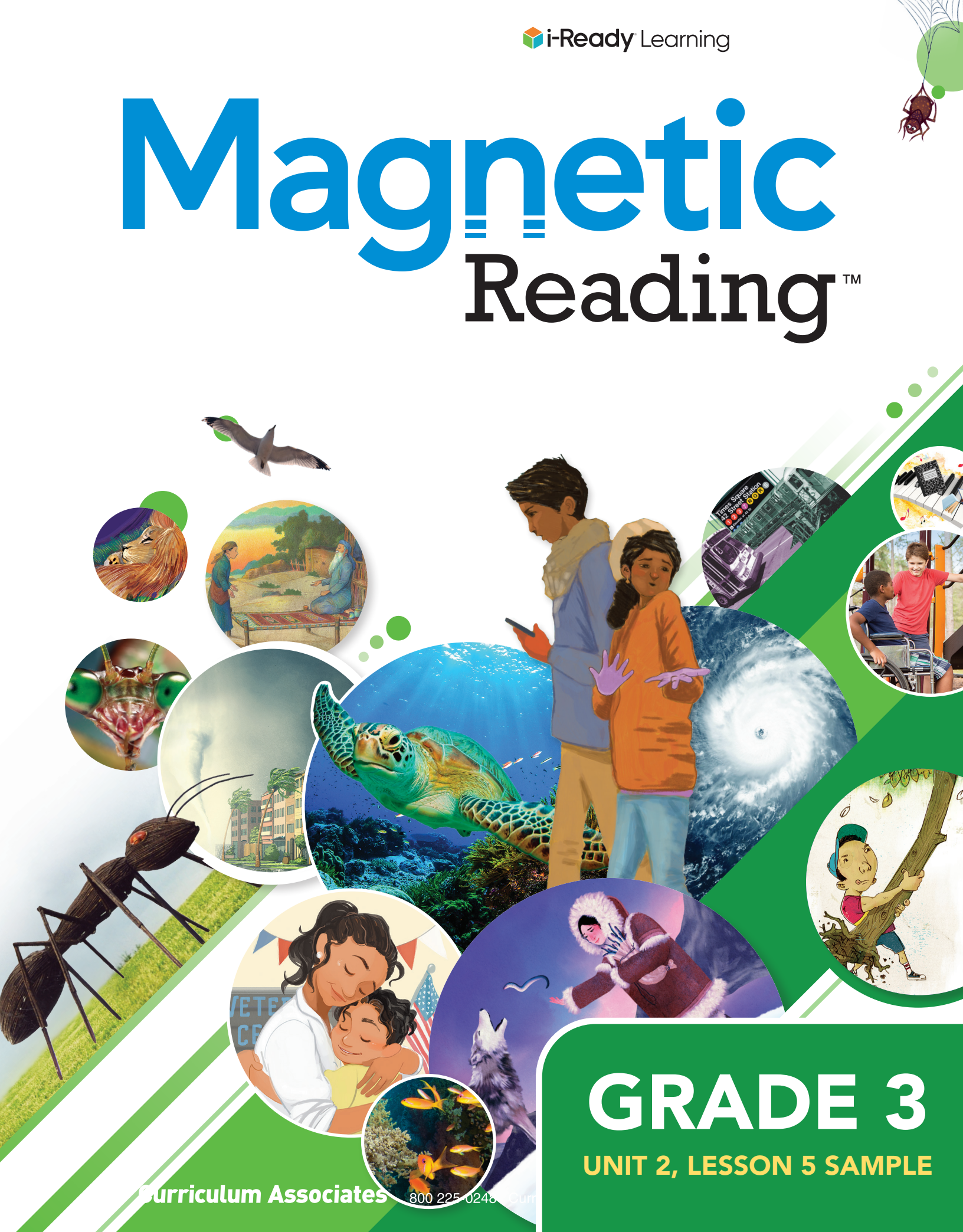


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GRADE 3

UNIT 2, LESSON 5 SAMPLE

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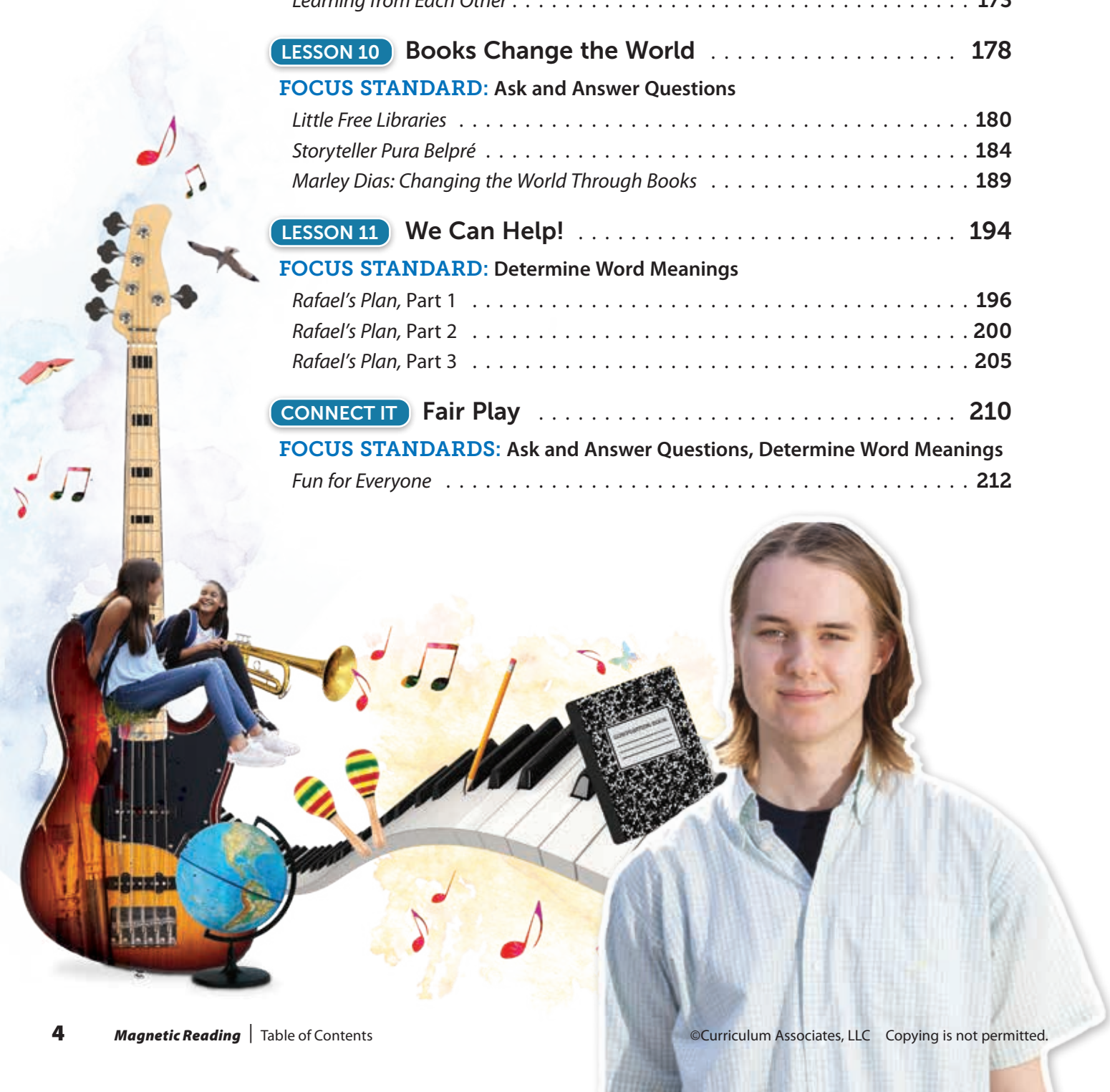
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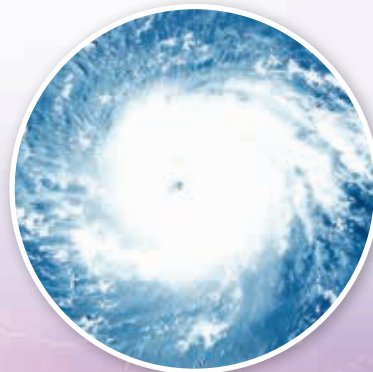
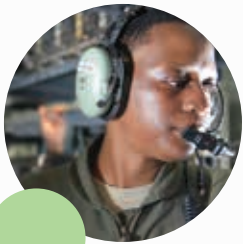
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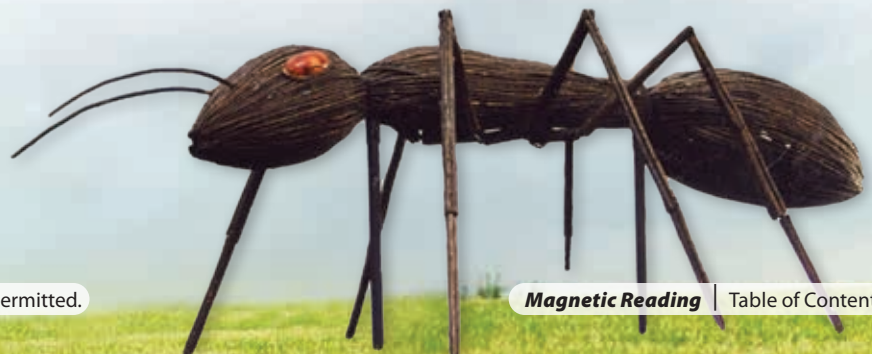
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Habitats of the Ocean

FOCUS QUESTION

How do sea animals survive in their habitats?

NOTICE AND WONDER

Look at the three texts you will read in this lesson. What do you notice? What do you wonder? Discuss your ideas with a partner.

WHAT DOES *SURVIVE* MEAN?

Think about what the word *survive* means. Pick a word you can relate to the word *survive*. Talk about how that word and *survive* are related.

food home leafy darkness
colorful ocean protection live

The word ___ is related to *survive*.

I think this because ___.



Ocean Homes
by Kathryn Hulick



Deep Sea Survival
by John Hansen



Welcome to the Reef
by Hazel Meador



OCEAN HOMES

by Kathryn Hulick

depend on = need




Seagrass beds are home to animals like crabs.

Stop & Discuss

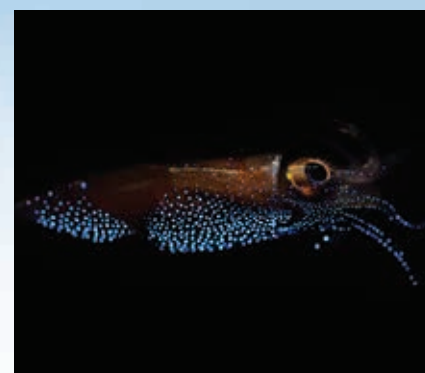
Underline the names of two ocean habitats. How do animals survive in these habitats?

Discuss your ideas with a partner.

- 1 Do you live in a city or town or out in the country? Is your home in the mountains, or is it on flat land? People live in all sorts of places, and so do animals!
- 2 The places where animals naturally live are called habitats. The ocean contains many habitats, and each is home to different kinds of animals. These animals **depend on** the safety and food provided by their underwater homes to survive.
- 3 Coral reefs are one type of ocean habitat. Lots of different kinds of animals, or species, live among these colorful, stony, underwater structures. These animals depend on the reef's special features, or important parts, in order to survive. For example, fish depend on the reef's many holes and caves to hide from passing predators. Without hiding places, the colorful fish would be lunch!
- 4 Seagrass beds create homes for other ocean animals. These habitats are mostly found in shallow waters. From the sandy sea floor, the long green leafy plants wave back and forth with the movement of the water. Animals depend on the leaves and sand of the seagrass beds for food and shelter. Other creatures use this habitat to hide from tiger sharks and other predators. The bobtail squid, for example, buries itself in the sand. This keeps it hidden from larger hunters. Hiding in the sand also helps the squid catch prey. When small shrimp and crabs go by, the squid jumps out and grabs them. 




Great white sharks live in the open ocean.



Some squid that live in the deep sea make their own light.

5 Another kind of habitat is the open ocean. Large predators, such as orcas and great white sharks, live and hunt in these waters. Their bodies are dark on top and light on the bottom. Such coloring lets them blend in with the dark water below and the bright sunlight above. This makes it hard for animals swimming above and below to see them. These predators can easily sneak up on their prey.

6 No light reaches the deepest parts of the ocean. This deep sea habitat is dark and cold. No plants grow here. However, some of the world's strangest animals live here. More than half of deep-sea animals have **adapted** by making their own light. This habitat is full of glowing jellyfish, worms, squid, and larger fish. These animals use their light in different ways, such as to **attract** prey, trick predators, or communicate with one another.

7 From the colorful coral reefs to the deep, dark sea, ocean habitats are all very different. In each one, animals must find the food and shelter they need to survive. 

adapted = changed over time

attract = to cause to come near

Stop & Discuss

What helps orcas and great white sharks sneak up on their prey in the open ocean?

Draw a picture to show this. Then explain your picture to a partner.



Recount Key Details

- **Details** are facts, examples, and other information in a text.
- **Key details** are the most important details in a text.
- When you **recount** key details, retell them in your own words. Recounting key details can help you understand what a text is mostly about.

Reread/Think

Reread "Ocean Homes." Look for key details about what animals do to survive in each habitat. In the chart, write the key details in your own words.

Habitat	Key Details About What Animals Do to Survive
coral reef	Fish hide from predators in holes and caves in the reef.
seagrass beds	
open ocean	
deep sea	

Talk

Talk with a partner about what animals do to survive in each ocean habitat. Use key details from the chart as you talk. What do these key details help you understand about the text?

Some of the key details tell about ____.

This helps me understand that the text is mostly about ____.

Write

Choose two ocean habitats and explain how animals survive there. Include key details from the text in your response.


WRITING CHECKLIST

- I wrote about what animals do to survive in two habitats.
- I recounted key details.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.



Deep Sea Survival

by John Hansen

- 1 In deep, dark ocean waters, a strange-looking fish searches for something to eat. As it nears its prey, it turns on its “headlights.” Yes, the black dragonfish has actual lights on the side of its head to help it see. It also has a wide mouth that is full of sharp teeth. Even its tongue has teeth!
- 2 People used to think that nothing could live on the ocean floor or in the deepest water. Wow, were they ever wrong about that! They thought it was much too dark and cold for anything to survive, but it is still filled with life. It’s a habitat for thousands of kinds of animals! They have unusual features that allow them to survive in this very cold, very dark place where food can be hard to find.
- 3 The “deep sea” starts at 650 feet (200 meters) below the water’s surface. Deeper than that, the light starts to **fade**. At 3,280 feet (1,000 meters) below the surface, there’s no sunlight at all. Living in darkness would be difficult without the right tools. Yet these animals survive in the deepest waters. 

fade = lose brightness

Stop & Discuss

Which statement is true?

- Animals cannot survive in the deep sea.
- Many animals live in the deep sea.

Underline the key details that support your response.

- 4 Making light is an important feature for survival. About nine out of ten of deep-sea animals make their own light. They use that light both to find food and to **avoid** being eaten. The anglerfish, for example, has a thin rod with a glowing tip attached to its head. The light from the glowing tip attracts prey. An animal's light can be used for protection, too. Some deep-sea squid squirt out a glowing cloud of liquid light when attacked. This confuses the predator while the squid escapes.
- 5 Another feature that helps survival is **adjusting** to the cold water. No sun means the water is near freezing. But this isn't a problem for deep-sea animals. Their bodies are built for living in such cold temperatures. Cold water has more oxygen in it than warm water. Oxygen is needed for most life on Earth to survive and grow. The animals don't move much because the water is very cold, so their bodies have extra oxygen. The extra oxygen makes some animals grow bigger. The deep-sea spider can grow as large as a dinner plate! 🖐️

avoid = keep from

adjusting = changing

Stop & Discuss

How does making their own light help animals survive in the deep sea?

Discuss your answer with a partner.


Making their own light helps animals survive by ____.

Black dragonfish have "headlights" so they can see in the dark water.



developed = grown

surroundings = the area around

- 6 Animals that survive in the deep sea have features to help them find and catch food. And prey are hard to find. Animals that eat other animals can't afford to miss when they bite at something. They need to be able to catch and hold onto the prey they find. As a result, many have **developed** huge mouths and long, sharp teeth. The gulper eel has a mouth so big it can swallow prey as big as itself!
- 7 Surviving in the deep also means *not* getting eaten. What the animals look like plays an important part in survival, too. Some animals, like jellyfish, have clear bodies that make them almost invisible. Others have dark skin that helps them blend into their **surroundings**.
- 8 Scientists still have a lot to learn about life in the deep sea. But for millions of sea creatures, this mysterious place is home. 

Stop & Discuss

What feature helps jellyfish keep from being eaten?

- sharp teeth
- clear bodies
- thin rods



Recount Key Details

- The **main idea** is something important that the author wants readers to understand.
- Key details are important information that tell about the main idea. Recounting key details helps you understand the main idea.

Reread/Think

Reread paragraphs 4–7 in “Deep Sea Survival.” Look for key details about each animal’s features. Write those key details in the chart.

Animal	Key Details About the Features That Help Animals Survive
black dragonfish	The lights on its head, a wide mouth, and sharp teeth help it catch prey.
anglerfish	
deep-sea squid	
deep-sea spider	
gulper eel	
jellyfish	



Talk

Look at the chart and talk to a partner about the key details about each animal's features. Why did you include those details in your chart?

One key detail I included
in my chart is ____.

The reason I included
it is because ____.

Write

Recount the key details in the text and explain how they support the main idea that deep-sea animals have special features that help them survive. Begin your writing by stating the main idea and then recount the key details.

WRITING CHECKLIST

- I wrote about the main idea.
- I used key details to explain the main idea.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.



WELCOME TO THE REEF

by Hazel Meador

- 1 Imagine an underwater city with colorful buildings and busy sea creatures swimming in every direction. That's one way to describe a coral reef. Millions of plants and animals live in coral reefs.
- 2 Coral reefs are made of millions of creatures called polyps. Polyps can be as small as the head of a pin or as big as a basketball. They have soft bodies with big mouths on top. Polyps create hard skeletons to protect their soft bodies. Their skeletons connect and form a coral reef. Polyps are slow builders. Reefs grow for thousands or even millions of years. The world's biggest reef is the Great Barrier Reef, off the coast of Australia. It has grown to be 1,600 miles (2,600 kilometers) long.
- 3 The reefs provide food and shelter to **organisms**. At the same time, the plants and animals protect the reefs and keep them healthy. In this way, coral reefs and the organisms that live there help each other.
- 4 **Algae** and coral reefs could not exist without each other. Coral reefs supply a safe home for algae. Algae live and grow inside each polyp, where they are well-protected. At the same time, the algae provide food for the coral. Polyps use this food to grow. The algae are also why corals are so colorful. The bodies of polyps are clear, and their skeletons are white. The coral reef's bright colors are created by the algae living inside each polyp.

organisms = living things

algae = plant-like living things



relationship = the way things are connected

providers = animals and plants that give something to the reefs

- 5 Another important **relationship** is the link between the coral reefs and other animals. Tens of thousands of different animal species live in reefs around the world. Animals like shrimp, lobsters, crabs, and fish move in and out of coral's many holes and caves. These hiding spots also help sea animals keep their babies safe from predators.
- 6 Lots of these sea animals also help protect and clean the coral reefs they depend on. For example, certain crabs act as guards for some reefs. They scare away sea stars and sea snails, which can damage reefs. Parrotfish are also important helpers. They use their strong teeth to eat dead coral and extra algae that can be harmful to the coral. While getting a meal, parrotfish clean the reef and help it grow bigger and stronger. After eating, parrotfish poop out sand, which helps to form beaches.
- 7 For millions of plants and animals, the coral reefs are perfect habitats. And the plants and animals living in the reefs are perfect **providers** and protectors. Coral reefs and the organisms that live there help each other grow and stay strong.



Respond to Text

Reread/Think

Reread "Welcome to the Reef." Choose the best response to each question.

1. Which creatures' skeletons form the coral reef?
 - A. algae
 - B. polyps
 - C. shrimp
 - D. parrotfish
2. Which detail supports the idea that coral reefs are a good place for sea creatures to live?
 - A. "Polyps can be as small as the head of a pin or as big as a basketball." (paragraph 2)
 - B. "At the same time, the plants and animals protect the reefs and keep them healthy." (paragraph 3)
 - C. "The coral reef's bright colors are created by the algae living inside each polyp." (paragraph 4)
 - D. "These hiding spots also help sea animals keep their babies safe from predators." (paragraph 5)
3. Read this sentence from paragraph 4.

Coral reefs **supply** a safe home for algae.

What is the meaning of the word *supply*?

- A. find
- B. give
- C. catch
- D. damage



Reread/Think

4. What is a key detail of paragraph 6?
- A. Parrotfish search for food in the coral reef.
 - B. Crabs scare away sea stars and sea snails.
 - C. Sea animals protect the reef in different ways.
 - D. Sea animals help make sand that forms beaches.
5. Which detail does **not** support the main idea that coral reefs and the organisms that live there help each other?
- A. Orcas eat the reef and the reef provides shelter to the orca.
 - B. Algae provide food for the coral and the coral protects the algae.
 - C. Crabs hide in the holes of the coral and they scare away sea stars that damage the reef.
 - D. Parrotfish eat dead coral, which is harmful to the reef.

Write

Describe how coral reefs help sea animals and how sea animals help coral reefs. Use at least two examples from the text in your answer.

WRITING CHECKLIST

- I described how coral reefs help animals.
- I described how animals help coral reefs.
- I used at least two examples from the text.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.



Respond to the Focus Question

How do sea animals survive in their habitats?

Reread/Think

Choose two animals from the texts that you think have the most interesting ways to survive. Then write one key detail from the text that explains how each animal survives.

Animal	Key Detail

Talk

Discuss with a partner the sea animals that you found the most interesting and explain why.

I think the ___ is the most interesting sea animal because ___.

As a group, discuss how you would respond to this question.

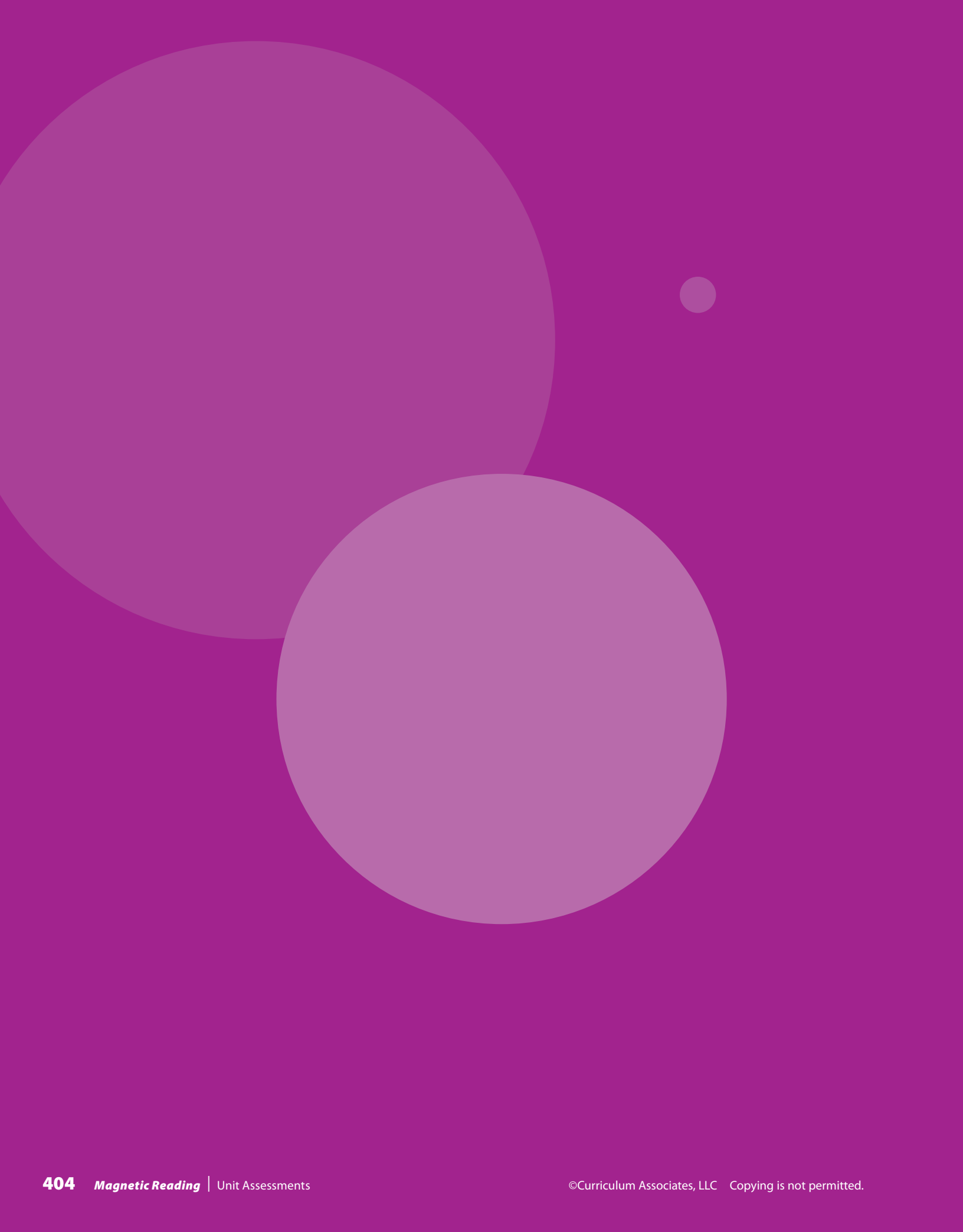
If you could have a special feature like one of the sea animals, which would it be, and why?

Take notes on how others in your group answer the question.

Name:	Name:

Write

How do sea animals survive in their habitats? Choose two animals to write about. Support your response with key details from the texts.



Unit Assessments

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Read the science article. Then answer the questions that follow.

THE STRANGE POWER OF Volcanoes

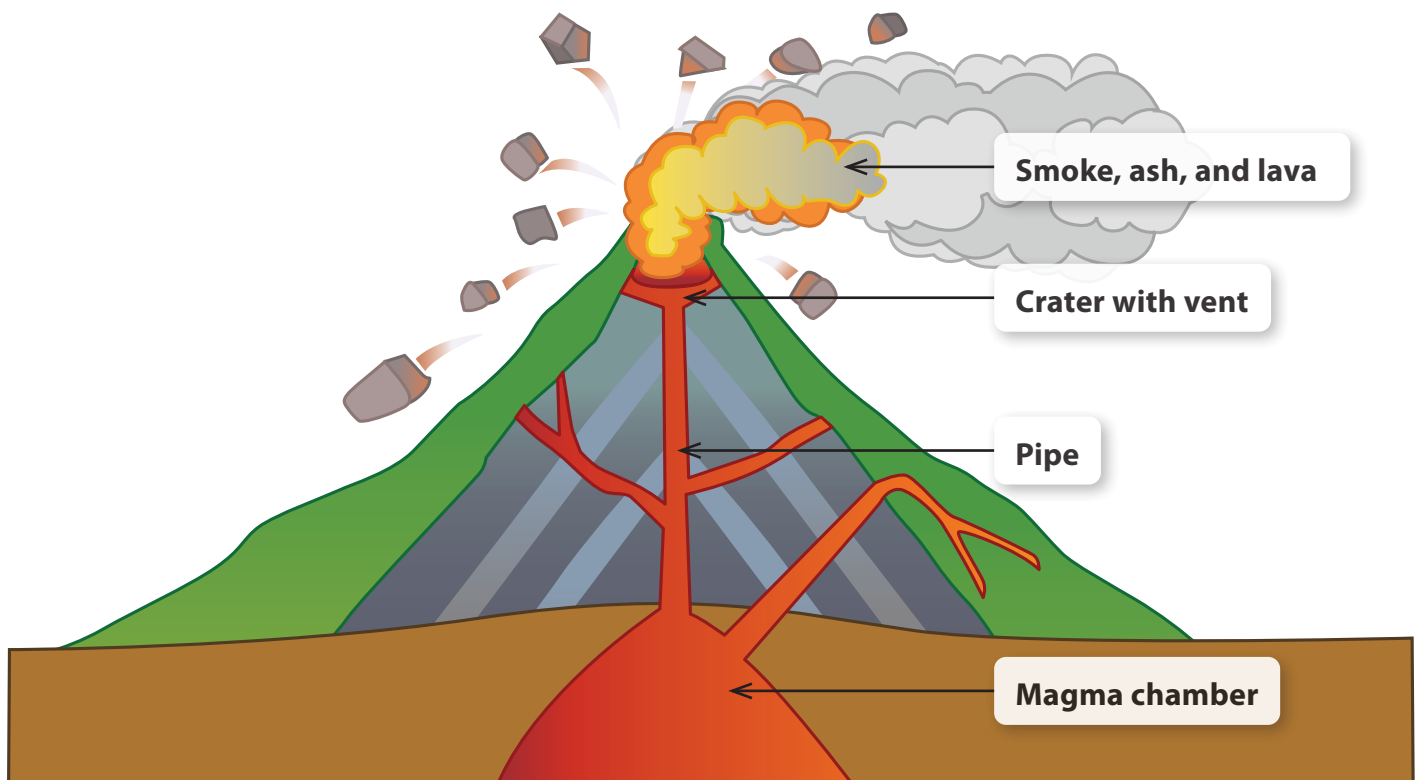
by Magnus Krako



Photo taken during the Surtsey eruption in 1964

- 1 In 1963, a ship's captain sailing near Iceland saw smoke rising from the sea. He thought it was a ship on fire, but he found something much stranger. Hot melted rock, called lava, was shooting up to the water's surface from below. Ash made of bits of crushed rock also shot out. The captain was seeing an underwater volcano. The volcano erupted, or exploded, for more than three years. When it finally stopped, all that lava and ash had formed a new island in the ocean. The island was called Surtsey.
- 2 Volcanoes are found all over the world. They can be underwater like the one that formed Surtsey, or they can be on land. They can be found in deserts or jungles. Volcanoes can create new mountains. They can blow the tops off of old ones. They shape and reshape the land around us. They also give us a peek into what goes on below Earth's surface.
- 3 All volcanoes are mostly the same on the inside. A long skinny tube called a pipe forms the center of a volcano. The pipe starts in a pool of red-hot, liquid rock called a magma chamber. The pipe goes all the way up to the crater at the top of the volcano. This is where the volcano's vent is found. The vent is a crack in the Earth's surface. It lets smoke, ash, and lava out of the volcano.

- 4 To understand how a volcano erupts, think about a bottle of soda. When you shake soda in a closed bottle, bubbles form. The bubbles create a special kind of gas. Then, as more bubbles form, more gas forms. Inside the bottle, the gas and bubbles press harder and harder against the sides. This pressure builds and builds. Finally, when the lid is taken off, the soda sprays out.
- 5 This is how a volcano works. Hot, liquid rock makes different gases. The **pressure** from these gases builds up. After a while, the pressure gets too great. The gases push up the pipe and through the vent. They push other things out with it. Sometimes hot, liquid lava sprays out of the vent. Sometimes tiny bits of rock blast in a huge ash cloud. Not all volcanoes erupt in the same way. Some are quick and loud. Others move more slowly, with lava that flows like thick honey. No matter how a volcano erupts, it is an amazing thing to watch.



pressure = a force pressing against the surface of something

- 6 The ash from a volcanic eruption can change Earth’s weather. In 1815, Mount Tambora in the Pacific Ocean erupted. It sent a huge ash cloud into the sky. The ash cloud stopped much of the sunlight from getting through. For more than a year, the weather everywhere on Earth was different. Summers were cold and cloudy. Snow fell and lakes froze, even in June!
- 7 Some people think volcanoes are scary—and they certainly can be. They are very powerful. Their red-hot lava can destroy anything in its path. Scientists study volcanoes safely to learn more about how Earth was formed and how it continues to change. This information is not only fascinating, but it is important as well. What scientists learn can help us know when a volcano will erupt, and it can also give us clues for what might happen in the future!

Respond to Text

Reread/Think

1. What is the main idea of paragraph 1?
- A. A volcano was mistaken for something else.
 - B. A volcano created hot melted rock and ash.
 - C. A volcano erupted for three years.
 - D. A volcano formed an island in the sea.

2. Read this sentence from paragraph 1.

Hot melted rock, called lava, was shooting up to the water’s **surface** from below.

What is the meaning of *surface* as it is used in this sentence?

- A. the floor of the ocean
- B. the middle part of something
- C. the ocean’s waves
- D. the top part of something

- 3. SHORT RESPONSE** What details in paragraph 2 support the idea that volcanoes form all over the world? Use **two** details from the text in your response.

- 4.** Read this sentence from paragraph 2.

They also give us a **peek** into what goes on below Earth's surface.

What is the meaning of *peek* as it used in the sentence?

- A. big hole
 - B. hot rock
 - C. quick look
 - D. small crack
- 5.** Which statement about volcanoes is NOT true?
- A. All volcanoes have a chamber filled with magma.
 - B. The eruption of a volcano always produces a gas cloud.
 - C. All volcanoes have a vent that lets smoke, ash, and lava out.
 - D. The gases in a volcano always cause pressure to build up.

6. According to the author, in what way is lava like honey (paragraph 5)?
- A. Lava can stick to things.
 - B. Lava can take a while to form.
 - C. Lava can have the same color.
 - D. Lava can flow in the same way.

7. PART A

According to paragraph 6, what effect can volcanoes have on the weather?

- A. They can make the oceans colder.
- B. They can make the winters hotter.
- C. They can make the summers colder.
- D. They can make the sunlight hotter.

PART B

Reread paragraph 6. Then underline **two** sentences that **best** support the answer to Part A.

The ash from a volcanic eruption can change Earth's weather. In 1815, Mount Tambora in the Pacific Ocean erupted. It sent a huge ash cloud into the sky. The ash cloud stopped much of the sunlight from getting through. For more than a year, the weather everywhere on Earth was different. Summers were cold and cloudy. Snow fell and lakes froze, even in June!

8. According to the author's point of view, what makes volcanoes mostly the same?
- A. the places where they form
 - B. how they work on the inside
 - C. their effect on the weather
 - D. how they look on the outside

9. Choose **two** words from the word bank to complete the paragraph about how volcanoes work.

vent

magma

ash cloud

Hot, liquid rock in a _____ chamber makes different gases. The gases push up through a pipe in the volcano's center. The gases and lava come out of a _____ in the Earth's surface.

10. Why does the author compare an erupting volcano to a bottle of soda?
- A. to show how liquids flow
 - B. to show how soda is made
 - C. to show how pressure builds
 - D. to show how lava is created

11. Which statement about volcanoes would the author **most likely** agree with?
- A. Volcanoes are thrilling forces of nature.
 - B. Volcanoes are constantly changing.
 - C. Volcanoes are scary and unpredictable.
 - D. Volcanoes are quick and loud.

12. **PART A**

Which statement **best** describes the author's point of view about volcanoes?

- A. They should be studied because they can help us learn about the world.
- B. They are easy to understand because they are so similar to one another.
- C. The most important thing about them is how fun it is to watch them erupt.
- D. They are so dangerous that they should be avoided completely.

PART B

Which sentence from the passage **best** supports the answer to Part A?

- A. "All volcanoes are mostly the same on the inside." (paragraph 3)
- B. "No matter how a volcano erupts, it is an amazing thing to watch." (paragraph 5)
- C. "Some people think volcanoes are scary—and they certainly can be." (paragraph 7)
- D. "What scientists learn can help us know when a volcano might erupt, and it can also give us clues for what might happen in the future!" (paragraph 7)

Write

EXTENDED RESPONSE How and why does a volcano erupt? How can volcanic eruptions affect the Earth? Use at least **two** details from the text to explain the process.

WRITING CHECKLIST

- I explained how and why a volcano erupts.
- I explained how Earth is affected by volcanoes.
- I included details from the text.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.

Glossary of Terms

Academic Talk Words and Phrases

A

account a written or spoken retelling of an event or topic

act a main section, or part, of a play

actions things that a person or character does

alliteration repetition of initial consonant sounds to create a special effect

allusion an indirect mention or reference to something

analyze to closely and carefully examine a text or part of a text

B

bar graph a graph that uses two or more bars to show amounts or numbers that are being compared

base word a complete word that has no prefixes or suffixes added to it

C

caption a phrase or sentence next to a picture in a text that explains something about the picture

cast of characters a list of all the characters in a play, usually in order of appearance or importance

cause a reason, event, or action that makes something else happen

cause and effect a relationship between events in which one event—the cause—brings about, or causes, another event—the effect

cause-effect text structure a text organization that describes events, what made them happen, and how they affect other people and events

central message an important lesson about people or life that the author of a story wants to share

challenge a problem or difficulty that needs to be solved

chapter a section, or part, of a story or book

character a person, animal, or made-up creature in a story or play

character trait a quality or characteristic that a character in a story has, such as courage, pride, or honesty

chart an image that shows or organizes information so that it is easier to understand

chronological text structure a text organization in which events are described in the order in which they happen

chronology the order in which events happen

climax the most exciting or important part of a story, which usually comes near the end

compare to describe how two or more things are similar

compare-contrast text structure a text organization that describes the similarities and differences between two or more things

conflict a challenge that a character faces; a disagreement that people, characters, or organizations have with one another

context clues words, phrases, or sentences near an unknown word or phrase in a text that help you determine the meaning of the unknown word or phrase

contrast to describe how two or more things are different

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D

describe to tell what something is like; to explain something

details facts, examples, or other pieces of information in a text

determine to find out or figure out something

diagram a drawing or picture that explains what something looks like or how it works

dialogue the words the characters say in a story or play

direct quotation the exact words that an author wrote or a speaker said; these words go inside quotation marks

drama a story that is performed on a stage by actors

.....

E

effect something that happens as a result of something else

event something that happens in a story or in the natural world

Glossary of Terms (continued)

evidence facts, details, quotes, or other pieces of information used to support a point, idea, or reason

example something that shows what other things in a particular group are like

explain to describe or give details about something so it can be understood

F

figurative language a word or phrase that means something different from its regular or literal meaning and is used to make a comparison or create a certain feeling or mental image

first-person point of view when the narrator of a story is a character in the story who describes events using the pronouns *I*, *me*, or *we*; a first-person narrator can describe their own thoughts and feelings but not what other characters think or feel

firsthand account an informational text about an event written by a person who witnessed the event or took part in it

G

glossary a list at the back of a book of important words from the text and their meaning

H

heading a word or phrase at the beginning of a section of a text that tells what the section is about

historical fiction a story that takes place in the past

historical text an informational piece of writing that describes people, events, and ideas from the past

I

idea a thought, opinion, or belief that someone has about something

identify to be able to say who or what a person or thing is

illustration a picture in a text that gives more information about the text

image a drawing, photograph, map, or chart that shows information about something in a text

infer to reach a conclusion about a text based on text clues and background knowledge

inference a conclusion, or an idea you have about a text, based on details in the text and your own background knowledge

information facts and details about someone or something

integrate to put together or combine information on a topic from more than one text

interaction the way people or things act with or affect one another

K

key detail an important fact, example, or other piece of information in a text that helps explain the main idea

key word a word in bold print that calls attention to an important idea or piece of information in a text

L

label a word or phrase that gives more information about an image

lesson something learned in a text or story or through experience

literal having the usual or most basic meaning of a word's dictionary definition

M

main idea something important that an author wants readers to know about a topic

map a picture or drawing of an area that shows its cities, roads, rivers, mountains, and other features

metaphor a type of figurative language that compares two things without using the word *like* or *as*

mood the feeling a story creates in the reader; setting, word choice, and tone all contribute to mood

motivations the reasons why characters act, think, or feel the way they do

myth an ancient story told by a people or culture that explains their origin and history

Glossary of Terms (continued)

N

narrator the person or character who tells a story

nonliteral describing an unusual or unexpected meaning of a word or phrase

P

paragraph a group of sentences about a particular idea or topic

personification a type of figurative language that gives human qualities or characteristics to animals or objects

perspective (informational texts) what an author thinks or feels about a topic

perspective (literary texts) what a narrator or character thinks or feels about the events in a story

persuade to cause someone to do something or think a certain way about something by giving them good reasons for it

photo or photograph a picture made using a camera

phrase a short group of words that has meaning

play a story that is performed on stage by actors

plot the sequence of events in a story

poem a piece of writing in which the words are chosen for their beauty and sound; the words are often arranged in short lines

point an idea that an author wants readers to remember or believe is true

point of view (informational texts) what an author thinks or feels about a topic

point of view (literary texts) what a narrator or character thinks or feels about the events in a story

predict to say what you think will happen in the future

prefix a word part that comes at the beginning of a word and changes the word's meaning

problem a challenge that the main character or characters face

problem-solution text structure a text organization that describes one or more problems and solutions

Q

quote the exact words that an author wrote or a speaker said; these words go inside quotation marks

R

reason an explanation why an idea or point is correct or true

recount to retell events and details of a story or text in the order in which they happen using your own words

relationship the way in which two or more people, events, or things are connected

repetition the use of repeated words or sounds to show that something is important or to create a certain effect

research serious study of a topic, or the facts learned during that study

resolution the part of a story when the main conflict or problem is solved or when the main goal is reached; the resolution happens at the end of a story

respond to make a reply; to answer

result something that happens or exists because of something else that happened before

rhyme the repeated use of words that end in the same or similar sounds

rhythm the regular pattern of sounds in a poem or beats in a piece of music

rising action the part of a story when the main conflict or problem builds, creating excitement or suspense

S

scan to look quickly through a text to find a particular word or piece of information

scene a part of a play in which all the action takes place in the same setting; one or more scenes make up each act of a play

scientific text a piece of writing that gives information about a science topic or about how or why something happens in the natural world

secondhand account an informational text about a topic or event written by someone who did not experience it but instead found information and facts about it

Glossary of Terms (continued)

- section** a particular part of something, such as a paragraph or a chapter of a book
- sensory details** details that describe the way something looks, sounds, feels, smells, or tastes
- sequence** the order in which events or steps in a process happen
- setting** where and when a story or play takes place
- sidebar** a short text, often boxed, placed near the main text that gives more information about the topic
- signal words** words or phrases that show the connection between ideas or events
- simile** a type of figurative language that compares two things using the word *like* or *as*
- skim** to read through something quickly to find the main facts or ideas
- solution** the answer to a problem; the way the main characters resolve the conflict at the center of a story
- source** a text or image that gives information about a specific subject area or topic; a source may be printed or digital
- stage directions** instructions in a play that tell what actors should do, how actors should speak, and what should appear or happen on stage
- stanza** several lines of a poem that are grouped together to form one part of the poem
- steps in a process** a set of actions or directions to take in order to make or do something
- story elements** the major parts of a story, including the setting, characters, problem, solution, and theme
- structure** the particular way an author organizes a text, such as acts for a drama or stanzas for a poem
- summarize** to briefly retell in your own words the most important ideas, events, and details of a text
- summary** a short retelling of a text that includes the main idea and key details of a text, or the important events and details of a story
- support** to help explain or provide evidence for a main idea in a text

T

table of contents a list at the front of a book of the sections or chapters of the book in the order in which they appear

technical text a piece of writing that explains how to make or do something

text evidence a detail, fact, or example in a piece of writing that can be used to support an idea

text features special parts of a text that help you find certain information or learn more about a topic; titles, headings, sidebars, pictures, timelines, and glossaries are examples of text features

text structure the way an author organizes the ideas and information in a piece of writing; text structures include comparison, cause-effect, chronology, and problem-solution

theme an important message or lesson that an author wants to share about people or life

third-person point of view when the narrator of a story is not a character in the story and describes events using pronouns such as *he*, *she*, and *they*; a third-person narrator can describe what different characters think and feel

timeline a chart or image that shows the dates of important events in the order they happened, sometimes with additional details about the events

title the name of a text

tone the general feeling or attitude of a text or story

topic the general subject of a text

trait a quality or characteristic that a person or character in a story has, such as courage, pride, or honesty

V

visual an image or picture that appears with a text; visuals can include illustrations, photos, charts, diagrams, and timelines

visual elements features of an image that an artist can use to show meaning or feeling; shape and color are examples of visual elements