



Magnetic Reading™



GRADE 4
UNIT 3, LESSON 10 SAMPLE

 i-Ready[®] Learning

Magnetic Reading[™]



NOT FOR RESALE

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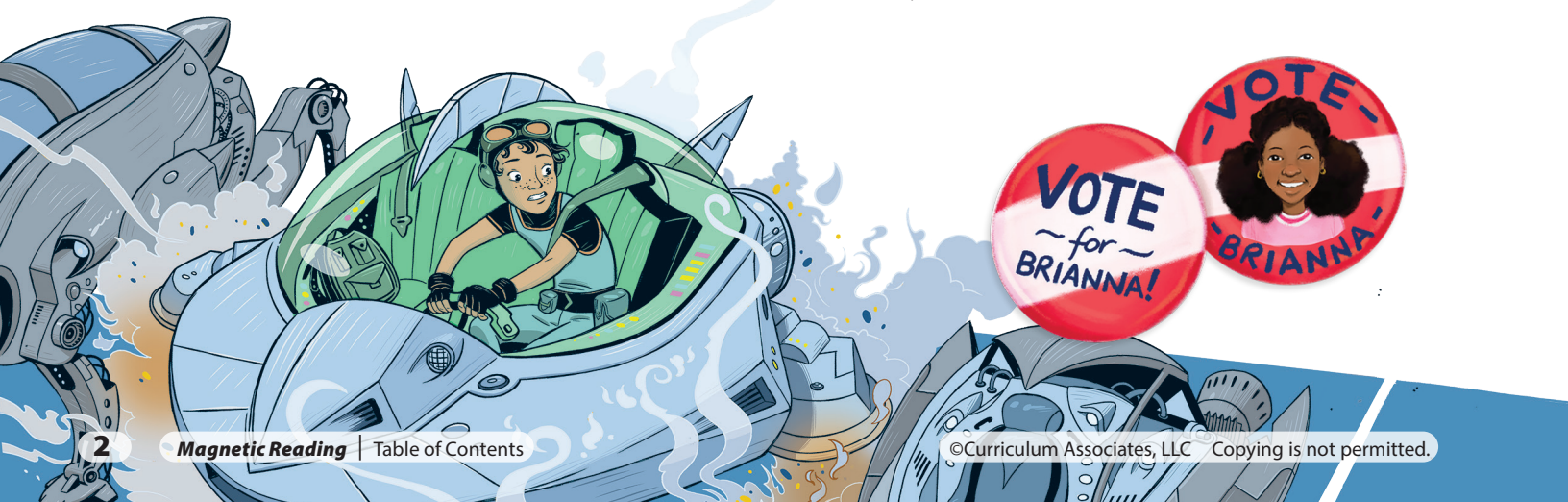
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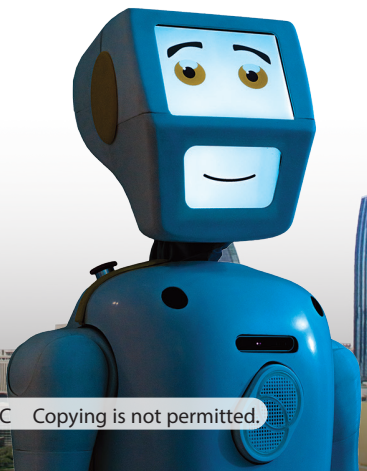
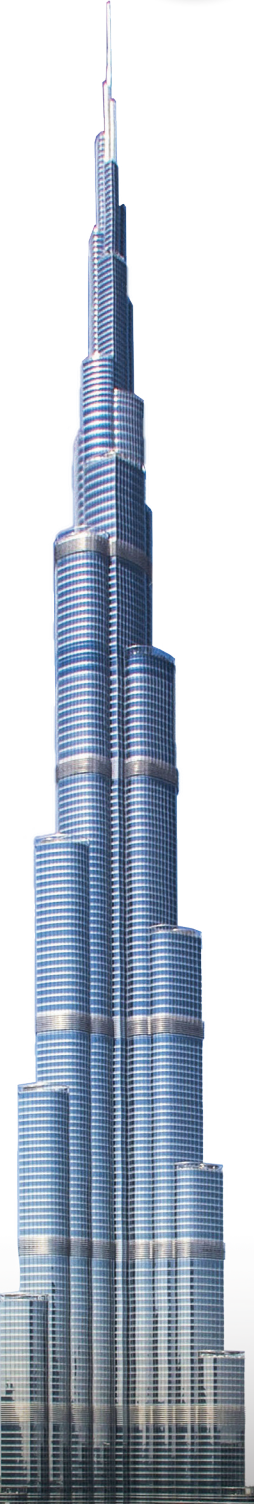
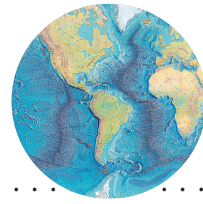


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Mapping the Unknown

FOCUS QUESTION

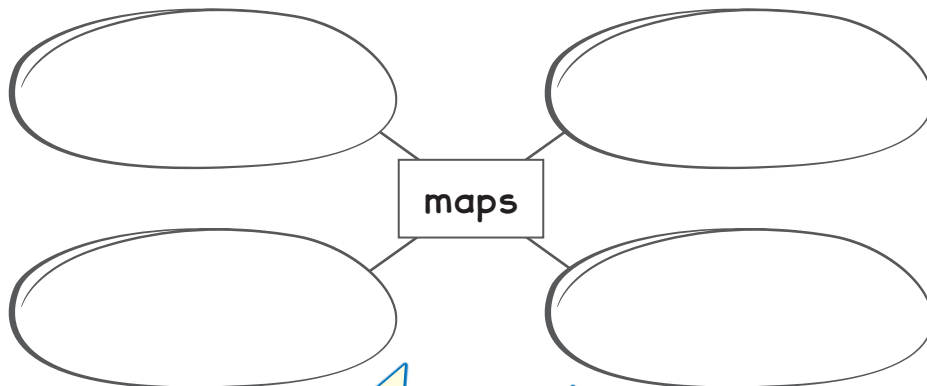
How do people create maps of new places?

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.

CREATE A WORD WEB

What are some words that are related to maps? Add words to the word web below. Then, discuss your choices with a partner.



The word ___ is related to maps because ___.

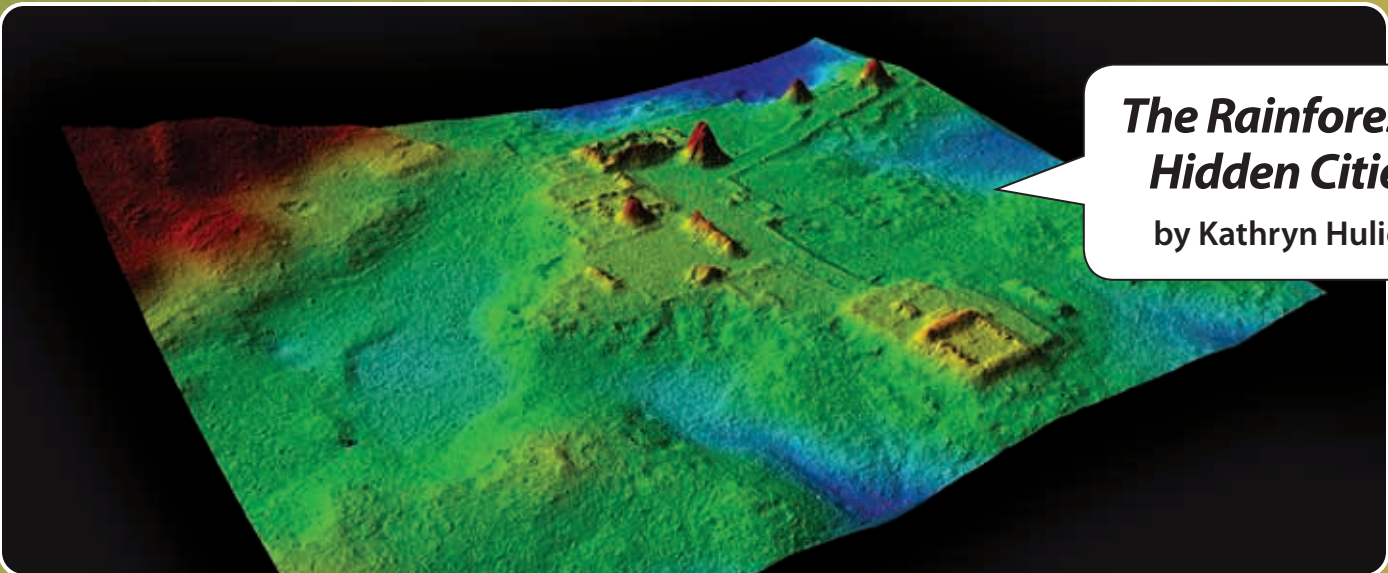
When I think of maps, I think of ___ because ___.



Marie Maps the Sea
by Liz Huyck




Braving the Cave
by Lynda Jones



The Rainforest's Hidden Cities
by Kathryn Hulick

Marie Maps the Sea

by Liz Huyck

- 1 Young Marie Tharp thought her dad had the best job ever. During the 1920s, he traveled around the Midwest, making maps. His maps were special—they revealed details about the soil that helped farmers know what to plant. He taught Marie to draw maps too.
- 2 In college, Marie took art, music, and math classes. She also took geology, the study of Earth's surface and how it has changed over time.
- 3 One day, Marie's geology teacher pointed to a big map of Earth. Almost three-quarters of it was plain blue ocean. What was under all that water? Was the sea floor flat, like a beach? Or were there mountains and valleys, as on land? No one knew. Marie Tharp was **intrigued**.
- 4 After college, in 1948, Tharp got a job in New York with a group of geologists who were studying the oceans. Women weren't allowed on research ships back then, so her job was to stay in the office and keep track of data that ships sent back. One number she often recorded was how deep the water was in different places.
- 5 Tharp noticed there were huge books in the office that listed how deep the ocean was along routes where ships had sailed in the past. The numbers gave her an idea. Could she use them to make a map of the whole sea floor?
- 6 Tharp recorded the numbers as dots on a graph. When she connected the dots, each line showed the changing depth of the water. She put the graphs together, like slices of bread, and created a 3-D view of the ocean floor. 

intrigued = curious about something


Stop & Discuss

What was Tharp curious about in her college geology class?

Underline details in the text.

Tharp wanted to know more information about ____.



- 7 Another geologist, Bruce Heezen, collected more numbers to add to the map. Ocean scientists from other countries shared their measurements. Finally, in 1957, the first map of the ocean floor was complete.
- 8 This new map showed that the bottom of the ocean was full of mountains and valleys. A long mountain range went down the middle of the Atlantic Ocean. Running through the mountain range was another surprise—a crack, or rift, right down the center. That rift helped solve an old puzzle.
- 9 In 1912, a geologist named Alfred Wegener had suggested that the continents move. Most people laughed at or ignored his idea. But Tharp’s map proved that Wegener was right. The Earth’s crust is made of huge, rocky, slow-moving plates. Where the plates pull apart, **magma** bubbles up and hardens, forming new mountains. In other places, the plates move toward each other and crunch together.
- 10 Today, **satellites** can measure the continents moving—very slowly, a few centimeters a year. And Marie Tharp’s map showed the way. 

Marie Tharp (left) looks at the map of the sea floor that she created (right). The circled area shows a long rift through the Atlantic Ocean.

magma = liquid rock deep within Earth

satellites = objects in space that collect and send information

Stop & Discuss

What new information did Tharp’s map provide?

Discuss details from the text with a partner.



Make Inferences

An **inference** is an idea about the text that makes sense based on details in the text and what you already know.

What the Text Says	+	What I Know	=	Inference
<p>“What was under all that water? Was the sea floor flat, like a beach? Or were there mountains and valleys, as on land? No one knew. Marie Tharp was intrigued.” (paragraph 3)</p>		<p>Asking questions is what you do when you are trying to learn something.</p>		

Reread/Think

Reread “Marie Maps the Sea.” Complete the chart to make inferences.

What the Text Says	+	What I Know	=	Inference
<p>“Young Marie Tharp thought her dad had the best job ever.” “He taught Marie to draw maps too.” (paragraph 1)</p>				
<p>“Women weren’t allowed on research ships back then.” (paragraph 4)</p>				

Talk

Share your chart with a partner. Discuss your inferences and the background knowledge you used to support them. Take turns sharing your thinking and then make changes to your chart if needed.

I used what I know about ___ to infer that ___.

I had a similar/different idea. I thought ___.

Write

Reread paragraphs 1 and 2 of the text. How did Marie Tharp’s father influence her career? Use text evidence to support your response.

Horizontal lines for writing a response.

WRITING CHECKLIST

- I made an inference in response to the question.
- I included text evidence.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.




Braving the Cave

by Lynda Jones



Stephen Bishop as a young man.

- 1 One evening in the mid-1800s, enslaved 17-year-old Stephen Bishop entered the yawning entrance to Kentucky's Mammoth Cave to begin his night's work. He lit his kerosene lantern, raised it high, squeezed through a narrow passageway, and disappeared into darkness.
- 2 Bishop first entered Mammoth Cave in 1838 as an enslaved Black teenager. Frank Gorin, Bishop's enslaver, had purchased the cave to make it a tourist attraction. Gorin made Bishop work as a cave guide.
- 3 Bishop knew little about caves, but this changed as he began to explore them. It wasn't long before he knew the eight miles of the original cave routes. Soon, he began giving tours. Unlike white tour guides, however, Bishop wasn't paid for his work. Enslaved people were forced to do hard jobs every day without pay.
- 4 With only a lantern and a rope, Bishop spent many hours in Mammoth Cave. During his tours, he often spotted trails off the main routes. Later, he would explore beyond the known trails. He climbed up slick walls and high domes and down into deep pits. He saw rocks that looked like icicles growing down from the cave ceilings and up from the cave floor. He also discovered cave rooms filled with sparkling crystals shaped like roses. 


domes = rounded shapes

Stop & Discuss

Why did Bishop first enter and then keep returning to Mammoth Cave?

Underline details in paragraphs 2 and 3 that tell why Bishop did both things.



- 5 The Bottomless Pit, however, was one part of the cave that Bishop had not explored beyond. The pit was so wide and deep that no one had ever dared to cross it—until one day a visitor challenged Bishop to cross over the pit with him.
- 6 After placing a long, shaky ladder across the pit, Bishop carried a lantern between his teeth as he and the man made the journey to the other side. They entered a part of the cave that no one had ever seen.
- 7 Bishop returned again and again to this part of the cave. He discovered new creatures hiding in the walls and swimming in underground rivers. Bishop was becoming known for his explorations and findings. It was because of him that scientists traveled from all over the world to see animals they had never known existed. There, they saw eyeless cave fish and different kinds of bats.
- 8 Bishop discovered many miles of new passageways, domes, pits, and **caverns**. He gave his discoveries names like Snowball Room, Haunted Chamber, Giant’s Coffin, and **Gothic** Avenue. These interesting names helped him remember details about each place. 

caverns = large caves

Gothic = a style of building known for extremely high walls and pointed ceilings

Stop & Discuss

What happened as a result of Bishop crossing the Bottomless Pit?

Discuss with a partner what happened because Bishop crossed the pit.

When Bishop crossed the pit, ____.

update = add new information to

accomplishments = great actions

Stop & Discuss

Why was it unusual for Bishop to get credit for mapping the cave?

Discuss with a partner what was unusual about Bishop receiving credit.

- 9 After only a year of owning Mammoth Cave, Gorin sold the cave—and Bishop—to John Croghan. Because of Bishop’s knowledge and the discoveries he had made, in 1842 Croghan told to him to **update** the map of the cave. He spent two weeks sketching the map without using any notes or drawings. Someone else wrote in the names of Bishop’s findings. It was against the law for enslaved people to read and write.
- 10 Copies of the map were made available at the cave, and the map was later published in a book. Bishop was given full credit for his **accomplishments**, which was unusual for an enslaved person to receive.
- 11 Stephen Bishop is known as Mammoth’s greatest cave explorer of all time. While this is amazing, it is still important to remember that, as an enslaved person, Bishop had no choice but to work in that cave. Imagine the exciting things Bishop might have done if he was free to follow his own dreams. 🖐️

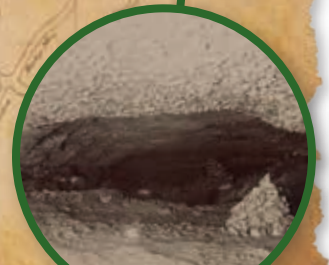
Stephen Bishop’s map of Mammoth Cave, Kentucky, 1844



Gothic Avenue



Bottomless Pit



Snowball Room

Map of the
EXPLORED PARTS OF THE
MAMMOTH CAVE OF KY.
BY
STEPHEN BISHOP, ONE OF THE GUIDES
Published by WATKINS & GRIFFIN, D. Louisville, Ky. 1844



Make Inferences

When explaining or writing about an inference, use text details to support the inference. This provides evidence to back up your ideas.

Inference	Supporting Detail
Mammoth Cave includes long, narrow tunnels.	(paragraph 1) "squeezed through a narrow passageway, and disappeared into darkness." (paragraph 3) "It wasn't long before he knew the eight miles of the original cave routes."

Reread/Think

Reread "Braving the Cave." Complete the chart by supporting the inferences with details from the text.

Inference	Supporting Detail
Bishop wanted to discover new things.	(paragraphs 4 and 7)
Bishop had a detailed memory of the cave.	(paragraph 9)



Talk

Share your chart with a partner. Compare your responses and explain how the text details support each inference. Then discuss your own inferences about Bishop.

The text says ____. This shows that Bishop ____.

I think Bishop ____ because the text says ____.

Write

Using inferences in the chart and what you discussed with your partner, what can you infer about Bishop? Support your response with text details.

WRITING CHECKLIST

- I answered the question.
- I included details from the text.
- I used complete sentences.
- I used correct spelling, punctuation, and capitalization.



The Rainforest's Hidden Cities

by Kathryn Hulick

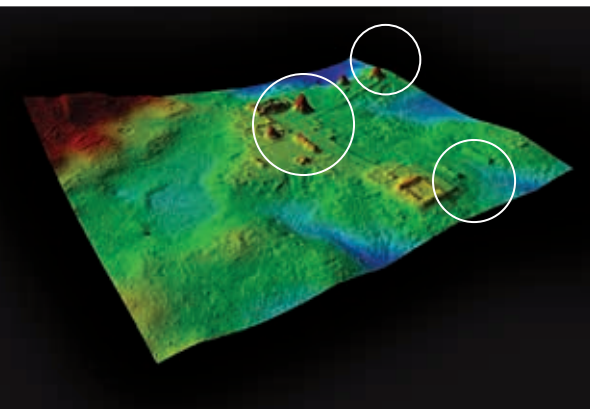
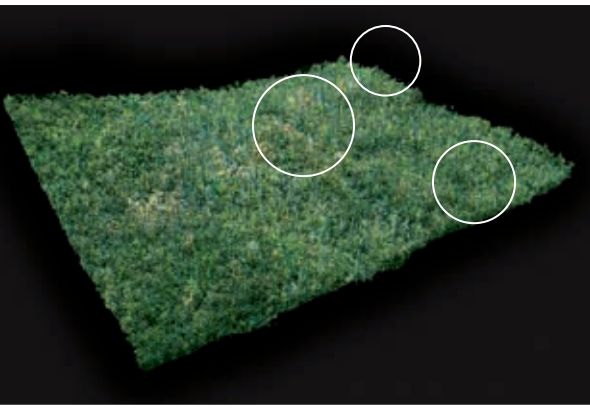
- 1 The rainforests of northern Guatemala hide a secret: **ruins** of ancient cities stretch across the forest floor. Pyramids, palaces, and roads built more than a thousand years ago tell the story of a large **empire** that once spread throughout Central America and Mexico. Some of the largest buildings rise above the trees. But thick forest has grown over other parts, covering up much of the past.
- 2 Today, about six million people trace their roots back to the Maya, the people who built these structures. Yet no one knows for sure why their empire didn't last. Was it disease? War? Archaeologists—scientists who study ancient buildings, tools, and other objects to understand past human life—have been trying for years to figure out what happened. The remains of these cities may give clues. But searching for ruins in a rainforest is slow, difficult work. Luckily, a special technology now allows scientists to take a closer look into areas with heavy vegetation, while also avoiding poisonous snakes, swarms of bees, and hot, moist air.



ruins = what remains after something has fallen apart

empire = kingdom

Some Mayan ruins are tall enough to rise above the rainforests of Central America and Mexico.



LiDAR technology sees through the thick rainforest (*above*) to create a map of the structures that stand within it (*below*).

preserves = takes action to protect something

scale = size

landscape = everything that makes up an area of land, including buildings, hills, and forests

- 3 The technology is called LiDAR. The letters stand for “**L**ight **D**etection **A**nd **R**anging.” A helicopter flies over the forest while LiDAR equipment attached to the bottom of the helicopter shoots quick, powerful rays of light at the ground. These laser beams are narrow enough to pass through openings between branches and leaves. They hit the ground and then bounce back. The LiDAR equipment measures the distance the beams travel. When many measurements are put together, they show the shape of the ground and any buildings on it. The result is a 3-D map of the forest floor.
- 4 In 2015, the PACUNAM Foundation, a Guatemalan organization that **preserves** Mayan culture, teamed up with a group of archaeologists. They began using LiDAR to map the forest floor. By 2018, they had mapped more than 61,000 structures. “The **scale** of [the ruins] really blew our minds,” said archaeologist Thomas Garrison.
- 5 Even when the forest isn’t very thick, LiDAR maps make important details easier to see. In 2019, archaeologist Takeshi Inomata was studying a LiDAR map of part of Mexico. It showed 27 large shapes. From the ground, the shapes had seemed like part of the natural **landscape**. But the LiDAR map showed that they were flat, rectangular structures. They must have been built by humans. Researchers think the early Maya probably used these low platforms for special events and celebrations.
- 6 LiDAR has made mapping ancient ruins easier and faster than ever before. Each newly mapped site helps researchers learn more about the mystery of the Maya.



Respond to Text

Reread/Think

Reread “The Rainforest’s Hidden Cities.” Choose the best response to each question.

1. PART A

According to paragraph 2, why is searching for ruins in a rainforest “slow, difficult work”?

- A. It takes years to collect the equipment needed for a search.
- B. The region is difficult to explore.
- C. Archaeologists must make a map of the area.
- D. The Maya buried structures deep inside the thick forest.

PART B

Which key detail from the text **best** supports your answer in Part A?

- A. “. . . the Maya, the people who built these structures.”
 - B. “Yet no one knows for sure why their empire didn’t last.”
 - C. “The remains of these cities may give clues.”
 - D. “. . . poisonous snakes, swarms of bees, and hot, moist air.”
2. Which phrase helps you know what *laser beams* means in paragraph 3?
- A. “attached to the bottom of the helicopter”
 - B. “quick, powerful rays of light”
 - C. “narrow enough to pass through openings”
 - D. “the shape of the ground”



Reread/Think

3. Why did the PACUNAM Foundation and a group of archaeologists work together to map the forest floor?
- A. Locating Mayan ruins benefited both groups, helping one to preserve the ruins and the other to study it.
 - B. Both groups wanted to explore the natural landscape of the rainforest.
 - C. One team mapped half of the structures they found, while the other team mapped the other half.
 - D. Neither group wanted special events to celebrate the work they did.
4. Which statement describes an idea from paragraph 5?
- A. An archaeologist studied a LiDAR map to prove that 27 shapes in the forest were natural parts of the landscape.
 - B. The 27 large structures discovered on a LiDAR map proved that the forest was easy to travel through.
 - C. A LiDAR map showed that 27 structures on the ground were probably platforms for Mayan events.
 - D. The forest was not very thick, so a LiDAR map was easily able to show 27 large shapes.

Write

Why were the LiDAR discoveries surprising? Use two details from the text in your response.

WRITING CHECKLIST

- I answered the question.
- I provided an introduction and a concluding sentence.
- I included details from the text.
- I used complete sentences.



Respond to the Focus Question

How do people create maps of new places?

Reread/Think

Choose one text from this lesson to reread.

TEXT: _____

What did you learn from your text about how people create maps?

Talk

In a small group, first share your responses from Reread/Think.

WHAT WE LEARNED

Next, as a group, discuss how you would respond to this question:

How do people create maps of new places?

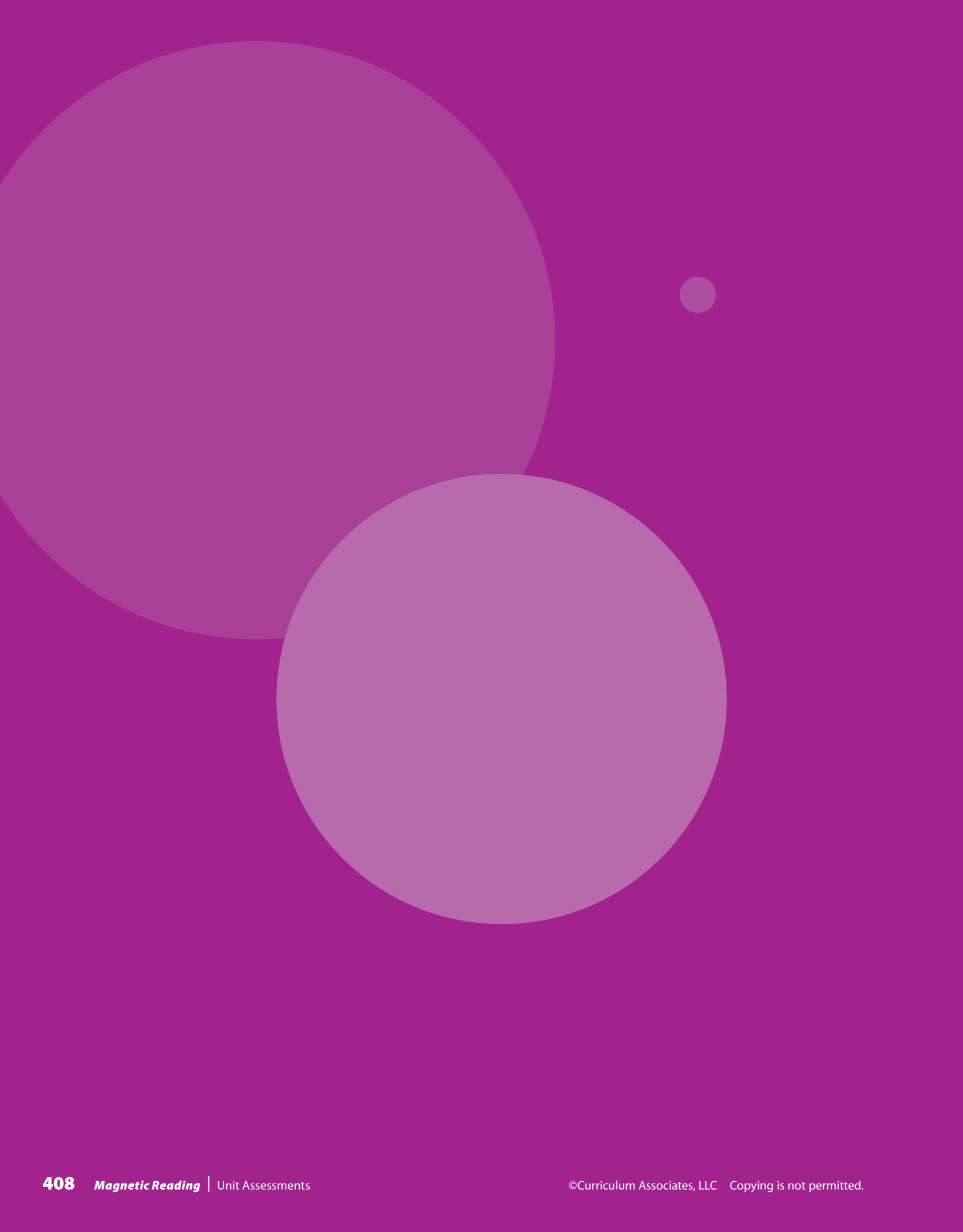
Marie Tharp
measured ____.

Stephen Bishop
explored ____.

People use
LiDAR to ____.

Write

Think about how people create maps for new places. What would you do to create a map for your neighborhood or your school?



Unit Assessments

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Read the story. Then answer the questions that follow.

Out to Win

by Wendy Baryl

- 1 As the yearly track meet approached, all I could think about was defeating Anna Banks. For the past three years, she'd beaten me in the 400-meter run, and always by just a step. But this year, I planned to win. In fact, I was obsessed with the idea of victory—it was the only thing I was able to focus on for weeks. Of course, I did a lot more than just think. I practiced my starts daily, and I ran and ran and ran.
- 2 On the day of the race, I was eager to compete. I chased away any thoughts of uncertainty as I made my way to the starting line. *TWEET!*—the whistle blew, and we were off.



- 3 Anna and I quickly sprinted out in front of the other racers. At first, I was ahead of Anna, but as the finish line drew closer she began to gain on me. She passed me. As Anna inched ahead of me, I could feel panic boiling in my stomach. I could not lose again. I would not lose again.
- 4 Then I thought, *Not this time!* I **lunged** toward the finish line with a burst of energy. I shot forward with such force my shoe flew right off my foot. I pulled a Cinderella—running with one shoe on and one shoe off. I was so focused on the finish line I barely even felt the ground pushing into my sock. All my thoughts, all my strength, all my energy **propelled** me forward. The space between us grew smaller. When we crossed the finish line, we were so close that I wasn't even sure who'd won. Then I heard the announcer—it was me!
- 5 Still breathing hard, Anna rushed over, smiling. She shook my hand and panted, "That was amazing! Great race!" That's when I realized that I'd been looking at Anna all wrong. She wasn't some evil person out to destroy me. She was a good runner who liked racing other good runners. Competing against her had made me a better racer than I ever would have become otherwise. It was time to start thinking of Anna Banks as my muse, not my enemy.

lunged = quickly moved forward

propelled = pushed

Respond to Text

Reread/Think

1. PART A

What is the story mostly about?

- A. The narrator feels that her training keeps her from doing well in school.
- B. The narrator wants to beat Anna Banks in a race.
- C. The narrator's strict practice schedule makes her unhappy.
- D. The narrator's shoe unexpectedly falls off during the race.

PART B

Which detail from the text **best** supports the answer in Part A?

- A. "... all I could think about was defeating Anna Banks." (paragraph 1)
- B. "I practiced my starts daily, and I ran and ran and ran." (paragraph 1)
- C. "... my shoe flew right off my foot." (paragraph 4)
- D. "Still breathing hard, Anna rushed over, smiling." (paragraph 5)

2. Which detail in paragraph 1 helps the reader understand what *track* is?
- A. “she’d beaten me in the 400-meter run”
 - B. “But this year, I planned to win.”
 - C. “I was obsessed with the idea of victory”
 - D. “Of course, I did a lot more than just think.”

3. Read these sentences from paragraph 1.

But this year, I planned to win. In fact, I was **obsessed** with the idea of victory—it was the only thing I was able to focus on for weeks. Of course, I did a lot more than just think.

What is the meaning of the word *obsessed*?

- A. thinking of one thing only
- B. learning about one thing only
- C. feeling disappointed by something
- D. feeling confused by something

- 4. What is the meaning of *uncertainty* as it is used in paragraph 2?
 - A. speed
 - B. happiness
 - C. doubt
 - D. anger

5. **SHORT RESPONSE** In Greek mythology, a *muse* was a goddess who helped people find their inner strength to reach their goals. Why does the narrator refer to Anna Banks as “my muse” in paragraph 5? Include details from the story to support your response.

Read the article. Then answer the questions that follow.

from **GRAND** **Ferris's** **Idea**

by Marcia Amidon Lusted

- 1 Daniel Burnham needed a good idea. He was one of Chicago's best building designers, but he was **stumped**. A huge fair was going to be held in Chicago in 1893. It was called the World's Columbian Exposition, and it needed a special attraction—something that would bring thousands of visitors. Burnham knew this attraction had to be even more amazing than the Eiffel Tower, built a few years earlier in Paris, France. Burnham wanted to show the world that America's **engineers** were more talented than France's. He told a group of engineers at a dinner that “something original, daring, and unique must be designed and built” in order to “out-Eiffel” the 1,063-foot metal tower. The Eiffel Tower was built for the Paris world's fair held in 1889.
- 2 George Washington Gale Ferris, a young engineer from Pittsburgh, Pennsylvania, was at the banquet that night. Ferris remembered an idea he had been working on. He scribbled the design on his dinner napkin. It was something that had never been done before. It would be a giant, rotating wheel, 250 feet wide. It would hold more than 2,000 people in 36 cars attached to the wheel's rim. Each car would be as large as a bus and would hold 40 to 60 people. Burnham loved the idea!

stumped = unable to find an answer

engineers = people who design machines or structures



- 3 The wheel was not finished in time for the fair's opening day on May 1. But by June the engineers were testing it. On the first day of testing with passengers aboard, crowds of onlookers refused to stand back. Instead, they rushed the wheel and climbed into the cars for the 20-minute ride. The first ten minutes were spent getting passengers off and on. This was followed by a 10-minute single turn of the wheel. Ferris's grand idea was a huge success. It quickly became the highlight of the fair.
- 4 A ride on the Ferris wheel cost 50 cents, the same as the price to get into the fair itself. The huge wheel had cost \$400,000 to build and operate during the fair. That was an enormous amount of money in those days. But the wheel's total earnings were more than \$700,000, making a nice **profit** for everyone involved.
- 5 After the fair closed in October of 1893, the wheel was taken down. It was used several more times in other places, including at the St. Louis World's Fair in 1904. But two years later it was sold and turned into scrap metal.
- 6 Today there are Ferris wheels at almost every amusement park and carnival. So if you find yourself sitting at the top of one of these rides, enjoy the view. Then think of George Ferris and the vision he had to put you there.

profit = amount of money gained

Respond to Text

Reread/Think

1. Why did Daniel Burnham want a special attraction at the World's Columbian Exposition?
 - A. Burnham wanted to bring in thousands of visitors and show that America's engineers were more talented than France's.
 - B. Burnham wanted to show the world that he was Chicago's best building designer.
 - C. Burnham wanted engineers to build a structure that could hold more people than the Eiffel Tower in Paris, France.
 - D. Burnham wanted engineers in Chicago to build his idea of a giant rotating wheel.
2. Read these sentences from paragraph 3 of "Ferris's Grand Idea."

On the first day of testing with passengers aboard, crowds of onlookers refused to stand back. Instead, they rushed the wheel and climbed into the cars for the 20-minute ride.

What can readers infer from these sentences?

- A. People could not wait to ride the Ferris wheel.
- B. People were confused by the Ferris wheel.
- C. People were worried about the Ferris wheel.
- D. People did not care about the Ferris wheel.

Read the article. Then answer the questions that follow.

from **THE FERRIS WHEEL**

by Denton J. Snider, *World's Fair Studies (1893)*

1 After thinking about the matter for a while, and seeing the huge toy revolve several times in a playful way, I **conclude** that my experience of the Fair will not be complete unless I take the trip. I enter the **coach** and the thing starts, slowly rounding upwards.

2 My imagination starts to work, being set in motion by the Wheel. Can any person help asking repeatedly, "What if?" What if the Wheel should leap from its supports and start rolling down the street like a boy's hoop? What if it should break a **cog** and begin whizzing round and round? What if it should stop when we are at the top and absolutely refuse to budge? How could we ever get down?

3 Thus my imagination calls up all sorts of possibilities, painting them in vivid colors, while the wheel keeps steadily going. The wheel goes round twice, and it is just as well, for I am focused inwardly on my own thoughts at first. But with the second turn, my mind is called outward by the splendid views of the buildings of the Fair, with gleams of the lake beyond, and of the city in the distance. Not the least interesting is the wheel itself, holding us out at arm's-length and giving us a slow toss through the air as a father does his child. Down it brings us once more, and we pick up the ground where we left it a few moments before.



conclude = make up one's mind
coach = passenger car with doors
cog = a piece on a wheel

Respond to Text

Reread/Think

3. PART A

How does the author of “The Ferris Wheel” feel in the first two paragraphs?

- A. joyful
- B. worried
- C. peaceful
- D. tired

PART B

Which detail from the text **best** supports the answer in Part A?

- A. “I conclude that my experience of the Fair will not be complete unless I take the trip.” (paragraph 1)
- B. “I enter the coach and the thing starts, slowly rounding upwards.” (paragraph 1)
- C. “My imagination starts to work, being set in motion by the Wheel.” (paragraph 2)
- D. “Can any person help asking repeatedly, ‘What if?’” (paragraph 2)

4. Read this sentence from “The Ferris Wheel.”

But with the second turn, my mind is called outward by the splendid views of the buildings of the Fair, with gleams of the lake beyond, and of the city in the distance.

Which statement would the author of “The Ferris Wheel” **most likely** agree with?

- A. The Ferris wheel makes people feel sick.
- B. The Ferris wheel allows riders to enjoy the sights.
- C. The Ferris wheel moves around very quickly.
- D. The Ferris wheel is the best attraction at the fair.

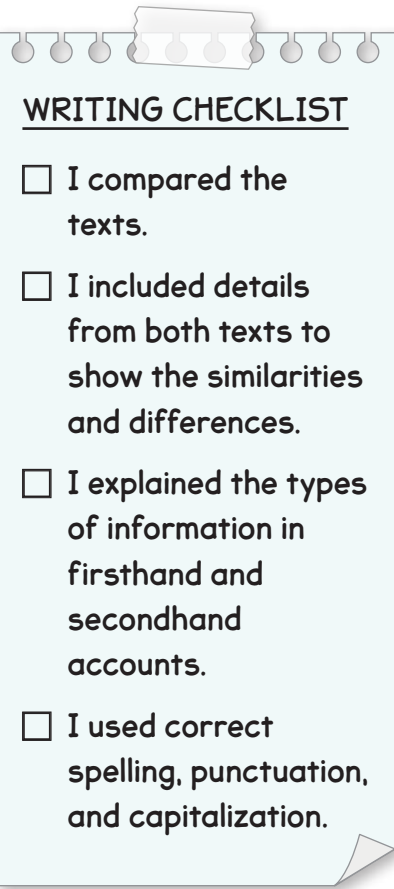
5. Use the word bank to fill in the blanks with words that best complete the sentences.

secondhand account	facts	firsthand account	sensory details
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Both texts provide information about the Ferris wheel, but “Ferris’s Grand Idea” is a _____ and “The Ferris Wheel” is a _____. “Ferris’s Grand Idea” gives _____ about how the wheel was planned. “The Ferris Wheel” includes _____ about riding on the wheel.

Write

EXTENDED RESPONSE Compare the information in “Ferris’s Grand Idea” and “The Ferris Wheel.” Describe how the different information provided by a firsthand and secondhand account gives the reader a more complete understanding of the Ferris wheel. Use at least one example from each text in your response.



WRITING CHECKLIST

- I compared the texts.
- I included details from both texts to show the similarities and differences.
- I explained the types of information in firsthand and secondhand accounts.
- 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

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, time lines, 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

time line 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 time lines

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

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Text Credits

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