4th 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>
</tr>
</tbody>
</table>
Week 2 Day 1
Chapter 4

Understanding Informational Text

This chapter covers the following standards: RI.1, RI.2, RI.3, RI.4, RI.5, RI.6

Informational Text

Informational texts tell facts and relate true stories. Some can be articles or essays that provide information about a topic. Others can be like stories, telling about actual events or the life of a real person. Informational text is non-fiction text that provides information about people, places, events, or things. Or it tells the reader how to do something.

In chapter 1, you learned that non-fiction literature includes informational text. Let's review some types of informational text.

<table>
<thead>
<tr>
<th>Informational Text</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>An autobiography</td>
<td>This is a story written by a person about his or her own life. Some autobiographies deal with a person's whole life, while others only cover a few special months or years. Example: <em>Jeff Corwin: A Wild Life</em> by Jeff Corwin is about Jeff's amazing wildlife adventures.</td>
</tr>
<tr>
<td>A biography</td>
<td>This is the story of another person's real life. Writing a biography is a little like researching a paper. Biographers have to know many facts about their subjects. At the same time, they have to show what their subjects are (or were) like in real life. Example: <em>Helen Keller</em> by Leslie Garrett</td>
</tr>
<tr>
<td>Journals</td>
<td>These often include events that happened in the writer's life. They may span a certain time that the author lived through. Example: <em>The Journals of Lewis and Clark</em> by Meriwether Lewis and William Clark</td>
</tr>
<tr>
<td>Informational books</td>
<td>They are exactly what they sound like. They are books you read to gain information. It could be a book that teaches you about different kinds of birds or the wonders of the universe. Your English, math, science, history, and social studies books are also informational books. Example: <em>The Ancient Egyptians</em> by Sheila De La Rosa</td>
</tr>
<tr>
<td>A speech</td>
<td>This is a spoken expression of ideas and opinions that is made by someone who is speaking in front of a group of people. Example: &quot;The Gettysburg Address&quot; by Abraham Lincoln</td>
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</table>
Chapter 4 Understanding Informational Text

<table>
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<tbody>
<tr>
<td>Technical Texts</td>
<td>They teach the reader about a certain subject or skill. Technical text usually gives information to the reader that may include step-by-step directions on how to do something.</td>
<td>Examples: brochures, instructional manuals, maps, recipes, and forms.</td>
</tr>
</tbody>
</table>

Understanding What You Read
As you learned in chapter 1, there are different things you can do to help you understand what you read. When you read informational text, think about what the author is trying to tell you. You can learn new facts and ideas. And you can relate them to what you already know and to life in general.

Evidence and Inference
In chapter 1, you learned that when you explain what you think a passage means, you need to use evidence to support your ideas. Evidence includes examples, reasons, and quotations from the passage that back up what you think. Other times, you will need to make inferences. An inference is an educated guess based on what information you are already given.

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

| 1 | As I was trying to get ready for school, my sister, Stephanie, came charging through my bedroom door. |
| 2 | “Okay, hand it over, Tyler,” Stephanie said. |
| 3 | “Hand what over?” I asked. |
| 4 | “Don’t play innocent with me. I know you took my money, Tyler.” |
| 5 | “Sis, I didn’t take your money.” |
| 6 | “Well, somebody took the ten dollar bill that was on my dresser,” Stephanie said. |
| 7 | “Are you sure it didn’t get knocked off your dresser, Sis?” |
| 8 | “I guess it could have,” said Stephanie. “Would you help me find it, Tyler?” |
| 9 | “Sure. Come on,” I said. |
| 10 | We went into Stephanie’s room and looked everywhere for the missing money. Even though I was innocent, Stephanie was sure I took her money. After a ten minute argument, I noticed out cat had something green in its mouth. |

What if your teacher asked you to explain why Stephanie is mad at Tyler?

If you said Stephanie is mad because she thinks Tyler took her money, you are right. The passage directly tells you why Stephanie is mad.
What if your teacher asked you who took the money? The passage does not directly tell you who took the money. But the passage does say that Tyler noticed the cat had something green in its mouth. Based on this information, you can make an inference (guess) that the cat took the money.

Practice 1: Evidence and Inference

Read the passage. Then, answer the questions that follow.

1. Mary Mallon was born in 1869 in County Tyrone, Northern Ireland. She came to New York City from Ireland in 1884 when she was fifteen. Mary worked in private homes as a cook. She never stayed with one family very long because the people she cooked for became very sick with high fevers and stomach pain. What no one knew was that Mary was accidentally spreading the typhoid (tie-foyd) disease to her employers and their families.

2. In August of 1906, Mary was a cook for the Warren family. Before long, six people became sick with typhoid. Mr. Warren hired a man named George Soper to find out how the people got sick. George knew that people who did not wash their hands with soap and water before handling and cooking food could make people sick with typhoid.

3. George Soper believed that Mary was making people sick by not washing her hands before cooking food. From 1900 to 1907, Mary worked for seven families. During that time, twenty people became sick, and one little girl died. George wanted Mary to get tested for typhoid. But Mary refused to believe that she was making people sick.

4. The New York City Health Department made Mary get tested by a doctor. The tests showed that Mary was the cause of the typhoid problem. Mary was sent to live in a hospital with no contact with other people.

5. She lived at the hospital for two years. Then, a judge said Mary could leave the hospital if she promised not to cook for people anymore. Mary broke her promise. She was found working as a cook at a women's hospital in 1915. She got into trouble because some of the patients, doctors, and nurses became sick with typhoid.

6. The New York City Health Department sent Mary to North Brother Island near the Bronx, New York. She was forced to live the rest of her life by herself. She lived in a small cottage for twenty-three years with only a dog to keep her company. Mary never believed that she caused others to become sick. She thought that she was innocent, and she was being treated unfairly. Mary Mallon died on November 11, 1938. She will be forever known as “Typhoid Mary.”

Mary Mallon lived on North Brother Island in New York for 23 years.
Chapter 4 Understanding Informational Text

1. Part A
   What country did Mary Mallon come from?
   A. England
   B. Ireland
   C. Scotland
   D. Wales

   Part B
   Which paragraph supports the answer to Part A?
   A. paragraph 3
   B. paragraph 4
   C. paragraph 1
   D. paragraph 5

2. Part A
   How old was Mary when she came to New York City?
   A. eighteen
   B. nineteen
   C. sixteen
   D. fifteen

   Part B
   According to the passage, how many families did Mary work for from 1900 to 1907?
   A. seven
   B. ten
   C. five
   D. eight

3. Part A
   Why did Mr. Warren hire George Soper?
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   Part B
   Which paragraph supports the answer to Part A?
   A. paragraph 1
   B. paragraph 2
   C. paragraph 3
   D. paragraph 4
4. **Part A**
   According to the passage, who made Mary get tested for typhoid?
   A. Bronx, New York doctors and nurses
   B. George Soper
   C. New York City Health Department
   D. Mr. Warren

**Part B**
Which paragraph supports the answer to Part A?
   A. paragraph 2
   B. paragraph 3
   C. paragraph 4
   D. paragraph 5

5. **Part A**
   According to paragraph 2, how can people get typhoid?

<table>
<thead>
<tr>
<th>Central Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td>Every story or paragraph has a central idea. The central idea tells you what the story is about. The central idea may be the lesson learned or the moral of a story. You can often find the central idea in the first paragraph of a passage or in the first sentence of a paragraph. The rest of the sentences are details that support the central idea. To find the central idea, ask yourself, “What is this story about?”</td>
</tr>
</tbody>
</table>
Week 2 Day 2
Read this passage. Then, read the question and the explanation that follows.

The start of a new school year is an exciting time for many students. Many students look forward to seeing old friends and making new friends. Buying new school clothes and school supplies can also be a lot of fun. However, the start of a new school year can be stressful for many students. The thought of having new classes and new teachers makes some students very nervous. Some students may be stressed because they are going to a brand new school and do not know anyone.

What is the central idea of this passage? You have to look for certain words in a passage to understand the central idea. In this passage, the author uses the words exciting and stressful to describe how students feel about the start of a new school year.

The central idea of this passage is that some students find the start of a new school year exciting while other students find the start of a new school year stressful.

**Supporting Details**

The supporting details are the sentences that support the central idea. These supporting details make the central idea stronger. Supporting details are facts, descriptions, and examples that back up the claim made in a paragraph or passage.

Look at the central idea passage from the passage above.

As you learned, the central idea of the passage is that some students find the start of a new school year exciting while other students find the start of a new school year stressful.

What are the details that support the central idea?

- The details that support the central idea that the start of the new school is year is exciting for many students are that many students look forward to seeing old friends and making new ones. Other supporting details are buying new clothes and school supplies.
- The details that support the central idea that the start of the new school is year is stressful for many students are that many students find having new classes and teachers stressful. Other supporting details are going to a brand new school and not knowing anyone.

**Summarizing**

**Summarizing** means you come up with your own words for a short version of the ideas in a passage. Summarizing is a brief way to tell what you've read or heard. A summary is usually very short. It leaves out the little details. A good summary gives readers the central idea of the information in very few words.

This can be a helpful way to remember main points. In a summary, you are simply telling briefly what you read, not relating what you thought of the text. A summary is not a place for personal opinions.

Read this summary of the start of the school year passage.

Some students think seeing old friends and buying new clothes and school supplies at the start of a new school year is exciting. But some students think that going to a new school, having new classes, and new teachers is very stressful.
Practice 2: Central Idea, Supporting Details, and Summarizing

The Spelling Bee

1 I grew up with my parents, my sister, and my brother in Russia. My father lost his job as an engineer, so we all moved in with my father’s parents. The house was crowded with so many people living in it. Then, my whole life changed when I was ten years old. My father told us that we were all moving to America, the land of opportunity, to live.

2 After many days of sailing on a stinky ship, we finally arrived in New York City. We moved into an apartment in Manhattan. I was scared to go to school because I did not speak a word of English. As I walked into my new school, I heard the sound of laughter. I put my head down and wished with all my heart that I was still in Russia.

3 I worked very hard to learn how to speak English. But no matter how hard I tried, I couldn’t do it. My teacher, Mrs. James, told my parents that she had a neighbor who would help me. The next day, Mr. Franklin came to our apartment and began teaching me how to speak English.

4 Eventually, I learned how to speak English. But it was very hard. I also learned how to read and write in English. The other kids laughed and made fun of me. But I just kept practicing until I got it right. After a year, Mr. Franklin said I didn’t need his help anymore. Near the end of the school year, I decided to be in a spelling bee at school.

5 I was really nervous, but my parents were in the front row smiling at me. One by one, students were eliminated until it was just me and Casey Simmons. She was one of the girls who made fun of me. The last word was hippopotamus. Casey stood up and slowly said, “h-i-p-o-p-o-t-m-u-s.”

6 “I’m sorry, Casey, but that is incorrect. Anna, it’s your turn,” Mrs. Wetzel said.

7 I stood up, walked to the podium, took a deep breath, and said, “h-i-p-o-p-o-t-a-m-u-s.”

8 “That is correct. Congratulations, Anna. You are the winner of this year’s spelling bee.”

9 All of a sudden, the people in the audience started clapping and cheering. I couldn’t believe it. Here I was, a young girl from Russia, winning a spelling bee in America. My parents were so proud of me. But I was even more proud of myself. I did it! All that hard work had paid off. There was no stopping me now.

1. **Part A**
   Who taught Anna how to speak English?

   A. Mr. Franklin
   B. Mrs. James
   C. Mrs. Wetzel
   D. Casey Simmons
Chapter 4 Understanding Informational Text

**Part B**
How did Anna's family get to New York City?
A. plane  
B. train  
C. ship  
D. bus

2. **Part A**
How long did it take Anna to learn English?
A. six months  
B. two years  
C. one year  
D. nine months

**Part B**
What is the central idea of this passage?
A. All children should learn how to speak a foreign language.  
B. Learning a foreign language will help children win spelling bees.  
C. Children who work hard will learn how to speak a foreign language.  
D. Learning a foreign language can help children become more confident.

3. **Part A**
According to the passage, why did Anna stop learning how to speak English?
A. Mrs. James didn't think Anna could learn to speak English  
B. Mr. Franklin told Anna she didn't need his help anymore.  
C. Casey Simmons laughed and made fun of Anna.  
D. Mrs. Wetzel told Anna to stop taking English lessons.

**Part B**
Which paragraph supports the answer to Part A?
A. paragraph 4  
B. paragraph 3  
C. paragraph 2  
D. paragraph 5
4. What is the best summary of this passage?
   A. Anna was born in Russia. Her family had to move in with her father's parents after her father lost his job. Anna and her family move to New York City, and Anna does not know how to speak English.
   B. Anna and her family move to New York City after her father loses his job in Russia. Anna does not know how to speak English, so her teacher finds an English tutor for Anna. Anna learns how to speak English after one year. Then, she enters and wins a spelling bee.
   C. Anna has a hard time in American after her father loses his job. The other kids laugh at her. She wishes that her family had never moved to New York City. Anna wins a spelling bee.
   D. Anna moves to New York City. A man named Mr. Franklin helps Anna learn how to speak English. Anna is sad because all of the students in her class laugh and make fun of her.

Academic and Domain-Specific Words
When you read, you may see words that are familiar to you from other school subjects. These are called academic words and phrases. There are many academic words you will see in your school text books. Some examples of academic words are: evidence, inference, vocabulary, dictionary, suffixes, verbs, nouns, literature, writing prompt, scoring rubric, essay, and summary.

While in school, you will also come across certain domain specific vocabulary words that are used in academic text. For example, when reading about science, you would see words and phrases such as atoms, microscope, Mars, the solar system, and global climate change. Some history and social studies domain specific words and phrases would include: Abraham Lincoln, Europe, the Cold War, culture, world maps, the Bill of Rights, citizenship, branches of government, diversity, ethics, and the Hoover Dam. When learning about math, you would see words such as, subtraction, division, decimals, fractions, mixed numbers, and addition.

Being familiar with word meaning across subjects will help you be a better reader overall. It may also help you to identify new words. Remember you can use context clues to help you figure out the meaning of words. Many times when you read academic passages, such as a social studies book, domain-specific words are bolded.

For example, look at this social studies passage. The domain specific vocabulary words are bolded.

The executive branch enforces the laws. The president, vice president, and the president's cabinet are part of the executive branch. The president is the head of the country. He or she signs new laws, talks to other world leaders, and commands the U.S. military. The vice president leads the U.S. Senate. He or she becomes the president if the president cannot finish his or her time in office. He or she also leads the Senate.
Practice 3: Academic and Domain-Specific Words

Read this passage. Then, read the directions that follow.

Plants

1. Plants must make their food. They do this in a process called photosynthesis. Photosynthesis requires special nutrients. Plants must gather together these nutrients. They use special structures to help them. Plants have roots, leaves, stems, flowers, and seeds. They use these structures to stay alive.

2. Plants use their roots to absorb water. Roots also help keep the plant in place. Stems help plants grow upwards toward the sunlight.

3. Stems also transport materials inside the plant. The leaves of a plant take in air and capture sunlight. They are the place where photosynthesis happens. Water, from the roots, is sent through the stem to the leaves. To make food, plants combine water, air and sunlight inside the leaf. Some leaves are really broad and flat to capture lots of sunlight.

4. Some plants make structures called flowers. Flowers help plants reproduce. Some flowers have bright colors or nice smells. Color and smell help to attract insects to the flower. Insects pollinate flowers to create seeds. Plants use seeds to make more plants. A seed can grow into an entirely new plant.

1. Part A
Underline ten different science domain specific words in the passage.

Part B
Read this passage. Then, read the directions that follow.

Genre means a type of literature. There are four main genres of literature: fiction, nonfiction, drama, and poetry.

A fiction story is made up or created by the author. Examples of fiction are folktales, legends, myths, and short stories.

Nonfiction stories are about real people or real events. Examples of nonfiction are articles, autobiographies, and biographies.

Drama includes short and long plays. Poetry is verse written to stir thought and feeling in the reader.

Underline at ten different English Language Arts domain specific words in the passage above.
Week 2 Day 3
Organizational Text Structure

Writers choose the best organizational text structure to present the information and to make a point. Before authors write informational text, they must decide how the text will be structured. Information can be organized by the following:

<table>
<thead>
<tr>
<th>Organizational Text Structure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronological Order (Sequence of Events)</td>
<td>This is informational text that is presented in order from beginning to end. Example: writing about the history of the American Revolution or the life cycle of frog.</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>Informational texts often describe events (effects) and identify reasons (causes) for why the events happened. Example: volcanic eruptions, such as the May 18, 1980 Mt. St. Helens eruption in Skamania County, Washington.</td>
</tr>
<tr>
<td>Problem and Solution</td>
<td>This type of informational text describes a problem and presents one or more solutions on how to fix the problem. Example: poverty in the United States</td>
</tr>
<tr>
<td>Compare and Contrast</td>
<td>Some authors compare and contrast ideas to readers. Similarities and differences are given. Example: alligators and crocodiles (how they are alike and how they are different)</td>
</tr>
<tr>
<td>Description</td>
<td>Some authors may use sensory words, pictures, maps, charts, and graphs when writing to help readers visualize information. Example: using sensory words to describe the beach or using pictures to help readers see what Earth looks like from outer space</td>
</tr>
</tbody>
</table>

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

Many major cities in the United States suffer from traffic jams and air pollution. To reduce traffic jams and pollution, many people use other means of transportation besides cars. City trains are an example. There are also buses and trolleys. Trains, buses, and trolleys can move large numbers of people travel at one time and reduce traffic jams and air pollution.

What organization structure does this passage use?
A. sequential order
B. problem and solution
C. cause and effect
D. compare and contrast
Chapter 4 Understanding Informational Text

If you said this passage uses the problem and solution organizational structure, you are correct. The author begins this passage by stating that major U.S. cities suffer from traffic jams and air pollution (problem). The author suggests that people can ride trains, buses, and trolleys to solve these problems (solution).

Read this passage. Then, answer the question that follows.

Popsicles and Ice Cream

Ice cream and popsicles are both frozen desserts. Both must be kept in the freezer. Both must be eaten quickly to avoid drips. Both make a good snack on a hot summer day. Popsicles tend to be harder than ice cream. Ice cream must be eaten with a spoon or licked from a cone, while a popsicle can be held by its stick. Popsicles are usually low in fat, while ice cream is not.

What kind of organizational structure did the author use to write this passage?

If you said compare and contrast, you are correct. This passage is about how popsicles and ice cream are alike, such as they are both frozen desserts and how they are different, such as popsicles are eaten on a stick while ice cream is eaten with a spoon.

Practice 4: Organizational Structure

Read the passages. Then, answer the questions that follow.

The City or the Suburbs

It's hard for some people to decide which they like better: the city or the suburbs. Living in the city is great because there is so much to see and do. Cities have all kinds of restaurants, shopping centers, museums, sport arenas, parks, zoos, theaters, and public transportation. Suburbs have most of what cities do, such as restaurants, parks, and shopping centers. But most suburbs don't have public transportation like subways, trains, and buses. So getting around the city is easier than in the suburbs.

But living in the suburbs is not as crowded or as noisy as living in a big city. At night, my suburban neighborhood is quiet. And I can open my window on a summer night and hear crickets chirping. I do not hear car horns honking and planes taking off and landing at the airport. The city and the suburbs both have a lot to offer. Deciding which one to live in depends on if you like the hustle and bustle of a big city or the peace and quiet of the suburbs. As for me, I like quiet, so I think I'll choose living in the suburbs.
Part A
This passage uses which type of organizational structure?
A. chronological order (sequence of events)
B. compare and contrast
C. problem and solution
D. description

Part B
Which statement supports the answer to Part A?
A. Description is when authors use sensory words, pictures, maps, charts, and graphs to help readers visualize information.
B. Problem and solution is when an author introduces and describes a problem and presents one or more solutions.
C. Compare and contrast is when authors use comparisons to describe ideas to readers. Similarities and differences are given.
D. Chronological order is informational text that is presented in a sequence from beginning to end.

The Greenhouse Effect
A greenhouse is a building made of glass that allows sunlight to enter but traps heat inside, so the building stays warm even when it’s cold outside. Because gases in the Earth’s atmosphere also let in light but trap heat, many people call this phenomenon the “greenhouse effect.” The greenhouse effect works somewhat differently from an actual greenhouse, but the name stuck, so that’s how we still refer to it today.

If it were not for greenhouse gases trapping heat in the atmosphere, the Earth would be a very cold place. Greenhouse gases keep the Earth warm through a process called the greenhouse effect. The Earth gets energy from the Sun in the form of sunlight. The Earth’s surface absorbs some of this energy and heats up. For example, the reason the surface of a road can feel hot even after the Sun has gone down is because it has absorbed a lot of energy from the Sun. The Earth cools down by giving off a different form of energy, called infrared radiation. But before all this radiation can escape to outer space, greenhouse gases in the atmosphere absorb some of it, which makes the atmosphere warmer. As the atmosphere gets warmer, it makes the Earth’s surface warmer, too.
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2. **Part A**
   This passage is written in which type of organizational structure?
   A. cause and effect
   B. sequence and order (how-to)
   C. problem and solution
   D. compare and contrast

   **Part B**
   Which statement supports the answer to Part A?
   A. Authors organize how-to text information as a series of directions.
   B. Authors use cause and effect organization to describe events and identify reasons (causes) for why the events happened.
   C. Compare and contrast is when authors use comparisons to describe ideas to readers. Similarities and differences are given.
   D. Problem and solution is when an author introduces and describes a problem and presents one or more solution.

   **Peer Pressure**
   Dealing with peer pressure can be extremely difficult. Some kids give in to peer pressure because they want to be liked, to fit in, or because they worry that other kids may make fun of them if they don't go along with the group. Others may go along because they are curious to try something new that others are doing. The idea that “everyone’s doing it” may influence some kids to leave their better judgment, or their common sense, behind. Before you give in to peer pressure, you must understand that your choices have consequences. The best way to avoid peer pressure is to stay away from it. You can do this by hanging out with friends who accept you just the way you are and do not ask you to make bad decisions that can hurt you or others. Have the confidence to say no if someone tries to talk you into doing something that you know is wrong.

3. **Part A**
   This passage is organized in which organizational structure?
   A. description
   B. problem and solution
   C. cause and effect
   D. chronological order (sequence of events)
Part B
Which statement supports the answer to Part A?
A. Description is when authors use sensory words, pictures, maps, charts, and graphs to help readers visualize information.
B. Authors use cause and effect organization to describe events and identify reasons (causes) for why the events happened.
C. Chronological order is informational text that is presented in a sequence from beginning to end.
D. Problem and solution is when an author introduces and describes a problem and presents one or more solutions.

Firsthand and Secondhand Accounts
Historians rely on research to find answers to historical questions. Often, historians depend on historical records. These historical records are very valuable to historical research because they contain firsthand accounts of an event. Firsthand accounts are sources that provide historians with original writings, documents, and artifacts (pieces of pottery, works of art, tools and weapons) that contain historical information. Letters, journals, quotes, literature, and ancient scrolls are also examples of firsthand sources.

Historians also use secondhand sources. Secondhand accounts are sources that include any works previous historians have done for research. Secondary sources are very helpful when conducting research. However, serious historians do their best to use as many primary sources as they can.

<table>
<thead>
<tr>
<th>Firsthand Accounts (Sources)</th>
<th>Secondhand Accounts (Sources)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public speeches</td>
<td>Encyclopedias</td>
</tr>
<tr>
<td>Letters</td>
<td>Journals and magazines</td>
</tr>
<tr>
<td>Diaries</td>
<td>Newspapers and documentaries</td>
</tr>
<tr>
<td>Private journals</td>
<td>Technical text</td>
</tr>
<tr>
<td>Eyewitness accounts (interviews)</td>
<td>Internet websites</td>
</tr>
<tr>
<td>Original documents</td>
<td>Informational books</td>
</tr>
<tr>
<td>Autobiographies</td>
<td>Biographies</td>
</tr>
</tbody>
</table>

Read the passages. Then, read the explanation that follows.

Account 1

Dear Mr. Murphy
I traveled from Ireland to America in 1831. I came because I heard there was plenty of good farmland in Kentucky. When I got here, I found that Indians used that land. Indians don’t settle down; they just roam around. So I thought they did not deserve that land. The land should belong to people who will farm it.

Colin McKee
### Account 2

When white settlers started coming to America, they wanted land. They took that land from the people who had been living on it for generations: the Native Americans. Native Americans lived on the land, hunted on the land, and farmed the land. But the white settlers, who considered the Native Americans “uncivilized,” forced the Native Americans to move.

Account 1 is a firsthand source because it is a personal letter written by someone who actually witnessed an event.

Account 2 is a secondhand source because it was written years later about the same event. It is about the history of Native Americans in the United States. You would find this information in an informational book about the Native Americans.

### Practice 5: Firsthand and Secondhand Accounts (Sources)

Ellis Island is likely to connect with more Americans than any other spot in the country. Towards the end of the 1800s, the number of people immigrating to the U.S. increased. Many of these immigrants came to the U.S. for religious freedom.

Some of the immigrants were wealthy and well educated people. However, most of the immigrants were very poor. Poor passengers had to be checked for cleanliness and harmful diseases. Since many immigrants could not speak English or understand why they were being examined, Ellis Island was a confusing and terrifying experience. After allowing in over twelve million immigrants, the federal government closed Ellis Island in 1954. History experts estimate that about forty percent of Americans can trace their roots through Ellis Island.

<table>
<thead>
<tr>
<th>1.</th>
<th>Part A</th>
</tr>
</thead>
<tbody>
<tr>
<td>This passage is which type of account (source)?</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>firsthand</td>
</tr>
<tr>
<td>B.</td>
<td>second hand</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1.</th>
<th>Part B</th>
</tr>
</thead>
<tbody>
<tr>
<td>How do you know this passage is this type of source?</td>
<td></td>
</tr>
<tr>
<td>A.</td>
<td>Firsthand sources are original writings, documents, artifacts (pieces of pottery, works of art, tools and weapons) that contain historical information, such as letters and journals.</td>
</tr>
<tr>
<td>B.</td>
<td>Secondhand sources include any works previous historians have done for research, such as the Internet, encyclopedias, and documentaries.</td>
</tr>
</tbody>
</table>
Excerpt from The Mayflower and Her Log, Complete by Azel Ames

The Mayflower set sail from England in July 1620. The following is an excerpt from a diary written by a crewmember of the Mayflower.

Saturday, July 22, 1620

The Pilgrim company took their farewells, and Winslow records: “We are going aboard the ship and ready to sail ... and so lifting up our hands to each other and our hearts for each other to the Lord our God, we departed.”

[...]

Sept. 19

Closing in with the land at nightfall. Sighted land at daybreak. The landfall made out to be Cape Cod and weather fair. Made our course S.S.W., continued proposing to go to a river ten leagues south of the Cape Hudson’s River...

2. **Part A**

This passage is which type of account (source)?

A. firsthand  
B. secondhand

**Part B**

How do you know this passage is this type of source?

A. Firsthand sources are original writings, documents, artifacts that contain historical information, such as letters and journals.
B. Secondhand sources include any works previous historians have done for research, such as the Internet, encyclopedias, and documentaries.
Chapter 4 Understanding Informational Text

Chapter 4 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>firsthand</td>
</tr>
<tr>
<td>organizational</td>
</tr>
<tr>
<td>academic</td>
</tr>
</tbody>
</table>

In this chapter, you learned that (1) ________________ texts tell facts and relate true stories. (2) ________________ sources provide historians with original writings, documents, and artifacts that contain historical information. (3) ________________ vocabulary are words that are used in academic text. Writers choose the best (4) ________________ text structure to present the information and to make a point. (5) ________________ sources include any works previous historians have done for research. (6) ________________ words and phrases are words you will see in your school text books.

See the Teacher Guide for the Chapter 4 Review.
Week 2 Day 4
Chapter 5
Analyzing Informational Text

This chapter covers the following standards: RI.1, RI.7, RI.8, RI.9, RI.10

Graphics

Sometimes when you read about a topic, you will also see graphics along with the text. Writers of informational texts use graphics to help readers have a better understanding of what they read. Graphics are pictures that help readers to understand the writing. Here are some common types of graphics:

- Diagrams
- Illustrations
- Charts
- Graphs
- Maps
- Timelines
- Schedules
- Tables

Diagrams

A diagram is a picture that shows the parts of something. A diagram can also show how something works. Below is a diagram of our solar system.

![Diagram of the solar system](image)

Did you notice that the diagram has both a picture and words? The words and the picture work together to explain the solar system.

See if you can answer the following questions by looking at the diagram of the solar system.

1. Which planet is closest to the sun?
2. Which planet is between Mars and Saturn?
3. Name one of the dwarf planets.

(How did you answer? The right choice for number 1 is Mercury. Number 2 is Jupiter. For number 3, you could choose Ceres, Pluto, or Eris.)
Practice 1: Diagrams

Look at the diagram of the ladybug. Then, answer the questions that follow.

1. **Part A**
   How many eyes does a ladybug have?
   A. two
   B. three
   C. six
   D. eight

**Part B**
What is the name of the spotted part of the shell?
   A. wing
   B. elytra
   C. abdomen
   D. leg

2. **Part A**
   Where is the wing?
   A. on the head
   A. under the elytra
   B. under the pronotum
   C. behind the antenna

**Part B**
Which part connects to the head?
   A. leg
   B. wing
   C. abdomen
   D. antenna

**Illustrations**
An *illustration* is a picture. These pictures work with words. They make words easier to understand. They can be drawings or photographs. For example, a science book can describe a stalactite. If there is also an image, a stalactite is easier to understand. Having an illustration to go with the words makes it easier to understand what a stalactite looks like.

A stalactite hangs in a cave. It is made by water dripping very slowly for a long time. The water has minerals in it. As it hardens, it makes a stalactite.
Practice 2: Illustrations

Look at this illustration of clouds. Then, answer the questions that follow.

1. Part A
Which cloud most looks like a single streak?
A. fog
B. stratus
C. cumulus
D. cumulonimbus

Part B
Which cloud is tallest from bottom to top?
A. fog
B. cumulus
C. cumulonimbus
D. cirrus

2. Part A
Which cloud is highest in the sky?
A. cumulonimbus
B. fog
C. stratus
D. cirrus

Part B
Which cloud looks like a group of thin streaks?
A. fog
B. cumulus
C. cumulonimbus
D. cirrus

Charts and Graphs

A chart and a graph both show information using a picture. They are a quick way to see how things are related.

Read the paragraph below.

My fourth grade class voted on its favorite ice cream flavors. Chocolate and vanilla tied for first place. Each flavor got seven votes. Strawberry came in second with four votes. Cookies and cream was the least popular. It got just two votes.
Chapter 5 Analyzing Informational Text

Now, look at the **bar graph** below. All of the facts from the paragraph are in the chart.

![Bar Graph]

A chart can make information easier to see than words can. The ice cream chart gives a quick picture of this class's ice cream preferences.

Another common kind of chart is a **pie chart**. A pie chart looks like this:

![Pie Chart]

Pie charts show parts of the whole. On this pie chart, you can see that the lightest gray takes up more space than any other color. Which color takes up the least space?

If you said black, you're right!
Practice 3: Charts and Graphs

Read the chart below. Then, answer the questions that follow.

1. **Part A**
   What does this pie chart show?
   A. how many books the class has read
   B. the class's favorite authors
   C. who bought books at the book fair
   D. the most popular book in the class

   **Class Poll Favorite Authors**
   - Beverly Cleary: 60%
   - Judy Blume: 20%
   - Betsy Byars: 10%
   - Matt Christopher: 10%

   **Part B**
   Which author is the most popular?
   A. Judy Blume
   B. Matt Christopher
   C. Beverly Cleary
   D. Betsy Byars

2. **Part A**
   What percent of the vote did Matt Christopher get?
   A. 60
   B. 20%
   C. 10%
   D. 100%

   **Part B**
   Which **two** authors got an equal number of votes?
   A. Betsy Byars and Matt Christopher
   B. Judy Blume and Matt Christopher
   C. Betsy Byars and Beverly Cleary
   D. Judy Blume and Betsy Byars

**Maps**

Maps are graphics that show places. Maps can show large places like the world. Maps can show smaller places, like the town you live in. Some maps show streets. Some maps show rivers and mountains.
Chapter 5 Analyzing Informational Text

Now, look at this map.

Most maps have a title to tell you what you are looking at. Some maps also have a legend. A legend tells what symbols on the map mean.

The legend in the map above tells what the colors mean. By reading the legend, you can see which regions of the country are known by which names.

For example, by looking at the legend, you can tell that the southern part of the United States is called the Sun Belt. That section is gray on the map, which matches the gray part of the legend that says Sun Belt.

Practice 4: Maps

Look at the map below. Then, answer the questions that follow.

1. Part A
   What does the map mostly show?
   A. United States cities
   B. African rivers
   C. Canadian provinces
   D. roads in Hawaii
Part B
Which **two** countries share a border with the United States?
A. Cuba
B. Mexico
C. Greenland
D. Canada

2. Part A
Which mountain range runs through Canada and the United States?
A. Alps
B. Rocky Mountains
C. Appalchians
D. Apennine Mountains

Part B
Which ocean is **closest** to the city of San Francisco?
A. Gulf of Mexico
B. Hawaiian Islands
C. North Pacific Ocean
D. North Atlantic Ocean

Timelines and Schedules
Timelines and schedules both show when events happen.

A **timeline** shows what happened over time. For example, it might show the major battles of the American Civil War. It would show them in order and tell the date of each one.

Look at this timeline. It shows when a student did different tasks for a science fair project.

- **Chose Science Fair topic**
  December 2008
- **Purchased project materials**
  *Began building*  February 2009
- **Won 1st Prize at Science Fair**
  April 2009
- **Began research**
  January 2009
- **Completed project**
  March 2009
Week 2 Day 5
A schedule tells when events happen that are routine—they happen over and over. You have a schedule for your classes. It shows what class you have at a certain time each day.

The next graphic is a bus schedule. It shows when buses run from downtown to the airport.

### Nonstop Bus Service to Airport

<table>
<thead>
<tr>
<th>Leave Downtown</th>
<th>Arrive Airport</th>
</tr>
</thead>
<tbody>
<tr>
<td>Downtown to Airport</td>
<td></td>
</tr>
<tr>
<td>7:30 AM Ramada</td>
<td>8:20 AM</td>
</tr>
<tr>
<td>7:36 AM Hilton</td>
<td>8:35 AM</td>
</tr>
<tr>
<td>7:42 AM Marriott</td>
<td>9:35 AM</td>
</tr>
<tr>
<td>7:50 AM Sheraton</td>
<td></td>
</tr>
<tr>
<td>7:57 AM Holiday Inn</td>
<td></td>
</tr>
<tr>
<td>8:00 AM 10:00 AM</td>
<td>9:35 AM</td>
</tr>
<tr>
<td>8:06 AM 10:06 AM</td>
<td>10:50 AM</td>
</tr>
<tr>
<td>8:12 AM 10:12 AM</td>
<td></td>
</tr>
<tr>
<td>9:05 AM 10:20 AM</td>
<td></td>
</tr>
<tr>
<td>9:12 AM 10:27 AM</td>
<td></td>
</tr>
<tr>
<td>10:00 AM 11:50 AM</td>
<td></td>
</tr>
<tr>
<td>10:27 AM 11:57 AM</td>
<td></td>
</tr>
<tr>
<td>11:57 AM 12:20 PM</td>
<td></td>
</tr>
</tbody>
</table>

### Practice 5: Timelines and Schedules

Look back at the science fair timeline and the bus service schedule. Then, answer the following questions.

#### Timeline

1. When did this student start doing research for the project?
   - A. January
   - B. February
   - C. March
   - D. April

2. When was the student done building the project?
   - A. January
   - B. February
   - C. March
   - D. April

3. When did the science fair take place?
   - A. January
   - B. February
   - C. March
   - D. April
Schedule

4. Say that you are staying at the Marriott, and you need to get to the airport by 11:00 a.m. What is the latest time you need to be ready to catch the bus?
   A. 7:50 a.m.
   B. 8:57 a.m.
   C. 9:12 a.m.
   D. 10:12 a.m.

5. If you are on the bus that gets to the airport before 8:30 a.m., what time will you stop at the Holiday Inn to pick up passengers?
   A. 7:30 a.m.
   B. 7:42 a.m.
   C. 7:57 a.m.
   D. 8:00 a.m.

6. The airport that is farthest away from the airport is
   A. the Hilton.
   B. the Ramada.
   C. the Holiday Inn.
   D. the Sheraton.

Tables

A table shows data in an organized way. It uses columns (which go up and down) and rows (which go across) to provide facts.

Practice 6: Tables

Bob's Burger Barn Sales for the Week of August 8 to August 14

<table>
<thead>
<tr>
<th>Day</th>
<th>Hamburger Sales</th>
<th>Cheeseburger Sales</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sunday</td>
<td>120</td>
<td>95</td>
</tr>
<tr>
<td>Monday</td>
<td>85</td>
<td>80</td>
</tr>
<tr>
<td>Tuesday</td>
<td>70</td>
<td>65</td>
</tr>
<tr>
<td>Wednesday</td>
<td>50</td>
<td>70</td>
</tr>
<tr>
<td>Thursday</td>
<td>60</td>
<td>72</td>
</tr>
<tr>
<td>Friday</td>
<td>90</td>
<td>110</td>
</tr>
<tr>
<td>Saturday</td>
<td>115</td>
<td>140</td>
</tr>
</tbody>
</table>
Chapter 5 Analyzing Informational Text

1. Part A
On which day were the most hamburgers sold?
A. Saturday
B. Monday
C. Thursday
D. Friday
E. Sunday

Part B
On which day were the most cheeseburgers sold?
A. Saturday
B. Sunday
C. Tuesday
D. Friday
E. Wednesday

2. Part A
On which day were the least amount of hamburgers sold?
A. Monday
B. Wednesday
C. Tuesday
D. Thursday
E. Sunday

Part B
On which day were the least amount of cheeseburgers sold?
A. Saturday
B. Wednesday
C. Tuesday
D. Friday
E. Monday

Author Point of View and Evidence
Did you know that you express your point of view every day? It's true. Think about the last movie you saw or the latest song you heard. What would you tell a friend about the movie or the song? What you say about the movie or the song is your point of view. Very simply, a point of view is someone's opinion about something.
Sometimes when you read informational text, you will read an author’s personal point of view about something. For example, an author may write that George Washington is the greatest American president. This is an example of the author’s point of view (opinion).

After the author states his point of view, the author needs support the point of view with reasons and evidence. **Evidence** is the proof an author uses to support his or her point of view. Author’s use facts, examples, quotes, and descriptions to support their point of view.

Look at this passage. Then, read the explanation that follows.

George Washington is the greatest American president because of his leadership ability. He gave great leadership during the Revolutionary War. And he had the amazing ability to lead a nation after becoming our nation’s first president.

The author states that George Washington is the greatest American president because of his leadership ability. **Leadership ability** is the reason the author thinks George Washington is the greatest American president.

The author then gives evidence, such as George Washington’s ability to lead during the Revolutionary War and to lead the nation after becoming president.

Sometimes it is easy to recognize an author’s point of view. Others times you need to analyze the text carefully to figure out the point of view.

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

Most city people think farm life must be relaxing. However, running a successful farm is very hard.

Every single morning, you must wake up before the sun rises to start working. Every single day, no matter how tired you get, you must work the fields.

The day’s work isn’t over until after the sun has set. If it is harvest season, you’re out there in the hot sun gathering the crops. And if it’s not harvest season, you probably still have the cows, sheep, chickens, and pigs to feed.

In addition to feeding the animals, you must attend to them in other ways by milking them, shearing their wool, or gathering their eggs.

So if you think you’ll find rest and relaxation in farm life, think again.

After reading the passage, you can tell that the author’s point of view about farm life is that it is not relaxing at all.

The author gives reasons why farm life is not relaxing. The author states that it is very challenging because it takes a lot of hard work. The author also supports his point of view by stating that farmers have to wake up before sunrise, work the fields every day, gather crops in the hot sun, feed cows, sheep, chickens, and pigs, milk cows, shear sheep, and gather eggs from chickens.

This passage was most likely written by a farmer who knows how hard it is to work on a farm.
Let's look at some different types of evidence.

<table>
<thead>
<tr>
<th>Type of Evidence</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Examples:</strong></td>
<td>This is something that is mentioned to help explain what you are saying or to show that a general statement is true</td>
</tr>
<tr>
<td>The reasons or causes to support a point of view</td>
<td><strong>Example:</strong> Summer is my favorite time of year because I can sleep later; the days are longer, and my family goes to Panama City, Florida.</td>
</tr>
<tr>
<td><strong>Descriptions:</strong></td>
<td>These are words that describe a person, place, object, or topic.</td>
</tr>
<tr>
<td>Uses the five senses: sight, sound, smell, taste, and touch</td>
<td><strong>Example:</strong> The damp, warm, soft sand felt squishy between my toes as I walked along the foamy surf looking for seashells.</td>
</tr>
<tr>
<td><strong>Facts:</strong></td>
<td>These are statements that can be proven to be true</td>
</tr>
<tr>
<td>Who, what, where, when, why, how</td>
<td><strong>Example:</strong> On July 21, 1969, Neil Armstrong was the first man to walk on the moon.</td>
</tr>
<tr>
<td><strong>Statistics:</strong></td>
<td>These are facts represented in the form of numbers</td>
</tr>
<tr>
<td>Percentages, ratios, and dollar amounts</td>
<td><strong>Example:</strong> In the United States, a person's chance of being struck by lightning is 1 in 10,000.</td>
</tr>
<tr>
<td><strong>Quotes From Authorities:</strong></td>
<td>These are statements from leading experts on a certain topic or a reference to another expert's statements.</td>
</tr>
<tr>
<td>Policemen, scientists, doctors</td>
<td><strong>Example:</strong> Doctors say that people should wear sunscreen every day, so they do not get skin cancer.</td>
</tr>
</tbody>
</table>

**Practice 7: Author Point of View and Evidence**

**The Apple**

1. The apple has long been the most popular of our tree fruits. The Pilgrims planted the first apple trees in the Massachusetts Bay Colony. There are 2,500 varieties of apples grown in the United States and 7,500 kinds of apples grown throughout the world. Apples belong to the rose family. Apples bring pleasant memories to most people who eat them. There are very few people who do not like apples.

2. John Chapman, better known as “Johnny Appleseed”, helped to make apples popular in the early nineteenth century America. He created seedling apple tree nurseries throughout Pennsylvania, Ohio, and Indiana. He travelled throughout those areas and gave apple seeds to any farmer who promised to plant them.

3. Today, 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. 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.

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

5. 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 and crisps, apple sauce, apple tarts, apple bread, and apple cakes.
1. **Part A**
   Which statement from the passage is a fact?
   A. The apple has always been the most popular fruit in the country.
   B. Apples bring pleasant memories to most people who eat them.
   C. Apples can be cooked, baked, canned, and made into jams and jellies.
   D. Only a few people who have tasted apples don’t like them.

   **Part B**
   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.

2. **Part A**
   Read these sentences from paragraph 5.
   “Because apples are tasty, they are used to make wonderful desserts. Apples are used to make apple pies, apple muffins, apple cobblers and crisps, apple sauce, apple tarts, apple bread, and apple cakes.”
   The author states that apples are used to make wonderful desserts. What kind of evidence does the author use to support this point of view (opinion)?
   A. descriptions
   B. examples
   C. statistics
   D. facts

   **Part B**
   How do you know the author uses this kind of evidence to support the point of view?
   A. Examples are the reasons or causes that help explain what someone is saying.
   B. Facts are statements that can be proven to be true.
   C. Descriptions are words that describe a person, place, object, or topic.
   D. Statistics are facts represented in the form of numbers.
3. **Part A**
Read these sentences from paragraph 1.

(1) There are 2,500 varieties of apples grown in the United States and 7,500 kinds of apples grown throughout the world. (2) Apples belong to the rose family. (3) Apples bring pleasant memories to most people who eat them. (4) There are very few people who do not like apples.

Which **two** sentences are facts?
A. sentence 1
B. sentence 3
C. sentence 2
D. sentence 4

**Part B**
Read these sentences from paragraph 1.

(1) There are 2,500 varieties of apples grown in the United States and 7,500 kinds of apples grown throughout the world. (2) Apples belong to the rose family. (3) Apples bring pleasant memories to most people who eat them. (4) There are very few people who do not like apples.

Which **two** sentences are the author’s point of view (opinion)?
A. sentence 2
B. sentence 3
C. sentence 1
D. sentence 4

4. **Part A**
Read these sentences from paragraph 3.

"Today, 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."

These sentences are which kind of evidence?
A. descriptions
B. examples
C. statistics
D. facts

**Part B**
How do you know these sentences are this kind of evidence?
A. Examples are the reasons or causes that help explain what someone is saying.
B. Facts are statements that can be proven to be true.
C. Descriptions are words that describe a person, place, object, or topic.
D. Statistics are facts represented in the form of numbers.
Integrating Information
When you integrate information (combine facts) from two texts about a subject, you can have a better understanding of the subject. Often, each text will have a different point of view. This means you will be comparing both texts.

Comparing Two Texts
Comparing texts means to see how the texts are similar and how they are different. Two different people may write about the same event in different ways. Each will see it from a different point of view. Each will give a different account of what happened.

To compare means to show how things are alike. To contrast means to show how they are different. When you read two passages about the same topic, think about what the author says in each passage.

Read these two passages. Then, read the explanation that follows.

Jackson's Account
When I first arrived at Blair Elementary two weeks ago, I wasn't sure what to expect. It was scary leaving my friends in Oregon and moving to a small town in Louisiana. My parents recently divorced, and I'm not really sure of anything anymore. I just hope I can make some friends here. I really need some right now.

Now, compare it to Reba's story.

Reba's Account
There's a new kid in my class at Blair Elementary. His name is Jackson, and he's pretty quiet. He also acts sad. I don't think he wants to be here. He doesn't seem very friendly.

Jackson and Reba are writing about the same event but in different ways. This gives them each a different point of view about what is happening.

When you read, consider who is telling the story. As you saw above, you can get a different impression of events based on who is telling the story.

For example, read these two texts. Then read the explanation that follows.

Passage #1 Levers
A lever is used to move heavy objects. Almost anything can be a lever—even a stick! Laying the lever over a raised point (the fulcrum) gives you two arms. These are called the lifting arm and the resistance arm. Say that a person wants to move a large, heavy object. That person could create a lever to move the object. By pushing down on the lifting arm, he raises the resistance arm and lifts the object. The closer the fulcrum is to the object, the easier the object is to lift. There are many everyday examples of levers. Using a hammer claw to pull a nail out of wood is a lever. Another example is the seesaw on the playground.
Passage #2 Using a Lever

A farmer finds a boulder in his field. He needs to move the boulder in order to plow the field, so he decides to use a lever. He places a long plank over a sturdy block. One end of the plank goes under the boulder. Then he pushes down on the other end of the plank. The lever lifts the rock. The farmer's assistant rolls the rock into a wheelbarrow to carry it away.

These two texts discuss how levers work. The first text explains the different parts of a lever and how they work together to lift objects. The second text gives a real-life example of a person using a lever to solve a problem. When you examine the two texts together, you understand both the science behind levers and the way people use this science in real life.

After you read facts from two texts and decide what to use from each text, you will need to integrate (combine) these facts into a summary. Summarizing is a brief way to tell what you've read or heard. When you summarize, you retell the central ideas in your own words.

For example, look at how one student integrated (combined) the information from both passages.

A farmer needs to move a big rock in his field. He creates a lever using a long board and a strong block. A lever is used to move heavy objects. He puts one end of the board under the rock and sets it over the block. By pushing down on the lifting arm, he raises the resistance arm and moves the rock out of the way. This means that when he pushes on the other end, the lever moves the rock. The rock is then wheeled away in a wheelbarrow.

Practice 8: Integrating and Comparing Information

Read the passage. Then, answer the questions that follow.

Tyrannosaurus Rex

1. The Tyrannosaurus rex (T-Rex) was a dinosaur that lived about 65 million years ago at the end of the cretaceous period. The Tyrannosaurus rex is possibly the most well-known dinosaur because of its huge size and ferocious nature. The Tyrannosaurus rex was a meat-eater (called carnivores) and walked on two feet. This made them faster and left their hands free to grab their prey.

2. The name “Tyrannosaurus” comes from the Greek words meaning ‘tyrant lizard’. The word ‘rex’ means ‘king’ in Latin. The Tyrannosaurus rex was 42 feet long, 13 feet wide, and could weigh up to 7 tons. The skull of a Tyrannosaurus rex alone measured up to 5 feet long. The Tyrannosaurus rex lived in an area that now makes up western North America.

3. Many kinds of dinosaurs roamed the Earth for 165 million years. Sadly, dinosaurs became extinct at the end of the cretaceous period. Many people believe that dinosaurs became extinct after a giant asteroid struck planet Earth sixty-five million years ago.
1. **Part A**
   What are the **two** reasons the Tyrannosaurus rex is the most well-known dinosaur?

**Part B**
Where did the Tyrannosaurus rex live?
A. Australia  
B. North America  
C. Europe  
D. South America

2. **Part A**
   What does the name “Tyrannosaurus” mean?

**Part B**
What does the word “carnivore” mean?

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Read the passage. Then, answer the questions that follow.

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**Triceratops**

1. Triceratops were dinosaurs that lived in the late cretaceous period around 65 million years ago. The Triceratops is well-known thanks to the three horns found on its face and body and the unique frill around its head. The triceratops was a plant-eating (called herbivores) dinosaur that walked on four feet to better carry its heavy body.

2. The name “Triceratops” comes from the Greek language, with “tri” meaning three and “keratops” meaning horned face. It is believed that fully grown Triceratops were about 26 feet long, 10 feet tall, and weighed about 9 tons. Triceratops had the biggest skull of any other dinosaur. The skull was up to 6½ feet long. The first known Triceratops fossils were found in North America near Denver, Colorado in 1887.

3. Dinosaurs became extinct by the end of the cretaceous period. The extinction marked the end of the “Age of Reptiles” and the beginning of the “Age of Mammals.” Some scientists think that the dinosaurs became extinct because of many volcanic eruptions and disease over a long period of time.
Chapter 5 Analyzing Informational Text

3. Part A
Where were the first known Triceratops fossils found?

______________________________________

______________________________________

Part B
What are the two reasons the Triceratops is a well-known dinosaur?

______________________________________

______________________________________

4. Part A
What does the name “keratops” mean?

______________________________________

______________________________________

Part B
What does the word “herbivore” mean?

______________________________________

______________________________________

5. Part A
In what three ways are the Tyrannosaurus rex and the Triceratops alike?
A. They are both dinosaurs.
B. They are both meat eaters.
C. They both lived in the cretaceous period.
D. They both had horns on their heads.
E. They both lived in North America.

Part B
In what three ways is the Triceratops most different from the Tyrannosaurus rex?
A. It had horns and frill around its head.
B. It had a bigger skull than the Tyrannosaurus rex.
C. It walked on four legs.
D. It was taller than the Tyrannosaurus rex.
E. It weighed less than the Tyrannosaurus rex.
6. **Part A**  
Where did the Tyrannosaurus rex and the Triceratops get their names?  
A. Atalian language  
B. English language  
C. German language  
D. Greek language

**Part B**  
When did the Tyrannosaurus rex and the Triceratops live?  
A. 55 million years ago  
B. 40 million years ago  
C. 65 million years ago  
D. 70 million years ago

7. **Part A**  
According to the Tyrannosaurus rex passage, what caused dinosaurs to become extinct?

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**Part B**  
According to the Triceratops passage, what caused dinosaurs to become extinct?

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8. **Part A**  
It is a fact that dinosaurs became extinct about 65 million years ago. But each passage gives a different reason why the dinosaurs became extinct. Why do you suppose the reasons are different? Choose the statement that best explains why the reasons are different.

A. A huge earthquake caused all animals to become extinct.  
B. No one knows for sure what caused dinosaurs to become extinct.  
C. An asteroid only killed the Tyrannosaurus rex and the Triceratops.  
D. Volcanic eruptions and disease only killed dinosaurs in North America.
Chapter 5 Analyzing Informational Text

Part B
Which summary best integrates (combines) both passages?

A. The Tyrannosaurus rex and the Triceratops were dinosaurs that lived 65 million years ago in North America in the cretaceous period. The Tyrannosaurus rex was a meat eater that walked on two legs. The Triceratops was a plant eater that walked on four legs. Dinosaurs might have become extinct after an asteroid hit our planet or because of volcano eruptions and disease 65 million years ago.

B. The Tyrannosaurus rex is a well-known dinosaur that walked on two feet and ate meat. The Triceratops is known for having horns and frill around its head. They both lived in North America 65 million years ago. A huge asteroid hit earth and killed all the dinosaurs.

C. The Tyrannosaurus rex and the Triceratops got their names from the Greek language. They both lived in North America during the cretaceous period. The Tyrannosaurus rex was a meat eater. The Triceratops was a plant eater.

D. The Tyrannosaurus rex and the Triceratops were big dinosaurs that lived 65 million years ago. The Tyrannosaurus rex was a mean dinosaur that ate meat. The Triceratops was a nice dinosaur that ate plants. Dinosaurs died from an asteroid, volcanos, and disease.

Chapter 5 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
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<tbody>
<tr>
<td>graphics</td>
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<tr>
<td>point of view</td>
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<td>integrate</td>
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<td>table</td>
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<tr>
<td>schedule</td>
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<tr>
<td>evidence</td>
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</tbody>
</table>

In this chapter, you learned that (1) ________________________ is the proof an author uses to support his or her point of view. A (2) ________________________ is a means of arranging information in rows and columns. (3) ________________________ are pictures that help readers to understand the writing.

When you (4) ________________________ information, you combine facts from two texts about a subject. A (5) ________________________ tells when events happen that are routine.

A (6) ________________________ is someone’s opinion about something.

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