

Table of Contents

Introduction to <i>Get Set for Reading</i>	5
--	---

Reading Literary Text

Focus Lesson Literary Text	6
Focus Lesson Poetry	10
Focus Lesson Drama and Plays	13

Reading Informational Text

Focus Lesson Narrative Text	17
Focus Lesson Instructional Text	20
Focus Lesson Expository Text	23
Focus Lesson Argumentative Text	26

UNIT 1 Our World 29

Lesson 1 Literary Text

RL.3.3, 3.5, 3.9	First Flight and <i>A Frolic</i>	30
RL.3.1, 3.2, 3.5	How the Beetles Made It Rain	35

Lesson 2 Literary Text

RL.3.1, 3.3, 3.6	A Place for Yuki	39
RL.3.1, 3.3	Elizabeth Ann Makes Butter	44

Lesson 3 Informational Text

RI.3.1, 3.2, 3.3, 3.7	The Other Senses	48
RI.3.1, 3.5, 3.7	Corsica, France's Island Paradise	52

Lesson 4 Informational Text

RI.3.6, 3.7	Save Rain Forests!	56
RI.3.1, 3.7, 3.8	How to Make a Desktop Fairy Garden	60

UNIT 2 Let's Explore 65

Lesson 1 Literary Text

RL.3.1, 3.2, 3.4, 3.7	Looking into the Past	66
RL.3.1, 3.3, 3.4, 3.5	Adapted from <i>The Voyages of Doctor Dolittle</i>	71

Lesson 2 Literary Text

RL.3.1, 3.2, 3.3, 3.5	The Sandman	76
RL.3.1, 3.3, 3.5	Adapted from <i>The Bobbsey Twins on a Houseboat</i>	80

Lesson 3 Informational Text

RI.3.1, 3.2, 3.3, 3.7	Worm Farm	84
RI.3.1, 3.2, 3.4, 3.6, 3.8	Under the Waves: Sylvia Alice Earle	89

Lesson 4 Informational Text

RI.3.1, 3.2, 3.3, 3.6, 3.7	Saturn's Rings	94
RI.3.1, 3.2, 3.5, 3.8	Backyard Chickens	99



Expository Text

Focus Lesson

Expository text is nonfiction writing that informs, explains, describes, or defines a subject. Textbooks, guides, newspapers, and magazine articles are all examples of expository text. When you read, especially articles about school subjects, you may not know every word you see. But you can often figure out the meaning of a new word from other words near it in a sentence or paragraph. These words are **context clues**. Examples, descriptions, or synonyms can be used as context clues.

As you read, think about how events flow. The order in which events happen is called **sequence**. Sometimes **directions**, or a sequence of steps, is shown as a list with numbers or bullets. Look for sequence clue words, like *first*, *next*, *last*, *before*, *finally*, *now*, *after*, and *then*.

You may also want to understand why things happen. You can ask yourself, "Why did this happen?" That is the **cause**. Then ask, "What happened?" This is the **effect**. Look for clue words that signal causes: *if*, *because*, and *since*. These clue words signal effects: *then*, *so* and *that is why*.

Sometimes you may read two articles about the same subject, or you may read one article that talks about common subjects. As you read, you should **compare** the texts or subjects. How are they alike? Also, **contrast** the texts or subjects. Think about how they are different.

Sometimes when you read, you are looking for a **solution** to a **problem**. First, you need to identify what the problem is. Then you must find a solution that matches the problem. Look for words such as *because*, *since*, and *therefore* to help pick out a problem and its possible solution.



Read this article and answer the questions that follow.

Research Shows Kids Like Healthy Foods

by Tom Vilsack, Agriculture Secretary

Every text has a **main idea**, the main point the author is trying to make. The main idea is supported by **key details**.

What is the main idea of this passage?

1 The US Department of Agriculture works every day on the problem of improving childhood nutrition. Because we want to help parents raise healthier young Americans, we study how children eat.

2 In recent days, we have had some positive developments in this work. The USDA released a new report on healthy snacks. The new report looked at the USDA's Fresh Fruit and Vegetable Program. It provides free fruits and vegetables to students in more than 7,000 schools. We found that when students were offered fresh fruits and vegetables, they try them—and in most cases, they like them.

3 Students in the program ate 15 percent more fruits and vegetables than other children their age. In fact, when these fruits and vegetables were offered in schools, almost every student tried one. For those who chose a fruit, more than 85 percent ate most or all of their snack. For students who tried a vegetable, more than 60 percent ate most of it or finished the whole serving.

4 Therefore, by offering healthy foods to our young people and their families, we can help them develop better eating habits. That will improve their health and prevent harmful weight gain. Together, we can give today's young people the tools they need to grow up healthy, strong, and ready to succeed.



A **prefix** is a part of a word added to the beginning of a word. A **suffix** is a part added to the end of a word. Prefixes and suffixes change the meaning of a word.

What does the word harmful mean in paragraph 4?



1 Part A

What format for expository text does this article use?

Reread the first and last paragraphs of the article. Paragraph 1 mentions the problem of improving childhood nutrition. Paragraph 4 mentions helping kids develop better eating habits to improve their health and prevent weight gain. You can conclude that this article uses a problem-solution format.

Part B

What signal words are used in the article to support your answer to Part A?

Paragraph 1 uses the signal words *problem* and *because*. Paragraph 4 uses the signal word *therefore*. These words help to point out a problem and its solution.



Guided Practice

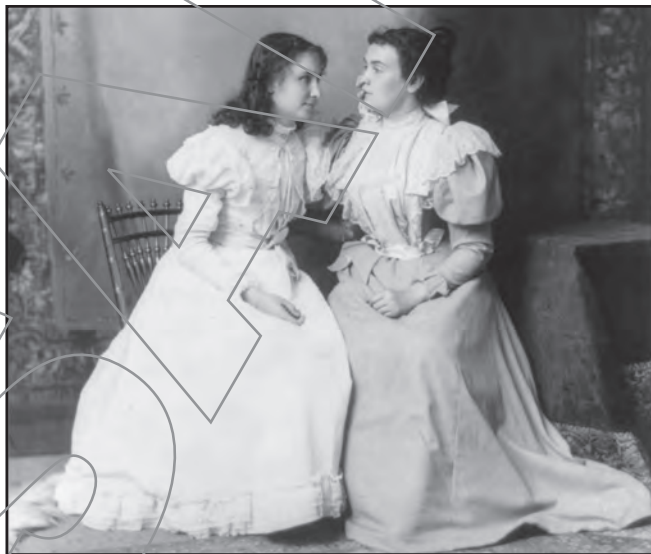
Read the passage and answer the questions that follow.

The Other Senses

by Charles Lopez

See page 23
Focus Lesson:
Expository Text

- 1 What would life be like if you couldn't see or hear? Helen Keller could help you imagine it. Her most popular stories described what it was like to depend on touch and smell instead of sight and sound. She wrote a book, *The World I Live In*, and many magazine articles about her experiences as a blind and deaf person.
- 2 Keller's world as a child was quiet and dark. She could feel the warm sun and smell and touch the things around her. Her parents looked for help for their daughter, who was upset when her mother and father couldn't understand what she wanted to tell them.
- 3 Keller wrote about a new part of her life, when her teacher, Anne Mansfield Sullivan, came to her: "My teacher is so near to me that I scarcely think of myself apart from her.... All the best of me belongs to her."



Helen Keller and Anne Sullivan, 1897



1 Part A

What can you tell about Helen Keller from the article?

Reread the article. What is it mostly about?

Helen Keller used her senses to learn about the world, even though she couldn't hear or see. Sometimes she noticed things other people didn't.

Part B

Which sentence in the article shows the answer to Part A?

Reread paragraph 4 to find a sentence that tells what it is mostly about. Details will support this idea. Ask yourself which sentence describes the whole article.

"Without sight or hearing, Keller experienced the world by paying attention to things that most people didn't notice."



Read the passage and answer the questions that follow.

Corsica, France's Island Paradise

1 When most people think of France, they picture the Eiffel Tower in Paris. They don't think about beaches and palm trees. But Corsica is a region of France that is actually an island in the Mediterranean Sea. Even though Corsica is part of France, it is closer to Italy than to France. This is why many people in Corsica speak Italian and eat Italian food. Corsica is a beautiful place. People go there to hike mountains, dive in the sea, and enjoy the beaches.

2 Many people in Corsica live in cities along the coast, where they can visit museums. Others live in small villages in the mountains. To get to these villages, people travel winding roads and pass buildings that are hundreds of years old.

The History of Corsica

3 The first people to live on Corsica came there in 560 B.C. The island was ruled by people from other countries for many years. The people who lived on Corsica fought in many wars because they wanted to be free. They did not want to be ruled by another country. They finally became free in 1755. But then King Louis XV of France defeated them in 1769. After 14 years of self-rule, the island became part of France. It has belonged to France for about 250 years.

Many Things to See and Do

4 Many people visit Corsica to hike in the mountains. It only takes an hour to walk on some of the short trails. But other trails take hikers three or more days from start to finish. People who hike these trails spend the night in special buildings along the trails. Sometimes they ride horses or bicycles on these trails. They might see wild pigs, called boars, which live in the mountains. In 2013, for the first time, the famous bicycle race Tour de France began in Corsica. The cyclists rode along the coasts as well as through the mountains.

Famous for Good Food

Old-fashioned Corsican cooking started in the island's mountains. Many dishes are much like Italian foods. Farmers collect milk from flocks of sheep and goats to make delicious cheeses. Other people gather fresh chestnuts, citrus fruits, grapes, and olives. Many cooks use chestnut flour in recipes.

At the markets, shoppers can buy bunches of wild herbs and greens collected from the countryside. Lavender, mint, thyme, asparagus, and leeks, all gathered from the countryside, are for sale. Other booths sell jams, honey, lemons, olives, wines, fruits, vegetables such as tomatoes and eggplant, or breads. Shoppers may also find fresh seafood in the markets or at the docks, such as crabs and sea urchins. Shoppers can buy sausages and other smoked meats the farmers make during the winter. Charcuterie, which is salted, smoked, or cured meat, is an island specialty. Most farmers make fresh cheese every day.

Restaurants here serve fresh stuffed pastas, wild meats, seafood, and stews. A favorite treat, the *falculelle*, is a little cheesecake pastry baked on a chestnut tree leaf.



1 Part A

Where would you look to find information about the kind of food people eat in Corsica?

- A** the map
- B** the sidebar
- C** the end of the article
- D** the beginning of the article

Part B

What else can you learn from this part of the article?

- A** where to find a restaurant
- B** what people buy at markets
- C** where to dive for sea urchins
- D** what to make with chestnut flour

2 Part A

According to the map, the island of Corsica is closest to which country?

- A** Italy
- B** Spain
- C** France
- D** Greece