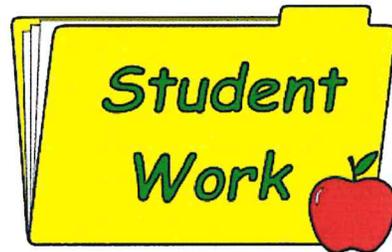


Unity Elementary School



English/Language Arts



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3rd Grade Newsletter

April 1, 2020

*You may request a printable student learning packet through email by contacting your child's teacher. Visit www.ues.mcssga.org for updates and access to "Student" quick links on our school website! **Teacher Contact Information:** Mrs. Terry- yulonda.terry@mcssga.org, Mrs. Livingston- jessica.livingston@mcssga.org, Mrs. Karcher- michele.karcher@mcssga.org, Mrs. Chambers- christa.chambers@mcssga.org, Mrs. Vickery- stacie.vickery@mcssga.org, and Ms. Frix- jennifer.frix@mcssga.org **JOIN OUR 3RD GRADE CLASS DOJO-Download the ClassDojo app, or go to www.classdojo.com from a computer. Afterward, accept our Class Dojo invite from your email account!**

School Closure Learning Packet Activities:

Learning Packets are meant to keep students engaged and learning during school closure. Remember, hands-on learning activities that provide enrichment (ex: cooking, planting, or playing a musical instrument) are equally important. If you have internet access, we have set up Google Classroom for our students. To access Google Classroom, you can download the Google Classroom app on your device and log in with the class code (Google Classroom Code: Terry's HR -5oukppp & Terry/Livingston's HR -zmyyofl). In addition, you can have your child visit google.com and log into their Google Chrome account (Student Google Account- Email: firstname.lastname@student.mcssga.org; Password: 8 digit birthday (March 26, 2009 would be 04262009). Afterward, visit classroom.google.com to access our Google Classroom.

Reading/ELA: Try to complete the Coach book pages and any additional activities listed each day on your ELA Calendar for April. If you have internet access, read texts assigned in Kids A-Z and answer questions about the text. Choose one text you read today and write a journal entry about it. You can answer the following questions in paragraph format (5 sentences): What's the name of a story you read? What was the story about?, What happened first, next, then, and last? (include the names of the characters, setting, theme, and problem/solution), What did you learn that you didn't already know?, Pick 2 characters or 2 texts and compare them- How are the 2 characters or 2 texts alike/different? You can also keep a journal and write to tell about how you are spending your time at home during school closure this year.

Math: Try to complete the Envision Math and/or Coach book activities listed each day on your Math Calendar for April. Try to complete a page from your math fluency practice handouts each day. If you have access to internet services, try to spend at least 20 minutes on ST Math each day. Have fun with additional online math resources. Visit <https://www.math-aids.com/> for additional fluency practice pages if needed.

Online Resources:

ST Math- (visit the school's website and click on the "Student" quick link to locate the ST Math icon or download the ST Math App on your device)
<https://web.stmath.com/entrance/> (Unity's activation code is: Uni2c3LT2U3FPS; Use Student's Picture Password- email teacher if help is needed)

Renaissance (AR)- Students can take AR quizzes over books read at home using their student login
<https://hosted165.renlearn.com/50771/Public/RPM/Login/Login.aspx?srcID=s>

Kids A-Z (RAZ-Kidz): Leveled Library with Comprehension Quizzes-
<https://www.kidsa-z.com/main/Login>
(Teacher Username: Terry's HR- yterry0; Livingston's HR- jlivingston23; Click on student name and enter the password- ues123)

MyOn- Free Digital Library (School Name- Get Georgia Reading; Username- meriwethercounty (no space); Password- read) www.myon.com/login/index.html

Additional Online Resources:

Mobymax.com-reading, math and language skills
(<https://www.mobymax.com/signin>; School- Unity Elementary; Username: first name; Password: ues123)

Readworks-Passages www.readworks.org/student
(Class code- 4QT5P5 (Terry); Q9Q4VR (Livingston); Password- ues123)

Newsela.com-
<https://newsela.com/join/#/teach-or-read>
Click: I'm a Student>Enter Class code- SR2BEU(Terry) or Q9Q4VR(Livingston)>Sign in with student's gmail account (firstname.lastname@student.mcssga.org; PW-8 digit birthday/ex- 04262009)

BrainPop- (Click on Free Parent/Family Access)
<https://help.brainpop.com/hc/en-us/articles/360040900012-Coronavirus-Free-Access-for-Teachers-and-Parents-Affected-By-School-Closures->

Vooks-<https://watch.vooks.com/checkout/subscribe/purchase?plan=monthly> (Start a 30 day free trial)

Month of:



Materials:
 Georgia Reading Coach Book Passages Packet



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
			1 Lesson 11 p. 98-105 daily Journal entry weekly Reading passage	2 Lesson 12 p. 106-113 daily Journal entry weekly Reading passage	3 Lesson 13 p. 114-120 daily Journal entry weekly Reading passage	4
	6 Spring Break	7 Spring Break	8 Spring Break	9 Spring Break	10 Spring Break	11
Check packet for Extra work as needed.	13 Lesson 14 p. 122-124 daily Journal entry weekly Reading passage.	14 Lesson 15 p. 130-137 daily Journal entry weekly Reading passage	15 Lesson 16 p. 138-145 daily Journal entry weekly Reading passage	16 Lesson 17 p. 146-153 daily Journal entry weekly Reading passage	17 Lesson 18 p. 154-165 daily Journal entry weekly Reading passage	18
Check packet for Extra work as needed.	20 cumulative assessment practice p. 166-171 Daily Journal Entry	21 Lesson 19 p. 174-183 daily Journal entry weekly Reading passage	22 Lesson 20 p. 184-195 daily Journal entry weekly Reading passage	23 Lesson 21 p. 196-204 daily Journal entry weekly Reading passage	24 Lesson 21 p. 205-207 daily Journal entry weekly Reading passage	25
Check packet for Extra work as needed.	27 Lesson 22 p. 208-214 daily Journal entry weekly Reading passage	28 Lesson 22 p. 215-217 daily Journal entry weekly Reading passage	29 Lesson 23 p. 218-223 daily Journal entry weekly Reading passage	30 Lesson 24 p. 224-229 daily Journal entry weekly Reading passage	1 cumulative assessment practice p. 230-234 Daily Journal Entry	

Month of:

May

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	4 3rd Grade work Packet Week 1	5 lesson 25 p. 236-241 daily Journal entry weekly Reading passage	6 lesson 26 p. 242-247 daily Journal entry weekly Reading passage	7 lesson 27 p. 248-253 daily Journal entry weekly Reading passage	8 lesson 28 p. 254-259 daily Journal entry weekly Reading passage.	9
	11 3rd Grade work Packet week 2	12 lesson 29 p. 260-264 daily Journal entry weekly Reading passage.	13 lesson 30 p. 266-271 daily Journal entry weekly Reading passage.	14 lesson 31 p. 272-277 daily Journal entry weekly Reading passage.	15 lesson 32 p. 278-284 daily Journal entry weekly Reading passage.	16
** Check packet for extra work as needed.	18 lesson 33 p. 284-288 daily Journal entry weekly Reading passage.	19 lesson 34 p. 290-295 daily Journal entry weekly Reading passage	20 lesson 35 p. 296-301 daily Journal entry weekly Reading passage	21 lesson 36 p. 302-307 daily Journal entry weekly Reading passage	22 cumulative assessment practice p. 308-313 Daily Journal Entry	
3rd grade work packet week 3 can be used when needed.	HAVE A GREAT SUMMER!!	I'm So Happy You were in my class this year!	I miss you all so much!			

Teacher's Guide and Answer Keys

Terry
GEORGIA Coach® 

Revised GSE Edition

English Language Arts

GRADE

3

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and doesn't think about trying on shoes. He thinks there is only one solution to his problem.

Lesson 9

Thinking It Through

Answers will vary. Sample answer: The contents of the paper Amanda discovers would help me better understand the paragraph.

Coached Example

1. D
2. D

Lesson Practice

1. B
2. A
3. C
4. D
5. Answers will vary. Sample answer: A picture of how apples are washed and cleaned can help readers better understand the process.
6. A
7. C
8. D
9. C
10. Answers will vary. Sample answer: The pets are interested in the food. Shadow is happy because she has eaten a fish. Toby looks as if he is waiting for some food, too.

Lesson 10

Thinking It Through

The sisters both like to read. The sisters like different things to read. Mona likes reading magazines. Lisa likes reading poetry.

Coached Example

1. D
2. A
3. Answers will vary. Sample answer: The stories have different settings. The first story takes place in a cave,

and the second story takes place in a house. The boys in the first story are scared, and they run out of the cave. Geraldine remains calm.

Lesson Practice

1. A
2. B
3. C
4. C
5. Answers will vary. Sample answer: The first story takes place at the beach, while the second story takes place on a hiking trail.
6. D
7. B
8. A
9. C
10. C
11. Answers will vary. Sample answer: In "Tennis, Anyone?," Omar may or may not play tennis, a sport he is not sure about. In "A Team for Tim," Tim will play a sport he really enjoys, field hockey.

Cumulative Assessment

1. C 3RL6
2. B 3RL4, 3L5a
3. D 3RL9
4. C 3RL5
5. Answers will vary. Sample answer: Heather is impatient and dishonest. 3RL3
6. C 3RL1
7. B 3RL2
8. D 3RL9
9. B 3RL7
10. Answers will vary. Sample answer: The first passage teaches the importance of honesty and teamwork, while the second passage stresses that you should not look for easy ways out of doing things. 3RL9

Chapter 2

Lesson 11

Thinking It Through

Answers will vary. Sample answer: What is this passage about? Who does the passage talk about? Where did the president live before 1792? How many of the 132 rooms are bedrooms? What is the first lady's office called? Where is the Oval Office located?

Coached Example

1. D
2. B

Lesson Practice

1. A
2. D
3. C
4. B
5. Answers will vary. Sample answer: A marsupial is an animal that has a pouch for carrying its young.
6. C
7. B
8. B
9. D
10. Answers will vary. Sample answer: According to the passage, some nocturnal animals hunt by using their eyes. The passage explains that some night animals have larger pupils to allow in more light. Nocturnal animals also have a mirror-like structure in their eyes. This feature collects more light and helps them see better at night than animals without this feature.

Lesson 12

Thinking It Through

Answers will vary. Sample answer: The author thinks skunks are stinky and tough. Skunks can take care of themselves.

Coached Example

1. C
2. B

Lesson Practice

1. B
2. D
3. C
4. B
5. Answers will vary. Sample answer: Like the author, I believe UNICEF is an important organization that does many good things for children all over the world. For example, UNICEF educates girls and helps during emergencies.
6. D
7. C
8. A
9. D
10. Answers will vary. Sample answer: The author thinks that young people look up to professional athletes. The high salaries show young people that money and greed are important things.

Lesson 13

Thinking It Through

Answers will vary. Sample answer: The Pennsylvania Railroad Company grew from freight trains to popular passenger service between 1846 and 1910.

Coached Example

1. A
2. D

Lesson Practice

1. B
2. C
3. D
4. B
5. Answers will vary. Sample answer: Uakaris have bright, red faces.
6. B
7. C
8. D
9. C

10. Answers will vary. Sample answer: The river flowed slowly and it was easy to follow.

Lesson 14

Thinking It Through

Answers will vary. Sample answer: The text is organized by sequence. The passage has words like *first*, *next*, and *last*.

Coached Example

1. B
2. C

Lesson Practice

1. D
2. B
3. A
4. A
5. Answers will vary. Sample answer: Long ago, people traveled by horse or by foot. Today, people drive long distances and fly in airplanes.
6. D
7. D
8. B
9. A
10. Answers will vary. Sample answer: The author could use a cause and effect structure to explain how the Little League affected children's lives. He could write about how things were for children before Little League and the positive effects on their lives after.

Lesson 15

Thinking It Through

Answers will vary. Sample answer: What Is a Grasshopper? The first paragraph describes what a grasshopper is and its physical structure.

Coached Example

1. D
2. D

Lesson Practice

1. D
2. D

3. B
4. A
5. Answers will vary. Sample answer: Choosing Fish as Pets; the sentence mentions choosing between different kinds of fish. The heading would not be appropriate for the other three sections.
6. C
7. D
8. B
9. B
10. Answers will vary. Sample answer: The headings in the passage organize the information by topic. Some of the information is about Thorndike's efforts to sail around the world, some of it is about how Thorndike communicated while on her journey, and some of the information is about what happened after Thorndike finished her voyage.

Lesson 16

Thinking It Through

Answers will vary. Sample answer: The words *economics*, *goods*, and *services* are bold because they are words I would find in a glossary. I would study these words in social studies.

Coached Example

1. B
2. C

Lesson Practice

1. A
2. C
3. D
4. D
5. Answers will vary. Sample answer: In a *republic*, citizens elect their government leaders to carry out their wishes. The words *citizens*, *elect*, and *government leaders* help me know what a republic is.

6. A
7. B
8. C
9. A
10. Answers will vary. Sample answer: A scout is someone who goes ahead and spies on the enemy. Deborah Sampson was a scout.

Lesson 17

Thinking It Through

Answers will vary. Sample answer: A picture of an adult butterfly would help illustrate the complete life cycle. It is difficult to know what the adult stage looks like without an illustration.

Coached Example

1. D
2. C

Lesson Practice

1. B
2. D
3. A
4. C
5. Answers will vary. Sample answer: A more detailed map would show the dangerous route that ships took.
6. B
7. C
8. A
9. D
10. Answers will vary. Sample answer: The author included this photo because it shows a family celebrating Chinese New Year. It also shows the tradition of giving an envelope filled with money to a child.

Lesson 18

Thinking It Through

Answers will vary. Sample answer: Both paragraphs tell about domestic animals; however, the first paragraph tells about meat eaters, and the second paragraph tells about plant eaters.

Coached Example

1. D
2. A
3. Answers will vary. Sample answer: The ostrich lives in a hot climate, while the emperor penguin lives in a cold climate and is able to swim.

Lesson Practice

1. B
2. C
3. D
4. A
5. Answers will vary. Sample answer: Paleontologists study fossils and dinosaurs. Archaeologists study past human life and culture.
6. D
7. B
8. A
9. A
10. Answers will vary. Sample answer: The first passage is about the whole Cherokee tribe. It describes the towns and government of the Cherokee. The second passage is about just one man, Sequoyah. It describes how he invented the Cherokee writing system.

Cumulative Assessment

1. D 3RI8
2. C 3RI5
3. B 3RI7
4. D 3RI2
5. B 3RI2
6. C 3RI4, 3L6
7. C 3RI1
8. D 3RI7
9. C 3RI5
10. Answers will vary. Sample answer: Both passages give information about historical events. They are both written in time order. Both passages focus on scientific events. Both passages give

information about Alexander Graham Bell. The first passage tells how telephones have changed throughout time. The second passage focuses on the life of Alexander Graham Bell. 3RI3, 3RI9

Chapter 3

Lesson 19

Coached Example

1. Answers will vary. Sample answer: Janet is careless and messy.
2. Answers will vary. Sample answer: Paul is shy and nervous. Paul shrinks in his chair. He thinks he might faint if he has to give a speech. He comes up with a good solution to his problem.

Lesson Practice

Answers will vary. Sample answer: Alicia cares about how other people feel, because even though Alicia really wants to buy the toy robot, she knows the flowers will make Grandpa happy.

Plan Your Writing

Answers will vary. Completed web should include students' ideas and opinions about the text and evidence from the text. Sample response: Center circle—Alicia is a thoughtful and considerate person. Outer circles—She thinks about Grandpa when she sees pink roses. "Pink roses are Grandpa's favorite."; She speaks to the vender politely. "May I have six of the pink roses, please?" Alicia is considerate.; She gives up buying a toy to buy the flowers. "That's OK. I can always save more money." Alicia is generous.; Alicia is happy with her choice. She likes making others happy. "She imagined Grandpa's big smile when he saw the pink roses."

Write Your Response

Answers will vary. Students should include their ideas or opinions and provide detailed evidence that supports it. See the Lesson 19 Response to Literature Writing Rubric after the Answer Keys.

Plan Your Writing

Answers will vary. Completed web should include students' ideas and opinions about the text and evidence from the text. Sample response: Center circle—Adam is confident and knows what he wants.; Outer circles—He has a goal to ski the medium trail.; Adam makes a plan. He works hard in his lesson.; He practices on the easier trail. Adam tells himself that he can do it.; Adam makes it to the bottom, and he is proud.

Write Your Response

Answers will vary. Students should include their ideas or opinions and provide detailed evidence that supports it. See the Lesson 19 Response to Literature Writing Rubric after the Answer Keys.

Lesson 20**Coached Example**

- Answers will vary. Sample answer: The bike lane on Grand Street ends before it reaches downtown. There is no sidewalk. People park their cars on the street. It would be a good idea to put a bike lane going all the way downtown. People will have to park their cars on other streets or in parking lots. But the city should definitely extend the bike lane.
- Answers will vary. Sample answer: Some people want to turn the empty lot on Fischer Street into a shopping center. But I think the city should turn it into a park. The city doesn't have enough parks. There are

a lot of people who would like a new park.

Lesson Practice

Answers will vary. Sample answer: The author is asking the reader to change his or her snacking habits. Instead of grabbing chips and soda, the reader should try healthy snacks.

Plan Your Writing

Answers will vary. Students should include their main idea for change in the main oval and place details supporting their idea in the other four ovals in their main idea web.

Write Your Response

Answers will vary. Students should have a clear topic, show a point of view about the change they are proposing, support reasons for change with details, and have a solid conclusion in their responses. See the Lesson 20 Opinion Writing Rubrics after the Answer Keys.

Plan Your Writing

Answers will vary. Students should include the item they want in the main oval and place detailed reasons for the advantages of this item in the four ovals in the opinion web.

Write Your Response

Answers will vary. Students should include an introduction to the topic they are writing about, state their opinions, and provide reasons that support their opinions. They should use linking words and phrases to connect opinions and reasons and provide a conclusion. See the Lesson 20 Opinion Writing Rubrics after the Answer Keys.

Lesson 21**Coached Example**

- Answers will vary. Sample answer: Amelia Earhart was a famous pilot who set many records.
- Most animals have only lower jaws that can move.

Lesson Practice

"There were a lot of poor people in the country." "Libraries are good places to find books."

Plan Your Writing

Answers will vary. Students should include the historical event in the main oval and place details about this event in the other four ovals in their main idea web.

Write Your Response

Answers will vary. Students should include a clear subject, present information clearly, support reasons for choosing the historical event with details, and have a solid conclusion in their responses. See the Lesson 21 Informative/ Explanatory Writing Rubrics after the Answer Keys.

Plan Your Writing

Answers will vary. Students should include the name of the show in the center oval and place details about what makes the show special in the other four ovals in the web.

Write Your Response

Answers will vary. Students should include a clear topic sentence at the beginning of their writing. Details should be clear and support the main idea. Students should use examples from the reading passage in their response. They should include transition words throughout their writing and end with a conclusion. See the Lesson 21 Informative/ Explanatory Writing Rubrics after the Answer Keys.

Lesson 22**Coached Example**

- Dogs like barking at squirrels and joggers.
- Answers will vary. Sample answer: "Back to taking the bus," thought Mariah." OR "Mariah called the police." OR "Mariah walked home."

Lesson Practice

Answers will vary. Sample answer: Danny's grandmother asks him to make her something for her birthday. Danny doesn't know what to make for his grandmother's birthday. The problem is solved when Danny's mom helps him bake banana bread.

Plan Your Writing

Answers will vary. Students should include events from the plot in their responses.

Write Your Response

Answers will vary. Students should include characters, setting, and a clear plot in their responses. See the Lesson 22 Narrative Writing Rubric after the Answer Keys.

Plan Your Writing

Answers will vary. Students should show the sequence of events in the story in a new order that makes sense.

Write Your Response

Answers will vary. Students should include a clear plot, setting, and characters. The narrative should also have a clear sequence with a beginning, middle, and end. Dialogue should be part of the narrative. See the Lesson 22 Narrative Writing Rubric after the Answer Keys.

Lesson 23**Thinking It Through**

"Later, Richard went home and ate dinner." The sentence does not help develop the plot.

Coached Example

1. B
2. C

Lesson Practice

1. C
2. A
3. A
4. B

Lesson 24**Thinking It Through**

Answers will vary. Sample answer: The topic is brown bears because the two book titles name this animal.

Coached Example

1. C
2. C

Lesson Practice

1. D
2. C
3. B
4. A
5. Answers will vary. Sample answer: No. This passage is about a frog's life cycle. There is no reason to research a butterfly's life cycle.

Cumulative Assessment

1. C 3W8
2. C 3W5
3. A 3W5
4. C 3W5
5. A 3W5
6. D 3W8
7. A 3W7

Writing Prompt: Answers will vary. Students should include a clear and focused subject, have a logical structure, and present information clearly in their responses. See the Informative/Explanatory Writing Rubrics after the Answer Keys. 3W2a-d

Chapter 4**Lesson 25****Thinking It Through 1**

1. Amy stepped on a nail on the hiking trail.
2. The red leaves by the lake looked fake.
3. correct as is
4. Before Natasha saw the fossils, she wanted to explore the caves.

5. Mom rode in the back seat with me.
 6. correct as is
- Thinking It Through 2**
1. Dad left his briefcase on the kitchen table.
 2. Jenna and Robin used chalk to draw on the sidewalk.
 3. correct as is
 4. Grandma cut the brownies into squares.
 5. correct as is
 6. I like to take a ride in a horse-drawn sleigh.

Lesson Practice

1. B
2. A
3. C
4. D

Lesson 26**Thinking It Through 1**

1. The security guard would not let us reenter the museum.
2. The twins always disagree about everything.
3. Anna was unable to carry the box.
4. correct as is
5. correct as is
6. Káthleen wanted to preheat the oven before baking her cookies.

Thinking It Through 2

1. Angela made careless mistakes on the test.
2. Grandma baked a pie for my birthday.
3. Jane hurried home to watch her favorite show.
4. correct as is
5. Dave was a bit jumpy at the dentist's office.
6. correct as is

Lesson Practice

1. B
2. D
3. A
4. D

Lesson 27

Thinking It Through 1

1. Our front yard needs to be cleaned.
2. His mom asked, "Would you like some broccoli?"
3. correct as is
4. At night, the forest can be scary.
5. At the assembly, the fire department told us, "During a fire drill, you must be silent."
6. correct as is

Thinking It Through 2

1. The president lives in the White House.
2. My dog needed to go outside, so I grabbed the leash.
3. Arlington Cemetery is where soldiers are buried.
4. correct as is
5. correct as is
6. Her grandma lives in San Francisco.

Lesson Practice

1. D
2. C
3. B
4. D

Lesson 28

Thinking It Through 1

1. The girl read two good books.
2. Jane cooked the stew.
3. The calendar had pictures of monkeys.
4. correct as is
5. correct as is
6. Mice love cheese.

Thinking It Through 2

1. She ate the grapes.
2. Martin painted it red.
3. Where did they go?
4. correct as is
5. It was something they will never forget.
6. correct as is

Lesson Practice

1. C
2. C

3. A

4. B

Lesson 29

Thinking It Through 1

1. Amy wrote a letter.
2. My sister is tall.
3. correct as is
4. correct as is
5. The cat was happy.
6. I brush my teeth every day.

Thinking It Through 2

1. Tomorrow I will finish my homework.
2. Dad ordered Chinese food last night.
3. Yesterday they cleaned their house.
4. correct as is
5. I drank a bottle of water after soccer practice.
6. correct as is

Lesson Practice

1. C
2. C
3. B
4. B

Lesson 30

Thinking It Through 1

1. The green ball bounced on the ground.
2. Her smile was pretty.
3. Janet's rotten tooth hurt her.
4. correct as is
5. correct as is
6. The world is big.

Thinking It Through 2

1. The boy is taller than the girl.
2. The Empire State Building is the tallest building in New York City.
3. The National League is older than the American League.
4. correct as is
5. Water is healthier than root beer.
6. correct as is

Lesson Practice

1. B
2. C
3. B

4. B

5. D

Lesson 31

Thinking It Through 1

1. We played outside.
2. He spelled the word correctly.
OR He correctly spelled the word.
3. Brenda set the book there.
4. correct as is
5. correct as is
6. She sprinkled the cake lightly with sugar. OR She lightly sprinkled the cake with sugar.

Thinking It Through 2

1. Marla raised her hand more eagerly than Shawn.
2. Marco smiled widest of all the students in the class photo.
3. correct as is
4. The oak tree swayed more gently than the young maple tree.
5. correct as is
6. I ate the saltiest soup on Friday.

Lesson Practice

1. D
2. B
3. B
4. C
5. B
6. D

Lesson 32

Thinking It Through 1

1. The Smiths live around the block from us.
2. Her brother works at the toy store.
3. correct as is
4. Her mom drives her to dance practice on Wednesdays.
5. correct as is
6. They laugh so hard whenever I tell that joke.

Thinking It Through 2

1. Linda made a salad and then put dressing on it.
2. Jane hit a home run, and then she ran around all the bases.

3. We were calm when the bear approached, but then it kept coming closer.
4. correct as is
5. The crowd was mad because the show started late, but they needed to be patient.
6. correct as is

Lesson Practice

1. B
2. C
3. A
4. D

Lesson 33

Thinking It Through 1

1. Wow! That was the best fireworks show I've ever seen!
2. That tree branch is going to hit us!
3. Franco broke his toe.
4. correct as is
5. correct as is
6. Do you have to babysit on Saturday?

Thinking It Through 2

1. I must bring my socks, toothbrush, and camera.
2. "Always stick together on field trips," the teacher said.
3. correct as is
4. The women's shoes were the same.
5. correct as is
6. My grandpa likes to play chess, checkers, backgammon, and twenty questions.

Lesson Practice

1. A
2. D
3. B
4. D

Lesson 34

Thinking It Through 1

1. Answers will vary. Sample answer: I needed to write a letter, so I looked for an envelope.

2. Answers will vary. Sample answer: My new sweater accidentally went in the dryer. It shrank.
3. Answers will vary. Sample answer: I helped her pick up her book, and she smiled.
4. Answers will vary. Sample answer: We had a flat tire, but we didn't have a spare.
5. The dog kept barking. The neighbors complained.
6. I forgot my house keys. I had to sit on the porch and read.

Thinking It Through 2

1. Answers will vary. Sample answer: Although the stairs were steep, we climbed them anyway.
2. Answers will vary. Sample answer: We ran fast because we were in a rush.
3. Answers will vary. Sample answer: Stuffing was everywhere because the dog chewed on the teddy bear.
4. Answers will vary. Sample answer: The thunder woke us up, although we were sleeping soundly.
5. Answers will vary. Sample answer: Even though we didn't hide very well, they still couldn't find us.
6. Answers will vary. Sample answer: Because there was no time left, we had to turn in the project incomplete.

Lesson Practice

1. B
2. A
3. B
4. A

Lesson 35

Thinking It Through

The word *float* means a type of dessert or soda fountain treat. The words *root beer*, *ice cream shop*, and *sundae* help you figure out the meaning.

Coached Example

1. A
2. C

Lesson Practice

1. D
2. A
3. A
4. D

Lesson 36

Thinking It Through

"Tornadoes can make an awful mess." Answers will vary. Sample answer: Tornadoes can cause great destruction.

Coached Example

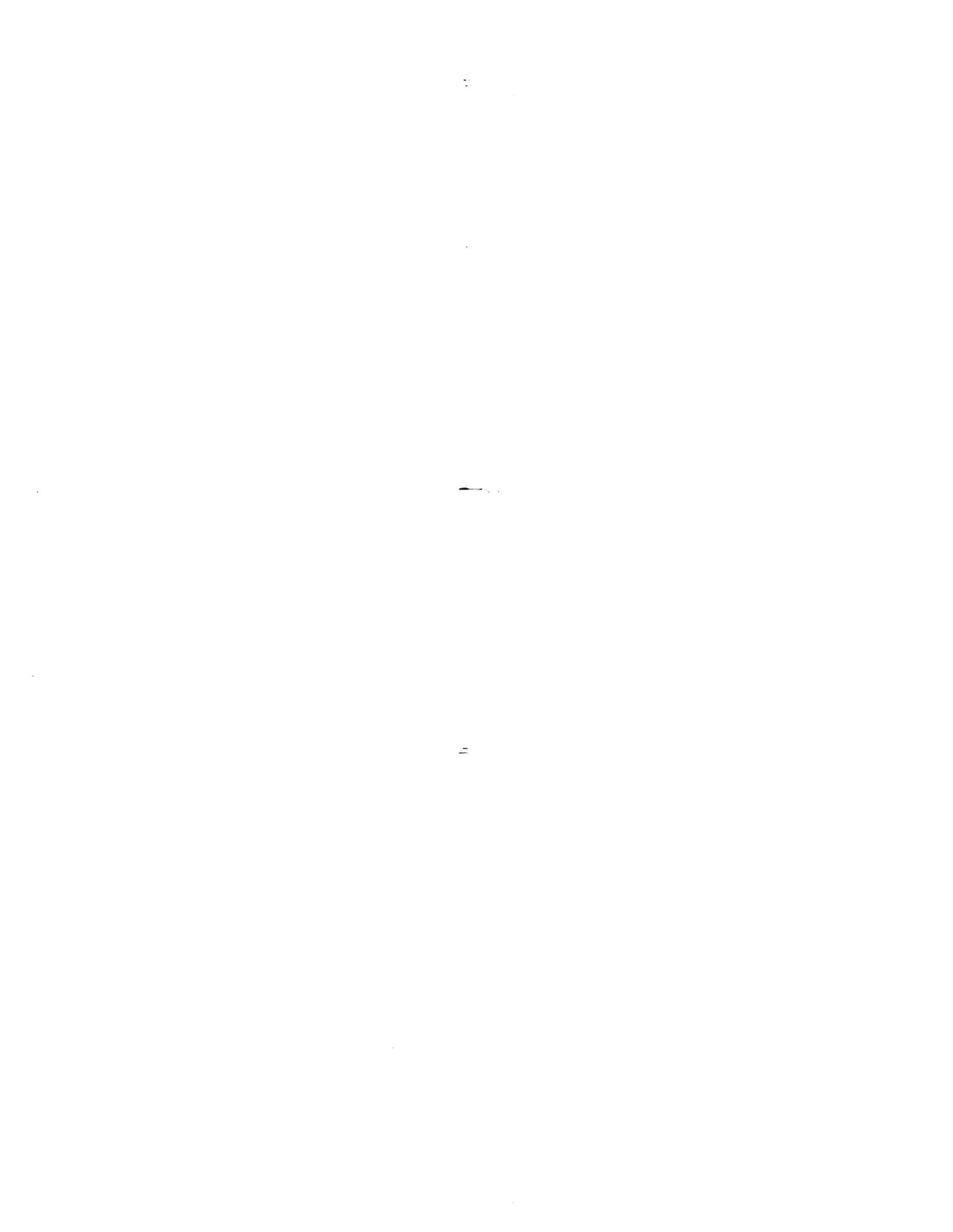
1. A
2. B

Lesson Practice

1. A
2. B
3. D
4. C

Cumulative Assessment

1. C 3L2a
2. D 3L3b
3. D 3L2b, 3L2c
4. C 3L1a, 3L1b, 3L1c
5. A 3L1a
6. Emma also had rocks with sharp edges that she collected while camping and hiking with her cousins. 3L1f
7. Emma wanted to see Utah someday. Today she was thinking about Howe Caverns. 3L1i
8. B 3L1e
9. A 3L4a
10. D 3RF3a
11. B 3RF3d
12. A 3L2e, 3L2f
13. C 3RF3b, 3RF3c
14. D 3L1g



Writing Rubrics

Lesson 19

Response to Literature

Points	Description
2	The response achieves the following: <ul style="list-style-type: none">• Gives sufficient evidence of the ability to complete the task posed in the prompt• Includes specific examples/details that make clear reference to the text(s)• Adequately explains and supports ideas with clearly relevant information based on the text(s)
1	The response achieves the following: <ul style="list-style-type: none">• Gives limited evidence of the ability to complete the task posed in the prompt• Includes vague/limited examples/details that make reference to the text(s)• Explains and supports ideas with vague/limited information based on the text(s)
0	The response achieves the following: <ul style="list-style-type: none">• Gives no evidence of the ability to complete the task with support or evidence from the text(s)

Name _____

Word Count: 108

The Rainbow

“I see it! I see it!” everyone was shouting. 9

Carlos shaded his eyes with his hand. He looked up in the 21
sky. He could not find the rainbow that everyone else could 32
see. Carlos knew about rainbows. He’d learned about them at 42
school. He knew that they appeared when the sky cleared after 53
a rain. He knew that when the sun’s light hit water drops in the 67
air, it made a rainbow. 72

Carlos went inside. A few minutes later, he rushed back out. He 84
was holding a spray bottle filled with water. He squirted water 95
in the air and smiled. He had made a rainbow of his own! 108

Goal Rate

	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM						
Errors						
WCPM						
Accuracy/ Reading Rate %						

Words Per Minute (WPM); WPM – Errors = Words Correct Per Minute (WCPM); (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Name _____

Word Count: 137

A Gecko's Tale

If a gecko could talk, it might tell you an amazing tale.	12
What's the story? Why, it's about a tail—a gecko's tail.	23
A gecko is a kind of lizard. Geckos live in warm places such as rainforests, deserts, grasslands, and marshes.	35
Many people also keep them as pets.	42
Geckos come in all sizes. Some kinds are only the length of your fingernail, and others are longer than your foot.	49
Geckos hunt for food at night. They move quickly and silently, so they can catch crickets and roaches. Sometimes they eat small birds and mice.	60
A gecko has a short, thick tail. Its tail helps it survive.	70
What happens when another animal catches a gecko?	80
The gecko lets go of its tail and escapes! Later, it grows a new one. Now that's an amazing, but true, tale!	89
	95
	107
	115
	127
	137

Goal Rate

	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM						
Errors						
WCPM						
Accuracy / Reading Rate %						

Words Per Minute (WPM); $WPM - \text{Errors} = \text{Words Correct Per Minute (WCPM)}$; $(WCPM \div WPM) \times 100 = \text{Accuracy/Reading Rate \%}$

Name _____

Word Count: 111

Basketball

Many people like the game of basketball.	7
Players need basketball nets and a court to play.	16
There are two nets on a court.	23
There are five players on a team.	30
Two teams play each other.	35
Players also need a large ball.	41
The ball is orange or brown.	47
Players try to put the ball in the other team's net.	58
Sometimes they run with the ball.	64
Sometimes they catch the ball.	69
If they put the ball in the net when they are close to it, they get two points.	83
If they are far from the net, they get three points.	98
The team with the most points wins.	105
Would you like to play basketball?	111

Goal Rate

	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM						
Errors						
WCPM						
Accuracy / Reading Rate %						

Words Per Minute (WPM); WPM – Errors = Words Correct Per Minute (WCPM); (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

Name _____

Word Count: 76

A Trip to the Zoo

You can see many animals at the zoo. There are grizzly bears, black bears, and brown bears. 11
17

A zoo in Washington has giant pandas. Giant pandas are bears, too. They have black and white fur. They have thick fur that keeps them warm. 26
37
43

The penguin house is a good place when it is hot. 54

Many zoos have apes. They are always fun to watch. 64

You may even see a seal show. A zoo has many surprises. 76

Goal Rate

	Read 1	Read 2	Read 3	Read 4	Read 5	Read 6
WPM						
Errors						
WCPM						
Accuracy / Reading Rate %						

Words Per Minute (WPM); WPM – Errors = Words Correct Per Minute (WCPM); (WCPM ÷ WPM) x 100 = Accuracy/Reading Rate %

CHAPTER

2

Informational Texts

Lesson 11 Ask and Answer Questions
3RI1, 3RI10

Lesson 12 Author's Point of View
3RI1, 3RI6, 3RI10

Lesson 13 Main Idea and Supporting Details
3RI1, 3RI2, 3RI10

Lesson 14 Text Organization
3RI1, 3RI3, 3RI8, 3RI10

Lesson 15 Common Features of Informational Texts
3RI1, 3RI5, 3RI10

Lesson 16 Reading in the Subject Areas
3RI1, 3RI4, 3RI10, 3L6

Lesson 17 Illustrations, Photos, and Maps
3RI1, 3RI7, 3RI10

Lesson 18 Compare and Contrast Informational Texts
3RI1, 3RI9, 3RI10

Chapter 2: Cumulative Assessment

11

Ask and Answer Questions



Getting the Idea

You should ask yourself questions when you read informational texts to help better understand what you read. The major questions to ask yourself are *who*, *what*, *where*, *when*, *why*, and *how*.

Look at the list below for some examples of questions you should ask yourself.

- Who or what is the passage about?
- What does the title tell me about the passage?
- What is the main idea of the passage?
- Where do the events occur?
- When do the events occur?
- Why did the author write this passage?
- Why did the author include certain details?
- Does the passage include any diagrams, charts, or other illustrations?
- How do the diagrams, charts, or illustrations help my understanding?
- Are there any words I should look up in a dictionary?

After asking questions, you should skim ahead and scan the rest of the passage to try to find the answers to your questions. When you **skim**, you quickly read the passage and focus on the general idea. When you **scan**, you look for key words or terms to find specific information. Scanning is useful for finding dates, names, terms, and places.

Read the paragraph below and think about which questions you should ask yourself as you read.

In 1860, a man named William Hepburn Russell came up with the idea of a mail service called the Pony Express. The Pony Express riders rode on horseback across the western part of the United States to deliver mail. People in California were able to get mail from people in Missouri in only ten days. Before that, the quickest way to deliver mail was by stagecoach. Stagecoaches went from Missouri to Texas and then on to California. The trip by stagecoach took about twenty-five days.



Who is this paragraph about? William Hepburn Russell

What is this paragraph about? the Pony Express

What does the illustration show? a Pony Express rider

Where did the Pony Express deliver mail? California

When was the Pony Express created? 1860

Why was the Pony Express created? to deliver mail faster

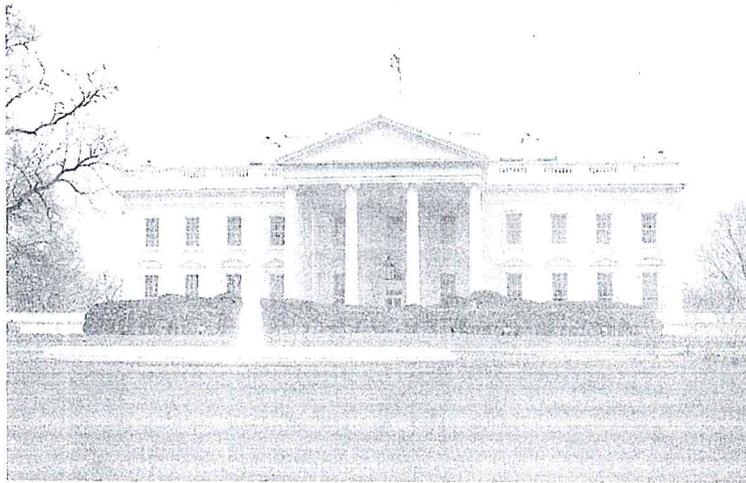
How was mail delivered before the Pony Express? by stagecoach

It is always helpful to look back at what you just read. Remember, when you answer questions about a passage, you should reread it to find the answer. Many times, the answer is written right in the text. Always check to make sure your answer is correct.

Thinking It Through

Read the following paragraph, and then answer the question that follows.

The White House is where the president of the United States and first lady live and work. It was built between 1792 and 1800. There are 132 rooms. The president's office in the White House is called the Oval Office.



Which questions should you ask yourself as you read?

HINT

Look for names and dates.



DISCUSS

What else would you like to know about the White House? Do some research in the library or online. Then report your findings to the class.



Coached Example

Read the passage and answer the questions.

Rosa Parks: An American Hero

Rosa Parks has been called heroic, strong, and dedicated. Do you know why? She did something amazing on December 1, 1955. It happened in the African American community of Montgomery, Alabama. Rosa Parks, who was African American, was riding a city bus. She sat in a seat in the front of the bus. At the time,



African Americans were allowed to sit only in the back of the bus. The bus driver told her to give her seat to a white passenger. When Rosa Parks refused, she was arrested. After that, thousands of people stopped riding buses in Montgomery. What happened next? On November 13, 1956, the United States Supreme Court ruled that buses that separated people based on race were illegal. Rosa Parks won!

1. Based on the title, this passage will be about
 - A. riding a bus.
 - B. the Supreme Court.
 - C. Rosa Parks getting arrested.
 - D. Rosa Parks and her heroism.

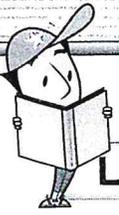
HINT

Pay careful attention to the information in the title. How is Rosa Parks described?

2. Which question is answered by the passage?
 - A. What was the name of the bus driver?
 - B. When did the Supreme Court rule in favor of Rosa Parks?
 - C. Where was Rosa Parks going on the bus?
 - D. On which side of the bus was Rosa Parks sitting?

HINT

Reread the passage. Remember, the answer is often written right in the passage.



Lesson Practice

Use the Reading Guide to help you understand the passage.

Reading Guide

What does the title tell you about the passage?

Where do koalas live?

What kind of question can you ask yourself as you read paragraph 2?

The Koala

Have you ever heard someone call a koala a *koala bear*? Perhaps it's because koalas look like adorable teddy bears! However, they aren't members of the bear family at all. Koalas are actually members of a group of animals called *marsupials*. A marsupial is an animal that has a pouch for carrying its young. Many kinds of marsupials, such as koalas and kangaroos, live in Australia.

A mother koala gives birth to one baby a year. The newborn koala is called a *joey*. A joey is about as big as a large jelly bean! At first, it stays and sleeps in its mother's pouch and drinks her milk. However, after a few months, it leaves the pouch and climbs on its mother's back. Now the joey is ready to eat on its own. Koalas love to eat the leaves of eucalyptus trees.

Often people are tempted to reach out and touch koalas because they look so cute and cuddly. However, doing that is quite dangerous. Do not try to pet koalas! They are wild animals that have extremely sharp claws. Koalas also have strong arm and shoulder muscles that help them climb and jump from tree to tree.



Answer the following questions.

1. Which is the BEST question to ask yourself as you read?
 - A. What are koalas?
 - B. How many marsupials are there in the world?
 - C. Where can I find eucalyptus trees?
 - D. When do koalas climb trees?

2. According to the passage, you should NOT pet koalas because
 - A. they climb trees.
 - B. they are marsupials.
 - C. they are cute and cuddly.
 - D. they have sharp claws.

3. Which of the following questions is answered in the passage?
 - A. Why does a joey climb on its mother's back?
 - B. How long are koala's claws?
 - C. Where do newborns sleep?
 - D. When do koalas sleep?

4. Which of the following questions is NOT answered in the passage?
 - A. How big is a joey?
 - B. When do koalas eat?
 - C. What do koalas eat?
 - D. Why are koalas dangerous?

-
5. According to the passage, what are marsupials?

Use the Reading Guide to help you understand the passage.

Reading Guide

What are nocturnal animals?

How do cats see at night?

Why do bats make sounds?

Creatures of the Night

by Pat Covey

Animals that sleep during the day and are awake at night are called *nocturnal*. Foxes, mice, bats, and owls are all nocturnal animals.

Many nocturnal animals can see in the dark because they have large eyes and wide pupils. The pupil is the dark circle in the center of the eye. Wide pupils let in more light, helping night animals to see in the dark. Some animals, such as cats, have even better night vision. Cats have a kind of mirror in their eyes. This mirror part of the eye collects more light than a human eye does. Even so, night animals usually don't see shapes clearly, and they don't see colors.

Night animals also use their other senses for hunting. Some use the sense of smell to help them find their dinner. For example, you may have seen a cat sniffing around a hole in a wall as it hunts for mice. The cat can smell the mice through the wall! Other night animals hear very well. Bats use sound instead of sight to tell where they're going. They make high-pitched sounds that bounce off objects. From the sound's echo, a bat can tell an object's shape, how far away it is, and where it is.

Night animals use their senses to help them live in the darkness. They have hours of adventure before the sun ever rises.

Answer the following questions.

6. This passage is mostly about

- A. cats' eyes.
- B. bats.
- C. nocturnal animals.
- D. the adventures of night animals.

7. Which of the following questions does the passage answer?

- A. How do mirrors work?
- B. Why do night animals have large pupils?
- C. Why can't night animals see colors?
- D. Why are people afraid of night animals?

8. What is the purpose of the mirror-like structure in the eyes of night animals?

- A. It reflects light to frighten predators.
- B. It collects light to help animals see at night.
- C. It helps animals see shapes and colors better.
- D. It helps animals notice movement better.

9. According to the passage, how do bats use sound?

- A. Bats use sound to communicate with one another.
- B. Bats use sound to confuse other animals.
- C. Bats use sound to frighten their food.
- D. Bats use sound to find objects.

10. According to the passage, how do nocturnal animals hunt?

12

Author's Point of View



Getting the Idea

People write informational texts for different reasons. Say you are reading an article about whales. The author may include many interesting facts about whales that show how amazing and beautiful these animals are. Another article about whales may take a different approach. In this second article, the author explains how whales are threatened because they get caught in traps and nets used by fishermen. Here, the author expresses anger about such practices, and he or she wants to persuade you, the reader, to feel the same way.

In both of these articles about whales, the author has a point of view. The author's **point of view** is his or her opinion and feelings toward the subject. In the first article, the author believes whales are fascinating creatures. In the second, the author believes they are in danger and need help. Both articles are about whales, but each author's point of view on the subject is very different. When you are reading a passage, it is important to think about the author's point of view. Look at the details in the text and decide what the author thinks about the topic. This is his or her point of view. How does the topic make the author feel? Happy? Angry? Excited? Proud?

Also think about your own feelings and opinions about the topic as you read. Do you have the same point of view as that of the author?

Keeping the point of view in mind will help you understand what you are reading. Ask yourself these questions:

- Why is the author writing the text?
- What is the author's purpose?
- Is the text meant to entertain?
- Is the author informing me about something?
- Is the author trying to persuade me to do something?

Read the passage below. As you read, think about the author's point of view.

Martin Luther King Jr. helped fight for the rights of African Americans. He believed it was wrong to treat people differently because of the color of their skin. He argued that all citizens of our country should have the same rights. To help convince others, he led marches and spoke out for what he believed in. His powerful words inspired millions of people. Martin Luther King Jr. was even arrested for speaking out. In 1968, he was killed by someone who did not have the same beliefs. Today, we celebrate Martin Luther King Jr. for his bravery and beliefs. And we honor him with a national holiday every January.



Ask yourself these questions about the passage. They will help you determine the author's point of view.

Who was Martin Luther King Jr.?

What details about Martin Luther King Jr. does the author include?

What did Martin Luther King Jr. fight for?

Why do we celebrate him?

How does the author feel about Martin Luther King Jr.?

Do you feel the same as the author? Why or why not?

Identifying the author's point of view will give you a deeper understanding of the author's message, or what he or she is trying to convey. It may also spark your own interest in the topic, and lead you to want to learn more information about it.

Thinking It Through

Read the paragraph below. Then answer the question that follows.

You might think that stinky skunks would want to stay away from other animals, but that's not true. Skunks are not afraid of most predators. Predators are too busy trying to stay away from *them*. Predators know what might happen if they mess with a skunk! They might get sprayed with a stinging, stinking liquid. The liquid comes from the scent glands under the skunk's tail. Skunks also don't need to try to disguise themselves. The skunk's black and white colors stand out. Enemies can make no mistake about who they're dealing with.



What does the author think about skunks?

HINT

Think about words the author uses to describe skunks and their predators.



DISCUSS

What did you learn about skunks that you did not already know? Share your ideas with the class.



Coached Example

Read the paragraph and answer the questions.

Global warming is something that affects everybody. It's important to take care of your environment. Every little bit helps. Here are some things you can do in your neighborhood.

- Change your light bulbs. Ask your parents to use compact fluorescent light bulbs instead of regular bulbs.
- Recycle. Put out a recycling bin at your house and in your classroom.
- Use less water. Turn off the faucet when you brush your teeth and try to take shorter showers.
- Plant a tree. Trees help absorb carbon dioxide and other harmful elements in the air. Trees also make the oxygen that we breathe.
- Drive less. Walk or ride your bike as much as you can. Also use public transportation.

Talk to your family about trying some of these ways to help our environment. One person can make a difference, but more can make a bigger difference!



1. Why did the author write this text?
 - A. to persuade the reader to protect the environment
 - B. to entertain the reader with a story about the environment
 - C. to educate the reader about ways to help the environment
 - D. to encourage the reader to plant a tree

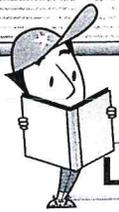
HINT

What information does the author include in the bulleted list?

2. How does the author feel about taking care of the environment?
 - A. Mainly, adults should do their part, not kids.
 - B. The more people who help, the better.
 - C. It is not as important as some people think it is.
 - D. One person cannot make a big difference.

HINT

Think about some of the key words the author uses.



Lesson Practice

Use the Reading Guide to help you understand the passage.

Reading Guide

Why do you think the author wrote about this topic?

What kinds of things does the author focus on and describe?

How does the author feel about UNICEF? What words in the last paragraph reveal the author's point of view?

UNICEF: Working for Children

UNICEF, or the United Nations International Children's Emergency Fund, is all about children. This important organization believes in caring for and helping children all over the world. It has many programs to help children.

UNICEF believes that giving children a healthy start is important. It helps very young children get the best care possible. This organization also tries to prevent childhood illnesses through immunizations. It helps to make sure that children get enough good food to eat, too.

Girls' education is also important to UNICEF. The organization believes that girls who are educated grow up to be good citizens and better mothers. So it helps make sure girls receive a primary education.

This organization also works to protect children. It provides relief during emergencies. It also helps children who live in dangerous environments.

UNICEF works for equal rights and opportunities for all. Special attention is given to women and girls. UNICEF wants to make sure they are protected and treated fairly.

Part of the Global Movement for Children, UNICEF is active in more than 190 countries. It works tirelessly to help children become the best they can be. UNICEF wants to improve the life of every child through its programs. People all over the world are grateful for the work that UNICEF does every day.

Answer the following questions.

1. What does the author think about the work that UNICEF does?
 - A. Everyone can help children.
 - B. UNICEF has an important job.
 - C. Children do not need the help that UNICEF provides.
 - D. UNICEF does not do enough to help children.

2. How do you know the author's point of view?
 - A. The author lists ways children can help themselves.
 - B. The author lists other ways UNICEF can help children.
 - C. The author lists things that you can do at home to help children.
 - D. The author lists all the things UNICEF does to help children.

3. What is one way that UNICEF helps children?
 - A. It buys school supplies for girls.
 - B. It provides sports equipment to those in need.
 - C. It provides health services to children who need it.
 - D. It provides shelter for the homeless.

4. What kind of person do you think the author might be?
 - A. helpful
 - B. caring
 - C. lazy
 - D. curious

-
5. Based on the information in the passage, what is your point of view about UNICEF? Is it similar to or different from the author's point of view? Support your answer with details from the passage.

Use the Reading Guide to help you understand the passage.

Reading Guide

What does the author believe about salaries for professional athletes?

What words does the author use to describe athletes' salaries?

How does the final paragraph support the author's point of view?

Professional Athletes Earn Too Much

by Neil Davis

Americans love their sports teams and the athletes who play on them. We often hear about players who earn millions of dollars. This amount of money can seem almost normal to us. These salaries create serious problems, though.

Many families today cannot afford the ticket prices for sporting events. One reason tickets are so expensive is that players earn really high salaries. Athletes say the high salaries are only their fair share of the billions of dollars owners make from the teams. This is poor logic, though. Both owners and players should accept less money. Cutting player salaries could help make ticket prices more affordable.

Excessive player salaries suggest that the work of professional athletes is more important than it is. Professional athletes earn more than the president of the United States. They earn more than doctors and police officers. Is playing a game more important than leading the country or saving lives? Lower athlete salaries would better reflect the value of their work.

Finally, outrageous salaries for athletes send a bad message to young people. Kids want to be just like their heroes. When a famous athlete gets a million-dollar contract, young people learn to admire greed.

Professional athletes should earn less money. Athletes should be paid for their talent, but they should remember their fans, too. Without fans, athletes would not have a job. The greed of many athletes hurts the very people who support them.

Answer the following questions.

6. Which sentence BEST tells the author's point of view?
- A. "Americans love their sports teams and the athletes who play on them."
 - B. "This amount of money can seem almost normal to us."
 - C. "Kids want to be just like their heroes."
 - D. "Professional athletes should earn less money."
7. How do you know the author's point of view about salaries?
- A. He gives many examples of why fans support athletes.
 - B. He tells why athletes deserve more money.
 - C. He shows several problems related to high salaries for athletes.
 - D. He explains why team owners should earn less money.
8. Why did the author write this text?
- A. to persuade the reader that athletes make too much money
 - B. to entertain the reader with stories about athletes
 - C. to inform the reader about the business of sports
 - D. to encourage the reader to attend sports events
9. Which word BEST describes athletes' salaries, according to the author?
- A. reasonable
 - B. affordable
 - C. fair
 - D. outrageous
10. Based on the information in the passage, what is the author's point of view about how high salaries affect young people?
-
-

13

Main Idea and Supporting Details



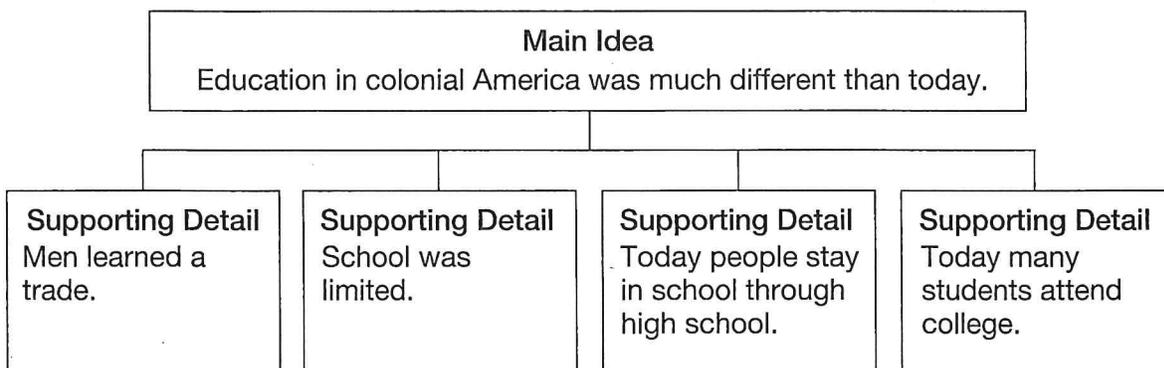
Getting the Idea

The **main idea** of a passage is the most important point the author wants you to understand. It is what the passage is mostly about. You can usually figure out the main idea if you ask yourself, “What is this passage about?” Sometimes the author even puts the main idea in the title or in one sentence of the passage.

Supporting details are the sentences that support, or back up, the main idea. Supporting details can be information such as names, places, and descriptions that help readers understand the main idea. These details help explain the main idea. For example, read this passage:

A long time ago in America, people learned only what they needed to know to survive. For men, this often meant learning a trade, like making shoes. For women, this meant learning to cook, sew, and raise children. Children went to school for only a few years just to learn the basics. Today, most Americans stay in school at least through high school. Many Americans go on to get a college education.

The diagram below shows the main idea and supporting details.



When you read informational texts, pay attention to the main idea of the passage. You should also note the details supporting the main idea. Not all details in a passage support the main idea. It is your job as a reader to identify the main idea and its supporting details. Read the passage below.

Mark Twain is one of America's most famous writers. His real name was Samuel Clemens. He was born in Missouri in 1835. Missouri was part of the Southern states during the Civil War. When he was eighteen, Mark Twain left Missouri and worked as a printer in different cities. He wrote *The Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*.

What is the main idea of the passage? Mark Twain is one of America's most famous writers. Which details support the main idea? Mark Twain's real name was Samuel Clemens. He was born in Missouri. He was born in 1835. He wrote *The Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*.

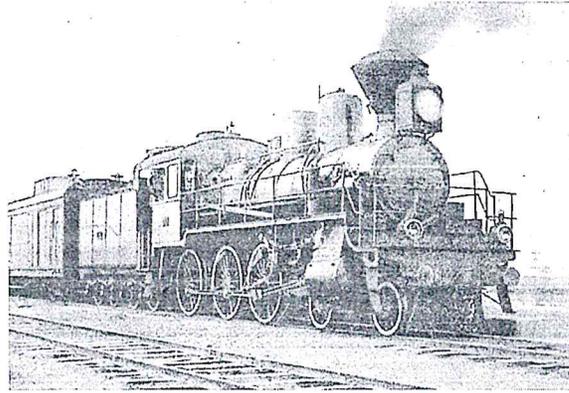
Reread the fourth sentence in the passage. Does it support the main idea? No. The passage is about Mark Twain, not about Missouri. The sentence should be removed.

When you read, ask yourself questions about the passage. Why did the author include certain details? What is the passage about? These questions will help you identify the main idea and important details.

Thinking It Through

Read the following paragraph, and then answer the question that follows.

The Pennsylvania Railroad Company was set up in 1846. Originally, it was supposed to run between Harrisburg and Pittsburgh. At first, it only had freight trains, which carried goods and supplies. Then, in 1848, it began running a passenger train. The company grew quickly. By 1856, the Pennsylvania Railroad went to Chicago, Illinois. After the Civil War, it went to Washington, D.C., St. Louis, Missouri, New York City, and other large cities. By 1910, the Pennsylvania Railroad's tracks covered 10,000 miles.



What is the main idea of this passage?

HINT

The main idea is what the passage is mostly about.



DISCUSS

Discuss your answer with a partner.



Coached Example

Read the passage and answer the questions.

Does leap year mean we leap all year? No, it means there is one extra day, February 29, added to the calendar. Leap years happen only every four years. Why do we have leap years? They make the calendar work. There are 365 days in a year. Those 365 days mark the time it takes Earth to complete its trip around the sun. But the actual time it takes Earth to make the trip is 365 and one-quarter days. After four years, the calendar is off by one full day. To correct the problem, a leap day is added once every four years.

February						
Sun	Mon	Tue	Wed	Thu	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29					

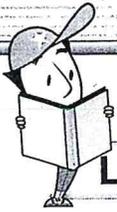
- What is the passage mainly about?
 - leap year
 - the calendar
 - Earth
 - the sun
- Which of the following is NOT a supporting detail from this passage?
 - There are 365 days in a year.
 - A leap day is added once every four years.
 - After four years, the calendar is off by one day.
 - It takes Earth twenty-four hours to complete a day.

HINT

Reread the passage. Look at each answer choice. What does the author want you to learn?

HINT

One of these choices was not in the passage. Look back and decide which choice includes new information.



Lesson Practice

Use the Reading Guide to help you understand the passage.

Reading Guide

What is paragraph 1 mainly about?

What is paragraph 2 mainly about?

Which details support the idea that bald uakaris stand out from other monkeys?

The Bald Uakari

There are many kinds of monkeys all over the world. Some monkeys are called New World monkeys. These monkeys live in Central and South America. They live in tropical weather because they like to stay warm. They have long tails and flat, wide noses.

There are about one hundred species of New World monkeys. One of these is called the bald uakari. The uakari is a little over two and a half feet long, including its tail. Uakaris weigh from about six and a half pounds to seven and a half pounds. They have long, fluffy hair that ranges from white to orange-red.

Bald uakaris stand out from other monkeys. In fact, many people think that these monkeys look very bizarre. Uakaris have bright, red faces. In fact, the color is so vivid that they look as if they were suffering from a bad sunburn! Even though they have a lot of hair on their bodies, they also have little or no fur on their faces. This makes them look even more peculiar. When uakaris have paler faces, that could mean they are diseased. A bright, red face is a sign of good health.

Uakaris search for food in groups of about ten. It could be that searching for food in groups helps them search larger areas. Uakaris like to eat fruit, leaves, insects, and seeds.