all fits together. The following are some different ways that authors present information.

Sequence of Events

Sequence of events means to tell readers about an event in the order that it happened. For example, when authors write about an historical event, they often use sequence order, or time order Sequence of events can go from the first to the last event. Other times, it goes from last to first. Sometimes it can jump around. As you read, you will see clues about the order of events. It is important to see how events relate to each other. You should be able to tell the order in which things happen. Here is an example of a sequence of events.

When I get home from school each day, I have a routine I like to follow. First, I go to the kitchen and get a snack. Then, I eat my snack outside while I play with my dog, Sophie. After that, I go inside and do my homework at the kitchen table while my dad prepares dinner. When I’m done with my work, my dad and I talk. Finally, the rest of the family arrives home.
Cause and Effect

Another way to understand what is in a passage is to look at why events happen. Many events have a cause/effect relationship. A cause is the reason why something happens. An effect is the result. Look at the example below:

Cause: Jessica’s alarm clock is broken.
Effect: She doesn’t get up in time and is late to school.

In this example, a broken alarm clock causes Jessica to be late. A broken clock is the cause. Being late is the effect. When you know how events relate to each other, you can understand a passage better.

Problem and Solution

A problem is something that sets up a conflict and forces people to find a solution. A solution is finding an answer to a problem. This text structure is when an author describes a problem and gives one or more solutions on how to fix the problem. Look at the example below. Let’s say that an author writes about math being a hard subject for many students to learn (problem). After the author tells readers the problem, the author would write about ways students can learn math (solution).

Problem: Many students have trouble learning math.
Example Solution 1: Parents can find their children a math tutor.
Example Solution 2: Students can ask older siblings for help.
Example Solution 3: Parents can play math problem games with their children.

Description

Description is using sensory words to describe a person or a thing. Some authors may use sensory words when writing to help readers visualize information that describes the beach or help readers visualize what Earth looks like from outer space. Authors use a lot of adjectives and adverbs (descriptive words) to describe things. These words tell readers what something or someone looks like, smells like, tastes like, feels like, and sounds like.

For example, read this passage and the explanation that follows.

Ancient sharks once swam in our oceans. One of these ancient sharks was the megalodon. Megalodons were the largest fish that ever existed. This shark is the ancestor of the great white shark. Scientists think that an adult megalodon was about 50 feet long. Adult great white sharks only grow to 20 feet long. Megalodons were even bigger than whale sharks, which grow to be 32 feet long. The reason scientists know how big megalodons were is by the size of their teeth. The largest megalodon tooth ever found was 7 inches long. That is almost three times bigger than great white shark teeth.

Description = sensory words to describe a person or thing
In this description, the author says that the megalodon was the biggest fish that ever lived. The author helps readers visualize how big this shark was by comparing its size to a great white shark and a whale shark. The author also says that the megalodon is the ancestor of the great white shark. This helps readers understand what megalodons looked like. They looked like gigantic great white sharks.

---

**Question and Answer**

**Questions** are things people ask to get information. An **answer** is a response to a question. This text structure is when an author asks a question and then answers the question. This text structure asks **who**, **what**, **where**, **when**, **why**, and **how** questions. For example, read these two passages. Then read the explanations that follow.

Who discovered the first dinosaur fossil? No one knows for sure. But many experts believe that dinosaur fossils were first discovered thousands of years ago by our ancient ancestors. The discovery of these fossils may have led to mythological creatures such as dragons, giants, ogres, griffins, and sea serpents.

What question is being answered? If you said who discovered the first dinosaur fossil, you are correct. The author asked a question. Then, the author answered the question by stating that no one knows exactly who discovered the first dinosaur fossil.

Which ancient peoples were known as the “mound builders”? The Mississippians are known as “mound builders” because they built thousands of small and large mounds. They spent hundreds of years building huge mounds made of hard packed dirt. Some mounds were 1,000 feet long, 700 feet wide, 70 feet tall, and took over 200 years to build. These huge mounds were over three football fields long and over two football fields wide. However, most of their mounds were only about three feet tall.

Mississippians were ancient Native American people who lived along the banks of the Mississippi River in Minnesota, Wisconsin, Iowa, Illinois, Missouri, Kentucky, Tennessee, Arkansas, and Louisiana between about 1100-1500 AD.

What question is being answered? If you said which ancient peoples were known as the “mound builders,” you are correct. The author answers the question and tells readers what kind of mounds the Mississippians made. Then, the author tells readers where they lived.

**Questions** = things people ask to get information
**Answers** = response to a question
Week 2 Day 5
Practice 2: Text Structure

The Milky Way Galaxy

Do you know what the Milky Way is? The Milky Way is not just the name of a candy bar. It is our galaxy. The Milky Way is a huge spiral galaxy. This means it looks like a large pinwheel.

It includes the Sun and the Earth and other planets. The galaxy includes 200 billion stars. Some stars are too far away to be seen with the eye. People must use powerful telescopes.

The stars that can be seen in the sky are ones that lie close to the solar system. They can be seen without a telescope, like the North Star and the Big Dipper. Scientists believe that the Milky Way is 14 billion years old. It contains young, blue, so-called type I stars.

It also contains the older, red, type II stars. Some scientists who study stars think that in the center of the Milky Way is a really big black hole. The Milky Way is a source of endless study.

1. This passage is written in which text structure?
   A. sequence of events
   B. question and answer
   C. problem and solution
   D. cause and effect

One day, Timmy made a wish to turn into an animal. To his surprise, he magically turned into a bee. The best part was that he could fly.

Next, he flew to meet his friends Jack and Tina. They were walking to the field. They were going to play baseball.

"Hey, guys. Let's play," said Timmy.

"You're not Timmy. You're a bee," said Tina.

"Bees are bad at baseball," said Jack. He and Tina both laughed.

"Turn back into a person, Timmy," said Tina.

Then, Timmy wished to be a human. He turned back into a person. He was himself once again. "Now can we play?" asked Timmy.

2. This passage is written in which text structure?
   A. description
   B. cause and effect
   C. question and answer
   D. sequence of events
There are some kinds of storms that may produce a tornado. When these come up, the weather service puts out a tornado watch. This means they will look for funnel clouds. These signal a tornado forming. If you hear a warning, a tornado may be near you. If this happens, then you must TAKE SHELTER as fast as you can. If you're outside, get inside your house. Go to the basement, if you have one. If there isn't a basement, go to a closet, a bathroom, or a hall way on the lowest level of your house. Stay away from windows. Tornadoes can be scary and dangerous. But you can be safe during a tornado if you follow these steps.

3. This passage is written in which text structure?
   A. problem and solution
   B. cause and effect
   C. question and answer
   D. description

John and Peter were riding their bikes in the park. It was a blistering hot summer day. The sun sat high in the crystal-clear blue sky. They could hear ducks quacking and splashing around in the pond. The boys were tired and thirsty. So they stopped and rested in the cool shade of an old oak tree. Just then, they heard a faint tinkling sound. Their eyes opened wide, and they both jumped up, got on their bikes, and rode toward the tinkling sound. They stopped when they saw a group of kids standing in front of an ice cream truck. When it was there turn, the boys bought themselves cold, creamy vanilla ice cream cones covered in chocolate sprinkles. The boys groaned in delight as they ate their delicious frozen treats.

4. This passage is written in which text structure?
   A. problem and solution
   B. description
   C. question and answer
   D. cause and effect

**Comparing and Contrasting Text**

**Comparing** means showing how things are alike. **Contrasting** means showing how things are different. For example, how would you compare and contrast skateboarding and bicycle riding? What about comparing and contrasting second grade and third grade?

Sometimes you may be asked what is similar and/or different about two passages. What you need to find is some points to compare and contrast. Consider the main ideas and details of each text.
Read these two passages. Then, read the explanation that follows.

**Jason's Account**

When I learned my family was moving to the other side of town, I was excited. We were moving into a bigger house with a big back yard. After we were all moved in, I hoped I would make a new friend. I am shy, so it's hard for me to talk to people. There is a boy my age who lives across the street. I see him playing in his yard with his dog. I want to go over and say hello. But I am too nervous.

Now, compare it to Ricky's story.

**Ricky's Account**

A new family moved in across the street. They have a son who looks to be my age. I see him standing on the porch watching me play fetch with my dog, Roscoe. I don't think he is nice because he won't come over and play with me.

Jason and Ricky are writing about the same event but in different ways. They both have a different point of view about what is happening. As you can see, you can get a different impression of events based on who is telling the story.

**Practice 3: Comparing and Contrasting Text**

**Passage 1**

1. Sometimes it rains so much that the earth moves. If it rains a lot in a short amount of time, the ground gets soaked. The hard ground turns into soft mud. In very hilly areas, this wet ground can result in a landslide. When this happens, mud starts to flow down a hillside.

2. The landslide moves faster and faster as it goes down the steep hill. It picks up more dirt, mud, and rocks as it moves along and covers everything in its path. This makes the landslide grow. It is similar to the way a snowball gets bigger when you roll it in the snow. People need to get out of the way of landslides. Landslides can hurt people and cause a lot of damage.

**Passage 2**

1. My name is Mark, and I used to live in a cabin on Rattlesnake Mountain. One day it started raining. It rained heavily all day. The ground turned into a muddy swamp because it could not soak up all the rain. The next morning, I woke up and saw a river of mud flowing down the mountain. All the mud was headed right for my cabin. I quickly got dressed, packed some clothes, and grabbed my dog. I put everything in my car and drove down the mountain as fast as I could.

2. I went to my parent's house. I told them about the landslide and all the mud flowing down the mountain. My dad turned on the news. And we all watch in horror as the mud covered everything...
in its path. I was heartbroken to think that my cabin had been destroyed in the landslide.

3. The next morning, my brother, Jeff, called to tell me that my cabin was gone. I just stared out of the kitchen window for a while thinking about how hard I worked to build the cabin, and now it was gone. But the important thing was that my dog and I were safe. I have decided to build another cabin somewhere else. I don't think I could take living through another landslide.

1. Both passages are about which event?
   A. flood  
   B. fire  
   C. hurricane  
   D. landslide

2. In both passages, what caused the landslides to happen?
   A. snow  
   B. rain  
   C. fire  
   D. wind

3. What is the main idea of both passages?
   A. Mud from landslides flows downhill.  
   B. Landslides are not dangerous to people.  
   C. Landslides are dangerous and cause a lot of damage.  
   D. Landslides only happen in very hilly areas.

4. How is Passage 1 most different from Passage 2?
   A. Passage 1 explains that landslides pick up dirt, mud, and rocks as it moves along.  
   B. Only Passage 1 says that a lot of rain causes mudslides.  
   C. Passage 1 explains that heavy rain causes the ground to turn into mud.  
   D. Only Passage 1 says that landslides cover everything in their path.
Passage 1
President Lincoln’s speech makes a good point about slavery. It’s always been a part of life in the Confederate states. So I had never thought of it as being evil before. Now I understand why it is so important for our soldiers to be fighting in the Civil War. I hope our boys are able to free all of the slaves and bring the country back together.

Passage 2
When the Union troops came through our town in South Carolina, we lost everything. They broke up our furniture for firewood. They set fire to our crops and destroyed our house. But we have never owned slaves. No one in our family is in the Confederate army. Why did they have to do this to us? I hope the Civil War ends peacefully before this happens to anyone else.

5. What do Passage 1 and Passage 2 have in common?
   A. They are both written by the same Confederate soldier.
   B. They are both about the American Civil War.
   C. They are both written by the same Union soldier.
   D. They are both about slavery and the Confederacy.

6. How are these passages most different?
   A. Passage 1 is about President Lincoln. Passage 2 is about a family in South Carolina.
   B. Passage 1 is about slavery in the Confederate states. Passage 2 is about a town in South Carolina.
   C. Passage 1 is about President Lincoln’s point of view about slavery. Passage 2 is a personal point of view about the Civil War.
   D. Passage 1 is about why soldiers should fight in the Civil War. Passage 2 is about the cruelty of the Union army.
Chapter 5 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>tables</td>
</tr>
<tr>
<td>diagrams</td>
</tr>
<tr>
<td>text features</td>
</tr>
</tbody>
</table>

In this chapter, you learned that (1) ________________ are visual representations of important events listed in the order in which they occurred. (2) ________________ arrange information in rows and columns. (3) ________________ are things in a book that helps readers understand information. (4) ________________ give a reader information that is shown as bars, lines, or slices. (5) ________________ are drawings that show the different parts of something and how they work together. (6) ________________ means showing how things are different.

See the Teacher Guide for the Chapter 5 Review and the Unit 2 Review.

Illustrations are pictures or drawings the help make something clear.