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CCSS RI.4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

LESSON 25 Interpreting Visual Elements of a Text

1 Introduction **THEME: » Finding the Facts**

Authors often include visuals in informational text to help you better understand a subject. Visuals include photographs, drawings, graphs, charts, diagrams, or time lines. You should always look closely at these visuals and think about how they support the text. Many times, they include additional information that an author could not express with words.

Read the note. Look at the map and pictures. Then complete the Venn diagram on the next page.

Dear Juan,

Here are the directions to the restaurant. I drew a map and included a picture of the restaurant to help you find it. You and Dad can meet us there at 7:00 p.m. Have Dad make a right out of the driveway and make the second right onto Hickory Lane. Stay on Hickory for 3 miles. Turn left onto Ridge Avenue. The restaurant is called "Mickey's," and it is on Ridge Avenue. See you both tonight!

Love,
Mom

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Common Core State Standard

RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

THEME: Finding the Facts

1 Introduction

Read, or have students read, the instructional text. Work through the example as a class. Students should closely read the text and look at the map. Discuss what they can learn from the text and what they can learn from the map, using the Venn diagram.

1 Introduction **Lesson 25**

Read the note again and look at the map. Think about what information you learn from just the text and just the map with pictures. The Venn diagram shows what you can learn from only reading the text, only looking at the map, and what you can learn from both. Fill in more information on the Venn diagram.

Text

- Meet at Mickey's restaurant at 7:00 p.m.
- See you both tonight.
- Stay on Hickory Lane for 3 miles.

Both

- Make a right out of driveway.
- Second right onto Hickory Lane.
- Turn left onto Ridge Avenue.
- Mickey's is on Ridge Avenue.

Map

- Mickey's restaurant is next to the Toy Store.
- Mickey's restaurant is across from the Laundromat.
- Their house is close to Maple Road.

When a text shows a visual like a map, photograph, chart, or drawing along with text, remember to look at the visuals carefully. The visuals give you extra information that the words alone do not.

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2 Focused Instruction

Title: Climbing Mount Everest

Genre: Nonfiction: Informational

Lexile® Measure: 1260L

Guide students as they work together as a class, in pairs or groups, or individually. Offer assistance to students as needed.

Vocabulary

To help with comprehension, review these vocabulary words with students before they read the passage. Write the words on the board and keep them displayed so students can refer to them when they read independently.

peak, pulse, summit

◆ A Closer Look

Use A Closer Look to have students increase their understanding of the text. Remind students to use the hint box to help them answer the question.

Discuss It

For this discussion activity, you can choose to have students discuss in pairs, in groups, or as a class.

Speaking/Listening Activity

The passage says that many people make it a life goal to climb Mount Everest. In pairs or small groups, have students share one of their life goals.

ELL Support

Discuss nouns and proper nouns with students. Using the passage, have them locate proper nouns and nouns. Discuss the difference.

2 Focused Instruction

Read the first part of the passage. Then answer the questions.

Climbing Mount Everest

by Catherine Bevard

1 The highest point in the world is Mount Everest. Its peak is 29,035 feet high. In the 1990s, people started using tools to track changes on it. The tools have shown that the mountain moves a little bit to the northeast every year. It also rises a fraction of an inch each year. So, the world's highest point keeps getting even higher.

2 It took a long time for anyone to climb to the summit, or top, of Mount Everest. In 1953, two men, made it to the top. In 1980, the first person climbed to the summit alone. In 2001, a blind man made it to the mountain's peak. In 2010, the world was shocked when Jordan Romero, age 13, made it to the top. He is the youngest person to climb the mountain.

1953 First people reach summit (Edmund Hillary and Tenzing Norgay)

1975 First woman reaches summit (Junko Tabei)


1978 First people reach summit without extra oxygen (Reinhold Messner and Peter Habeler)

1980 First person reaches summit alone (Reinhold Messner)

2001 First blind person reaches summit (Erik Weihenmayer)

2010 Youngest person (age 13) reaches summit (Jordan Romero)

2013 Oldest person (age 83) reaches summit (Yuichiro Miura)



Jordan Romero and Ang Pasang, a Sherpa guide, reach the summit of Mount Everest

Think About It

What information do the visuals give that the text does not?

The photo shows that the climbers wear ski goggles; warm clothes and use extra oxygen. The time line tells that Junko Tabei was the first woman to reach the top. The oldest person reached the summit in 2013.

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2 Focused Instruction

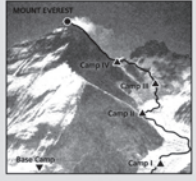
Continue reading the passage. Then answer the question.

A CLOSER LOOK

Look at the map. Underline the words and phrases in the final paragraph that talk about the routes up the mountain.

3 There is a reason that few people reach the top of the mountain. It is a challenge in many ways. First, the weather on the mountain is so harsh that it cannot support human life. The weather is not the only issue. The mountain is so high that a climber's pulse and heart rate go up as his body works harder to get enough oxygen. Many climbers bring extra oxygen with them for the climb. Some try to finish the climb without it.

4 There are a few routes to the top that people can take when they climb the mountain. The south route is the most common. The north path is used less, but people still climb it sometimes. People do not climb the East Face, the mountain's biggest side, very much. Whatever path these climbers take, trying to reach the top of Mount Everest is dangerous. Yet, many still make it one of their life goals to reach the mountain's summit.



Which route would most likely be marked on the map—a route that is often climbed or less often climbed?

Which route is most likely *not* shown on the map of Mount Everest?

A the south route

B the north path

☒ C the East Face

D base camp

DISCUSS IT

Talk to a classmate about how the visuals helped you learn more about Mount Everest. What information did they provide that the text alone did not?

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3 Guided Practice

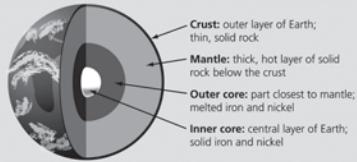
Lesson 25

Read the passage. Then answer the questions.

How Was Mount Everest Formed?

by Catherine Bevard

A CLOSER LOOK
As you read, use the diagrams to help you understand what you are reading. Circle the words in the text that relate to the diagrams.



- 1 Earth is comprised of different layers. The outer part of the planet, between the mantle and the surface, is called the crust. The crust and the outer part of the mantle are broken into about a dozen large plates and many smaller ones. They are called tectonic plates. The continents and the ocean floor rest on these gigantic plates.
- 2 These tectonic plates move very slowly over Earth's surface. The places where the plates touch are called plate boundaries. At plate boundaries, the plates grind by, slide under, and buckle on top of one another.



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Guided Practice

Title: How Was Mount Everest Formed?

Genre: Nonfiction: Science

Lexile® Measure: 950L

Students should complete the Guided Practice section on their own. Offer assistance as needed, pointing out the A Closer Look and Hint call-out boxes along the left side of the page.

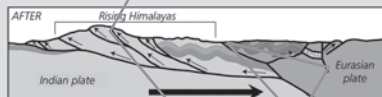
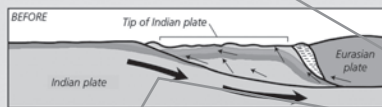
Vocabulary

comprised, crust, mantle, tectonic plates

3 Guided Practice

Lesson 25

- 3 Mountains such as the Himalayan Mountains also form at plate boundaries. The Himalayans began forming about 40 to 50 million years ago. The plate containing India collided with the Eurasian plate. As the plates pushed together, Earth's crust folded and was pushed upward. Rocks that were previously buried were forced up to become mountains. The Himalayans are the biggest mountains in the world. They are growing taller every day as the plates continue to collide.



The Himalayan Mountains formed when the Indian plate pressed against the Eurasian plates. Then Earth's crust folded over another crust.

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Media/Research Activity

As a class, view the short video at www.sciencekids.co.nz/videos/earth/mounteverest.html, which shows climbers reaching the summit and provides a view from the peak.

3 Guided Practice

Lesson 25

Reread the first paragraph and look at the diagram. How does this help you understand more about Earth?

1 What does the diagram of Earth show?

- A the mantle of the Earth
- B the Earth and its inner parts
- C the Earth's atmosphere
- D the Earth's oceans

What does the after diagram show?

2 How do the before and after diagrams help you understand concepts in the passage?

- A They show how earthquakes happen.
- B They show how high the Himalayan Mountains are.
- C They provide a simple visual of tectonic plate movement.
- D They show how Earth's lower mantle is involved in rock formation.

How does the map help you learn more about the location of the Himalayan Mountains?

3 How does the map of Earth's plates help you understand the passage?

The map shows that Earth has many plates. It also shows where the Eurasian and Indian plates meet. This helps show where the Himalayan Mountains are on Earth.

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4 Independent Practice

Lesson 25

Read the passage. Then answer the questions.

The First Woman to Climb Mount Everest

1 Twenty-two years after the first two men climbed to the top of Mount Everest, the first woman reached the summit. Junko Tabei is a Japanese mountain climber who led the first all-women journey to the top of the world's tallest mountain. Tabei was 35 years old. She felt relieved as she "gazed down from the icy, wind-swept roof of the world." Like most climbers, Junko was guided by a male Sherpa, who is someone who lives in the mountains of Nepal. Sherpas help many people from all over the world climb Mount Everest. The women reached the summit on May 16, 1975. There were 15 women in the climbing group.



Junko Tabei at the top of Mount Everest.
May 16, 1975.

2 Climbing Everest is an extremely difficult and dangerous task. At one point during her climb, Junko Tabei was buried beneath an avalanche. She had her tent with her, so she set it up and slept there beneath the snow until a Sherpa rescued her. After surviving the cruel snow, Junko kept climbing for 12 days until she reached the summit. While on top of the world, Tabei knew that they had a difficult climb ahead—the climb down. This takes great physical and mental strength. "It was much harder than climbing up," Tabei stated. She kept telling herself, take "one more step. . . Eventually it must end."

3 The early climbers of Mount Everest were very focused on reaching the summit. They did not think about the equipment and trash that they left behind on the mountain. Over the next few decades, tons of trash gathered on the mountain as people from all over the world climbed the mountain. This was harmful to the natural environment and also dangerous for climbers.

4 Junko Tabei has become one of many climbers to speak up about the dangers of pollution on the mountain. She is a leader in the nonprofit organization Himalayan Adventure Trust Japan. Her organization works with Nepalese villagers near Everest to help clean up the mountain. They helped build an incinerator to get rid of the waste left by climbers. When

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4 Independent Practice

Title: The First Woman to Climb Mount Everest

Genre: Nonfiction: Biography

Lexile® Measure: 890L

Have students complete the Independent Practice on their own. Students can complete it at home, or during class.

Vocabulary

contamination, goodwill, incinerator, nonprofit, Sherpa

4 Independent Practice

Lesson 25

Junko first climbed Everest, there were very few cars in Kathmandu, the capital and largest city of Nepal. No cars meant no pollution. Today, there are many cars and tall buildings in the city. There are also more climbers than ever coming through the city. Junko Tabei teaches people about the dangers of water contamination and other environmental dangers. In 2011, Tabei acted as Nepal's goodwill ambassador for tourism. She worked hard to raise awareness about the environment around Mount Everest.

5 In 1992, Junko Tabei was the first woman to reach the summits of the highest peaks on each continent. These peaks are known as the "Seven Summits." Thirty-nine years after her famous climb, Tabei is a wife and mother of two children. One of her life goals is to reach the summit of the highest mountain in every country. She has climbed 60 of these peaks so far. She continues to climb and help others reach mountaintops.

- 1953 — The first two men climb to the top of Mount Everest.
- 1975 — Junko Tabei is the first woman to reach the top of Mount Everest.
- 1992 — Tabei is the first woman to reach the "Seven Summits."
- 2011 — Tabei acts as Nepal's goodwill ambassador for tourism.



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4 Independent Practice

Lesson 25

Seven Summits

Mountain	Country	Continent
Mount Everest	Nepal/Tibet	Asia
Aconcagua	Argentina	South America
Mount McKinley	Alaska	North America
Kilimanjaro	Tanzania	Africa
Ebrus	Russia	Europe
Vinson Massif	Ellsworth Range	Antarctica
Mount Kosciuszko	Australia	Australia

- 1 How does the picture of Junko Tabei at the top of the passage support the statement, "Climbing Everest is an extremely difficult and dangerous task?"
- A The weather in the picture looks dangerous.
 - B Junko Tabei is all alone.
 - C There is a Japanese flag in the picture.
 - D** Junko is wearing heavy clothing.

**RI.4.7
DOK 2**

- 2 Why did Junko Tabei speak about the dangers of pollution on Mount Everest?
- A When Junko first climbed Everest, there were very few cars in Kathmandu.
 - B** Climbers from all over the world leave trash and equipment on the mountain.
 - C Villagers helped build an incinerator to get rid of the waste left by climbers.
 - D Junko was the first woman to reach the summit of Mount Everest.

**RI.4.7
DOK 2**

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4 Independent Practice
Answer Analysis

- 1 Choice D is correct. The fact that Junko Tabei is wearing intense cold weather gear after being in an avalanche and climbing the world's tallest mountain supports the statement. Choice A is incorrect. Even though Everest does have dangerous weather at times, the weather looks relatively clear and calm in this photograph. Choice B is incorrect. The photograph shows Junko Tabei with her guide, so we know that she was not alone on her journey. Choice C is incorrect. There is no Japanese flag in the picture and this would be unrelated to the difficulty and danger involved in the climb.
- 2 Choice B is correct. Tabei wanted to raise awareness about the pollution caused by climbers. Choice A is incorrect. This fact touches on the changes that pollution brought, but it is not the main reason Tabei spoke out about the environment. Choice C is incorrect. This shows the efforts to clean up pollution rather than the cause that spurred Tabei to action. Choice D is incorrect. It does not explain why Tabei spoke out about pollution.

3 PART A Answers should state that the chart gives the names and locations of the highest summit on each continent.

PART B Choice D is correct. The map shows the summits of the highest mountains on the seven continents. The chart lists their names and locations. Choices A and B are incorrect. These statements cannot be proved by the visuals. Choice C is incorrect. The map and the chart do not give any information about the efforts to clean up Mount Everest.

4 Answers should detail Junko Tabei's achievements in mountain climbing, as well as her work to protect the environment from careless mountain climbers and the effects of tourism.

4 Independent Practice

Lesson 25

RI.4.7
DOK 2

3 Part A
What information do you get from the chart that is not in the article?
The chart tells the names of the mountains and the country where each mountain is located.

Part B
Which sentence from the passage explains the map and the chart?

A "Twenty-two years after the first two men climbed to the top of Mount Everest, the first woman reached the summit."
B "There were 15 women in the climbing group."
C "Her organization works with Nepalese villagers near Everest to help clean up the mountain."
D "In 1992, Junko Tabei was the first woman to reach the summits of the highest peaks on each continent."

4 How does the time line help you better understand Junko Tabei's involvement in the world of mountain climbing? Include words or sentences from the text that relate to the time line.

Junko Tabei has devoted her life to mountain climbing and issues related to it, such as protecting the environment of Mount Everest. The time line shows that her career spanned four decades. It also shows that Tabei climbed the Seven Summits by 1992. On a related note, the text says that even after the Seven Summits, Tabei continued to climb over 60 peaks. That, combined with her many years of mountain experience, shows that she is a dedicated, ambitious, and caring adventurer.

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Writing Activity

Junko Tabei became Nepal's goodwill ambassador for tourism. A goodwill ambassador is someone who goes to another country to act on behalf of his or her own country for a specific cause. Have students write a few paragraphs detailing a cause that they would like to be a goodwill ambassador for and what they would strive to do for that cause.