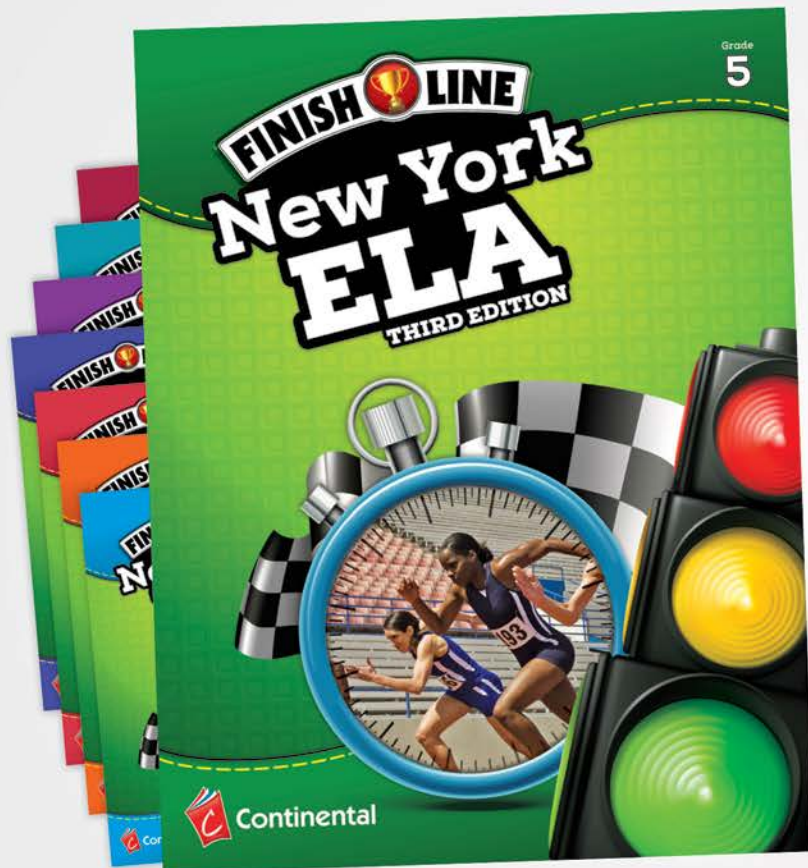


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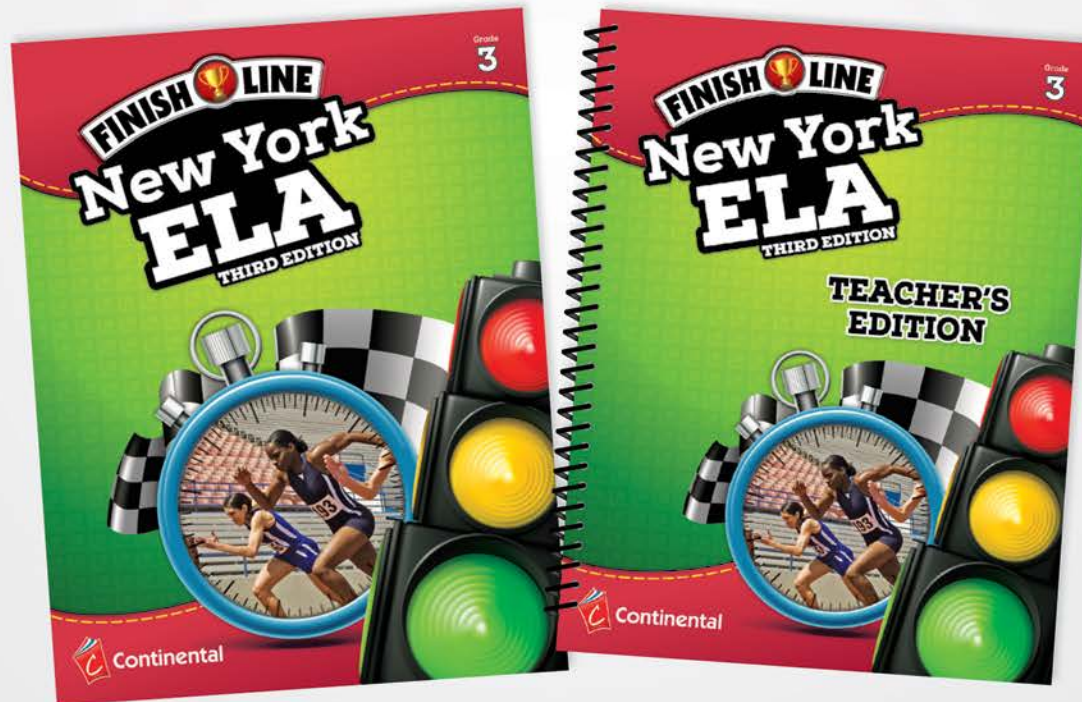
Grades 1–8



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Close Reading of Rigorous Text


As required by the Standards, the books ask students to find evidence from the text to support their answers.

2 Focused Instruction Lesson 9

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

A Century¹ of Progress

- Chicago's World's Fair was held in 1933 and 1934. At that time, the city of Chicago was 100 years old. It was held to remember its birthday.
- The fair was named "A Century of Progress." It was held to show off new science and technology of the time. People came to see new products. They came to see what things were changing. It was held along the shore of Lake Michigan—an easy walk to and from downtown Chicago.



¹century: a period of 100 years

Think About It

Why did people come to the Chicago World's Fair? Think about reasons people came to the fair.

Causes	Effect
People could see new science and technology.	People came to the Chicago World's Fair.

Was Chicago's 100th birthday a cause or an effect of holding World's Fair in this city?

3 Guided Practice Lesson 9

Read the passage. Then answer the questions.

excerpt from What Are Hurricanes
by Dan Stillman

- Hurricanes are large, swirling storms. They produce winds of 74 miles per hour or higher. That's faster than a cheetah, the fastest animal on land. Winds from a hurricane can damage buildings and trees.
- Hurricanes form over warm ocean waters. So they strike land. When a hurricane reaches land, it brings a wall of ocean water ashore. This wall of water is called a storm surge. Heavy rain and storm surge from a hurricane can cause flooding.
- Once a hurricane forms, weather forecasters track its path. They also predict how strong it will get. The information helps people get ready for the storm.
- There are five types, or categories, of hurricanes. The scale of categories is called the Saffir-Simpson Scale. The categories are based on wind speed.

A CLOSER LOOK

Hurricanes need special conditions to form. Circle the details in the text that tell what causes hurricanes to form.

Underline the part of the text that describes the effects of a hurricane hitting land.

Category 1: Winds 74–95 mph—faster than a baseball pitcher's fastball

Category 2: Winds 96–110 mph—as fast as a baseball pitcher's fastball

Category 3: Winds 111–129 mph—similar to the serving speed of many professional tennis players

Category 4: Winds 130–156 mph—faster than the fastest roller coaster

Category 5: Winds more than 157 mph—faster than the speed of some high-speed trains

3 Guided Practice Lesson 9

What damage can hurricanes do?

- Which are the effects of a hurricane reaching land?
 - A Storm clouds start building.
 - B High winds can damage buildings.
 - C Weather forecasters can predict its path.
 - D The eye of the storm brings clear weather.

What do forecasters do with the information they collect?

2 Part A

Why is it important for forecasters to predict a hurricane's path?

Part B

What detail from the passage best supports the answer?

- A "Tropical storms can turn into hurricanes."
- B "Hurricanes form over warm ocean waters."
- C "This information helps people get ready for a storm."
- D "NASA scientists use data from satellites and other sources to learn more about hurricanes."

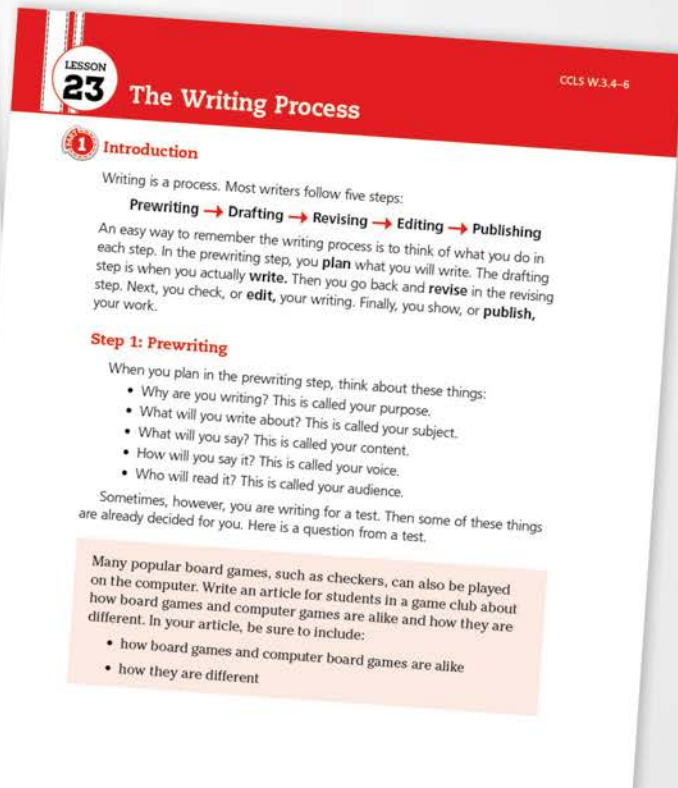
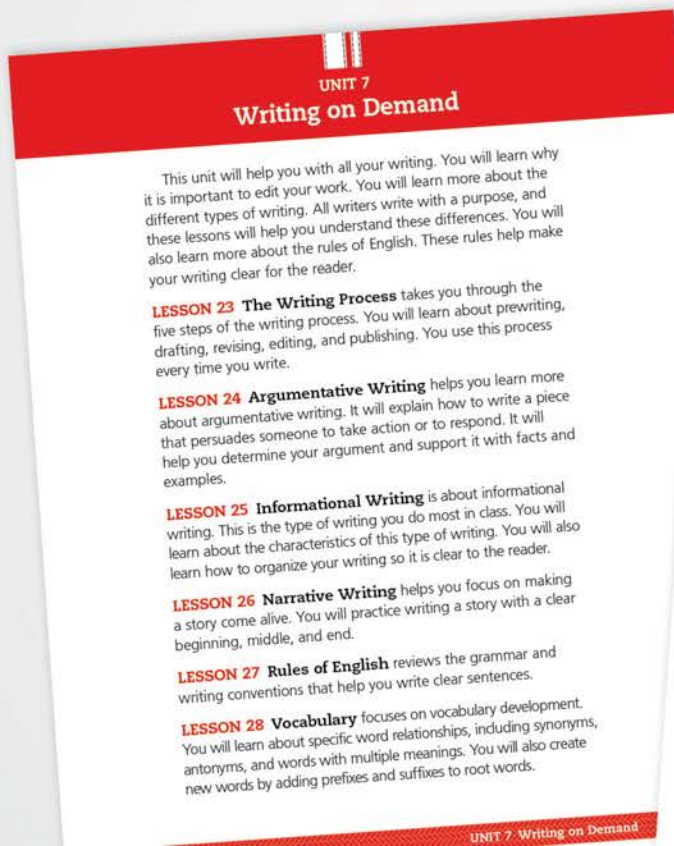
What effect do hurricanes have on buildings?

What features of a hurricane cause damage?

90 UNIT 2 Key Ideas and Details in Informational Text © The Continental Press, Inc. DU

Language Arts

In addition to lessons on reading comprehension skills, each book includes a full unit of writing standards for students to practice the writing process, learn how to answer open-ended questions, and apply grammar and usage conventions.



Gradual Release Model

Part #1: Introduction

Each lesson begins with a brief explanation of the focus standard(s) and how students will use it. Example text, pictures, or graphic organizers support the instruction to help students better understand the skills.

LESSON
15

CCLS RI.3.4: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

Understanding Words in Context

1 Introduction

THEME: » Past to Present

As you read, you will often come across new or unfamiliar words. There are several ways to figure out the meaning of a word you don't know. Sometimes, you can look up the word in a dictionary or glossary. Other times, you can figure out the word's meaning by using **context clues** in the text itself. Context clues are words and phrases in the text that help show the meaning of a particular word.

Read the paragraph.

Jane Goodall walked into the jungle and quietly took her place to observe the chimpanzees. One or two chimps hesitantly approached her, but their steps were slow and they seemed frightened. Jane urged them to come closer. A young chimp glanced at Jane with a quizzical look. The little chimp was clearly puzzled and not sure what to do next.

Look at the words hesitantly and quizzical. Then look for other words and phrases in the sentence and the other nearby sentences for clues that help you understand what these words mean. Circle words and phrases that show the meaning of hesitantly. Underline words and phrases that show the meaning of quizzical. Then answer the questions by filling in the boxes below.

Question	What the Text Says	Word Meaning
How does the text describe the way the chimps approach Jane?	"their steps were slow"	So <u>hesitantly</u> means
How does the text describe the way the young chimp looked when it glanced at Jane?		So <u>quizzical</u> means

Gradual Release Model

Part #2: Focused Instruction

Students can collaborate with a partner, in small groups, or as a class to practice the skill. They read a story, poem, play, or nonfiction piece and work through a series of guiding *Think About It* questions to help them organize their thoughts and build comprehension strategies.



Focused Instruction

Lesson 15

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

Meet Sue Hendrickson, Explorer

- 1 It happened one day in August, 1990. That was the day that Sue Hendrickson became famous. Sue had joined a team of explorers on a dinosaur dig. They were hunting for fossils in the Black Hills of South Dakota. She found a reddish-brown rock. Then she found a string of small bones. These bones led her to huge dinosaur backbones. They led to an almost complete dinosaur skeleton.
- 2 Sue Hendrickson found the largest *Tyrannosaurus rex* skeleton ever. It was also the most complete set of *T. rex* bones. They were in very good condition. The dinosaur skeleton was named SUE after Sue Hendrickson. Now, everyone knew her name. She was famous.
- 3 Sue Hendrickson was born in Chicago, Illinois. She grew up near Munster, Indiana. Sue Hendrickson was the middle child in her family. She was a shy little girl who enjoyed reading. Even as a young girl, Sue loved to look for and find things. She joined the swim team when she was a teen. She loved swimming and spending time in the water. Sue became a woman who loved adventure. She became a diver and explored the sea floor. She collected insect fossils. Sue taught herself to become a fossil hunter.

Think About It

What unfamiliar words are related to the subject? Looking for clues in the sentence the word is used in will help you find the meaning.

What is the meaning of fossils in paragraph 1?

What sentence in the passage helps you know the meaning?

Gradual Release Model

Part #2: Focused Instruction

As the lesson progresses, students apply their close reading skills by completing *A Closer Look* activity. Shaded boxes with hints and reminders are also provided for extra support. Focused Instruction concludes with a *Discuss It* question to reinforce the skill through speaking and listening activities. Students are asked to analyze part of a text to answer a question, and then discuss their answer with their peers.

2 Focused Instruction Lesson 15

Continue reading the text. Then answer the question.

A CLOSER LOOK
In paragraph 4 underline context clues that help you understand the phrase marine archaeologists.

4 After finding the *T. rex*, Sue Hendrickson joined a team of underwater explorers. She has joined the marine archaeologists on many dives. They explore shipwrecks, sunken treasure, and very old, sunken cities.

5 Sue Hendrickson loves her work. She says it is her passion. She feels lucky that her work lets her do what she loves to do. Sue Hendrickson enjoys the excitement of searching for things. She thinks that it is worth the hard work. The thrill of finding things keeps her going. Sue says that she feels like a child who never grew up.

6 The Field Museum in Chicago bought the *T. rex* skeleton. *T. rex* SUE is on display for thousands to see. Sue hopes that more children grow up to be explorers. She knows that learning about the past is important. There are many more things to discover in our world.

How does Sue feel about her work?

Why does Sue say her work is her passion?

A It is a good job.
B She likes to explore.
C She likes to be famous.
D She loves what she does.

DISCUSS IT
What are some other context clues that help you understand Sue's feelings about her work? Discuss these clues with another student. Be sure to include specific examples of how these context clues help you understand the text.

162 UNIT 4 Craft and Structure in Informational Text

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Gradual Release Model

Part #3: Guided Practice

It's time to apply the strategies learned in part #2. In the Guided Practice section, students can work independently or collaboratively to answer multiple-choice and short-answer questions. They will also see hints and reminders, and *A Closer Look* activities.

3 Guided Practice

Lesson 15

Read the passage. Then answer the questions.

Lucy the Elephant

1 When you go to the beach, the last thing you expect to see is an elephant! Yet visitors to the town of Margate on the New Jersey shore have been coming to see a larger-than-life elephant for almost a 100 years. Lucy, as she is called, is not a real elephant. She is a very special building that tourists love to visit.

2 Lucy was built in 1881 by James Lafferty. Lafferty built and sold property. His elephant-shaped building was six stories tall and weighed 90 tons. She was made of one million pieces of timber and covered with 12,000 square feet of tin. Lucy's body was 38 feet long, her head was 16 feet long, and her legs were 22 feet high. Her huge glass eyes measured 18 inches in diameter.

3 People loved to visit Lucy, and the odd building brought Lafferty a lot of attention and a lot of business. After he died, another family owned Lucy. She was not just a tourist attraction. She was a real building! Over the years, offices and other businesses were located inside Lucy.

4 After a while, Lucy was abandoned. By the late 1960s, she was falling apart and in danger of being torn down. Luckily for Lucy, a group of Margate residents wanted to save her. They raised money to restore Lucy and make her safe. People came from all over the world to visit Lucy.



A CLOSER LOOK
Underline words that help you know why Lucy is called "larger-than-life."

3 Guided Practice

Lesson 15

What phrase in the text describes what Lucy was like after she was restored?

1 What context clues from the text help you understand the meaning of the word restore in paragraph 4?

- A "she was falling apart"
- B "residents wanted to save her"
- C "make her safe and attractive again"
- D "people come from all over the world to visit Lucy"

Why do people come to see Lucy?

2 Part A

What is the meaning of the term tourist attraction in paragraph 3?

- A an unusual building
- B an oddly shaped building
- C something near the beach
- D something people travel to see

Part B

What context clue in the text best supports the answer to Part A?

- A "a lot of attention"
- B "people come from all over the world to visit"
- C "the last thing you expect to see"
- D "offices and other businesses were located inside"

What sentences in the text provide clues or definitions for

3 Choose a word in the text that you do not know. Then find a context clue that helps you understand the meaning of that word. Write the word, the clue, and the meaning on the lines below.

Gradual Release Model

Part #4: Independent Practice

Students are ready to answer questions on their own without any help or hints. Item types include:

- one- and two-part multiple choice
- short response
- extended response or essay

4 Independent Practice

Lesson 15

Read the passage. Then answer the questions.

adapted from Andrew Carnegie Grows Up Working

1 Although Andrew Carnegie became a millionaire, he did not start life as one. He was born in 1835 into a working-class family in Dunfermline, Scotland. In 1848, his family immigrated to the United States and settled in Pittsburgh, Pennsylvania. When Carnegie was 13, he got his first job in a cloth mill. He earned \$1.20 a week. Carnegie then took a job in a factory taking care of a steam engine. Can you



... job?
... next year,
... iph office
... ickness
... egraph
... ly but surely, Carnegie was working

... nsylvania Railroad for \$35 per
... d assistant to Thomas Scott, a
... about the railroad business. Later, he

... vesting in the stock market. What do

... then a company performed well, it
... its profits to people who owned
... first dividend check, he shouted,
... eggs!" Do you know what he meant?
... received without having worked for
... king about meant that Carnegie had

4 Independent Practice

Lesson 15

3 Which helps you know that a dividend is a payment of money?

- A Companies try to make profits.
- B Carnegie received dividend checks.
- C Some people owned stock in the company.
- D Carnegie did not know what a dividend was.

4 Part A

What is a superintendent?

Part B

Why was Carnegie unable to become a superintendent right away?

Reviews

Each unit concludes with a review to test all skills covered in the unit.

UNIT 6 REVIEW Integration of Knowledge and Ideas in Informational Text

Read the passage. Then answer the questions.

A Day in the Life of a Zookeeper

by Amy Mitchell

1 I'm Amy, and my job at the zoo is to take care of our seals and sea lions. My day starts early! Those seals and sea lions are hungry as soon as the sun comes up. They will eat any time of the day, but they always want to start very early.



The seal uses its back flipper to swim.

2 When I get to the zoo, my first stop is the Food Preparation Center. That's where I prepare the food that keeps them healthy. Some of the seal pups are still nursing from their moms. The adults eat many different kinds of fish, crabs, clams, and other seafood. Often, the sea lions flip their food into the air until they can slide it headfirst into their mouth. They swallow it whole. That means I have to choose pieces that will not choke them on the way down. If the food has a hard shell, the sea lions crush it with their back teeth.



The sea lion uses its front flipper to swim. Notice the sea lion's ear flap.

3 Carrying buckets of food, I head to the seals' and sea lions' enclosures. They start barking as soon they see me. Like dogs without legs, the seals struggle over to greet me. The sea lions in the next enclosure can turn their back flippers. That makes it easier for them to move over land. They hurry to the fence to tell me they are hungry, too!

1 Reread paragraph 6. How are the sentences in this paragraph connected?

- A by sequence of events
- B by comparing and contrasting
- C by cause and effect
- D by order of importance

2 How did the writer connect the paragraphs in the article?

- A by sequence of events
- B by comparing and contrasting
- C by cause and effect
- D by order of importance

3 Using details from the photographs and the text, explain how you can tell the difference between a seal or a sea lion. Tell what else you would check, if you could.

Read two passages. Then answer the questions.

A Short History of Zoos

1 You can see amazing animals in zoos. They come from all parts of Earth. The very first zoos looked quite different from those today. Long ago, wealthy people kept animals for their private viewing. Few other people saw these animals. These "zoos" were called menageries¹. Their owners sent people around the world to gather giraffes, bears, and other animals. Most of these animals were kept in small cages.

¹menageries: groups of animals that are kept and shown to the public

7 Many zoos offer camps and other programs to help children learn about animals. Some have special classes for college students and lessons for teachers to use. The Central Park Zoo, for example, has a theater program. It reaches more than 1,600 children every year. Many of these children live in the city. At the zoo, they learn about animals they will never see on the streets of New York!

8 So yes, we should have zoos! And we should keep improving them, just as we continue to treasure the animals on Earth!

4 How are the two passages about zoos alike?

- A They both cover the history of zoos.
- B Both authors think we should keep zoos.
- C Both explain why zoos started taking better care of their animals.
- D Both talk about how zoos help people.

5 Part A

How are the two passages about zoos different?

- A Only one explains why some kinds of animals are disappearing.
- B Only one tells how zoos have helped save some kinds of animals.
- C Only one says that breeding animals can lead to problems.
- D Only one mentions the problem of keeping animals in a small space.

Part B

What evidence from the passage best supports the answer to Part A?

Glossary

A glossary includes words and terms that appear in boldface throughout the book, along with their definitions.

GLOSSARY

- A** **Act**: a division of a play
Antonyms: words with opposite meanings
Autobiography: a story of a person's life written by that subject
- B** **Biography**: a story that tells about a person's life
- C** **Cast**: a list of characters in a drama or play
Cause: the reason something happens
Characters: the people in a story or play
Chronological order: the order in which things happen
Compare: how two things are alike
Conclusions: details figured out by putting together information from a story
Conflict: a problem or struggle in a story
Contrast: how two things are different
Convince: to make someone feel sure
- D** **Definitions**: words that tell what another word means
Descriptions: words that tell you more about another word
Details: important information in a story or article
Dialogue: what the characters say in a story or play
Drama: a story written to be performed
- E** **Editorial**: an article that gives someone's opinion
Effect: the result or thing that happens
Evidence: proof

- F** **Fable**: a short story in which animals act like humans
Fact: a statement or information that can be proven
Fairy tale: a type of traditional story that involves magical creatures interacting with humans in good and bad ways
Fiction: a made-up story
Figurative language: language that is not meant literally
Folktale: a story about ordinary people that teaches a lesson about how people behave
- G** **Genre**: type of literature
- H** **Hyperbole**: exaggerated statement for effect
Hyperlink: a link that uses the World Wide Web to find another source of information
- I** **Illustrations**: pictures
Inferences: information figured out with details from the story and what you know
- K** **Key words**: list of important words in a text
- L** **Literal**: word means exactly what it says
- M** **Main idea**: what the story, article, or paragraph is about
Metaphor: a type of figurative language that compares two unlike things but does not use the words *like* or *as*
Moral: concerned with the principles of right and wrong
Myth: a story that explains something about nature or a people's customs or beliefs

Teaching Support

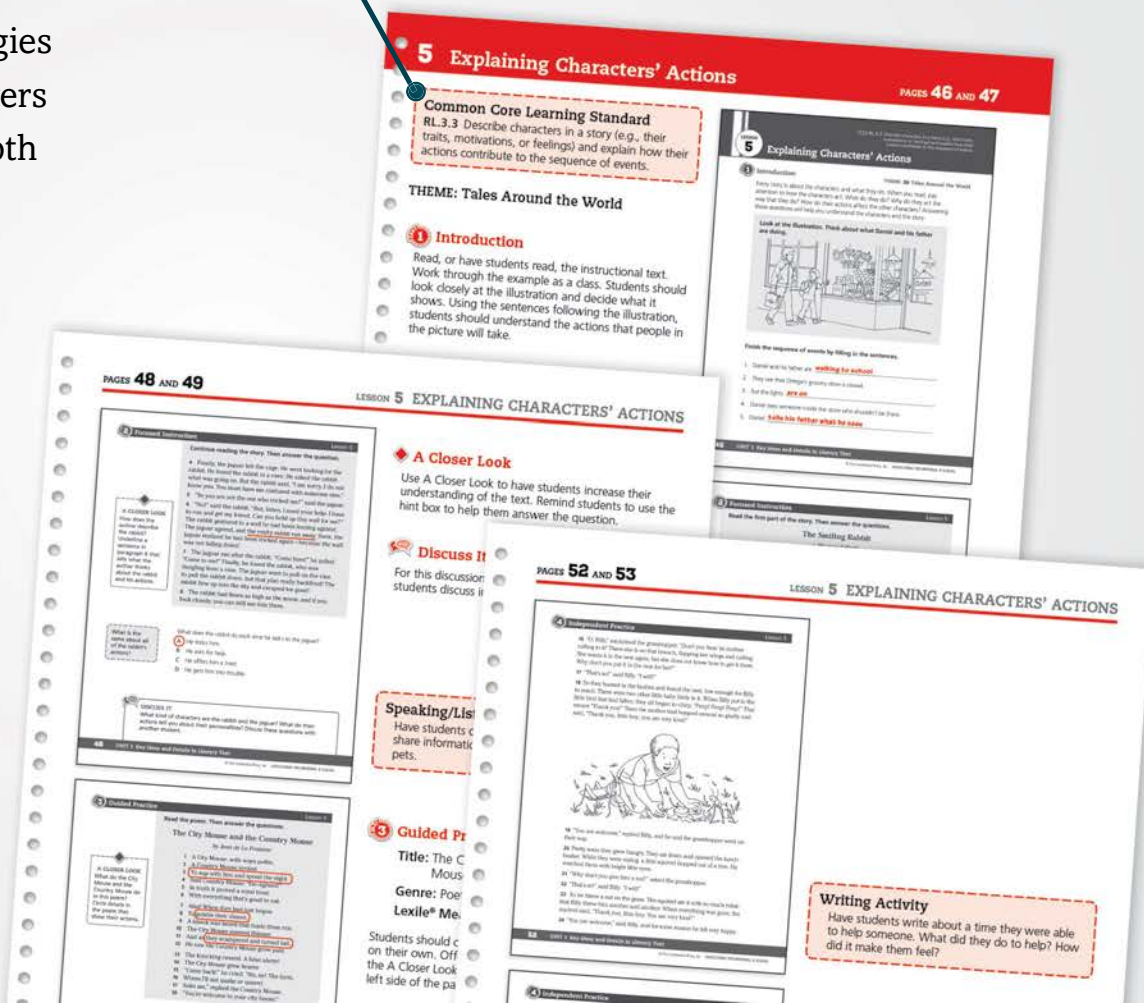
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13



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The screenshot displays the eBook interface. On the left is a sidebar with navigation icons: Contents, Bookmarks, Notes, Highlights, Settings, and Help. The main content area is titled 'Guided Practice' and 'Lesson 26'. It contains three numbered questions with multiple-choice options. Question 1 has two parts, A and B. Question 2 asks for evidence supporting a point. Question 3 asks for the main point in a paragraph. There are also three callout boxes with questions related to the passage.

Contents
Bookmarks
Notes
Highlights
Settings
Help

3 Guided Practice Lesson 26

1 Part A
Which answer *best* describes the author's main reason for writing the passage?

A to convince readers to become owners of a pet turtle
B to inform readers about the dangers of caring for a pet turtle
C to teach readers that caring for a pet turtle can be fun
D to explain to readers the proper care a pet turtle requires

Part B
Which of the following from the passage *best* supports the answer to Part A?

A "Most turtles appear to move awkwardly on land, but they are actually fast runners and good climbers."
B "But when you decide to make a turtle your pet, you're making a commitment for a very long time."
C "A turtle needs a place to swim, a place to dry off, and a place to soak up sunlight."
D "Some turtles live longer than humans do!"

2 What evidence does the author provide to support the point about feeding turtles?

A "Turtles need a variety of options when it comes to food."
B "Experts recommend having at least six different kinds of food."
C "Young turtles eat meat only."
D "Older turtles eat meat and vegetables."

3 What is the author's main point in paragraph 4?

Callout Boxes:
How does the title of the passage relate to the author's main point for writing?
In caring for a pet turtle, what should a pet owner supply?
What are the differences between a main point, a reason, and evidence?
Often, the topic sentence of a

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