

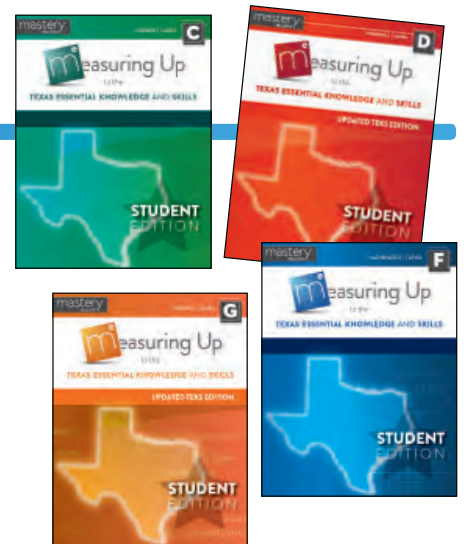
Measuring Up to the TEKS Sample Pack

Reading | Grade 3 | Lessons 15, 23, 26

The sample pack features:

- 3 full student lessons with complete Teacher Edition lessons
- 1 full Table of Contents for your grade level
- Lesson Correlations

Developed to meet the rigor of the TEKS, **Measuring Up** employs support for using and applying critical thinking skills with direct standards instruction that elevate and engage student thinking.



TEKS-based lessons feature introductions that set students up for success with:

- ✓ Academic Vocabulary
- ✓ Step-by-Step Problem Solving
- ✓ Demonstrate Higher-Order Thinking Skills
- ✓ Multi-Step and Dual-Coded Questions
- ✓ Focus on Financial Literacy

Guided Instruction and Independent Learning strengthen learning with:

- ✓ Deep thinking prompts
- ✓ Collaborative learning
- ✓ Self-evaluation
- ✓ Demonstration of problem-solving logic
- ✓ Application of higher-order thinking

Flexible design meets the needs of whole- or small-group instruction. Use for:

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Lesson
15

Describe Imagery, Literal and Figurative Language

- 3.7(F)** Respond using newly acquired vocabulary as appropriate.
- 3.7(G)** Discuss specific ideas in the text that are important to the meaning.
- 3.10(D)** Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
- 3.6(F)** Make inferences and use evidence to support understanding.



Introduction

Real-World Connection

Isaac and his sister Astra are visiting Northern California. They see the famous giant redwood trees. These trees can grow as big as 378 feet tall. That is more than the length of three-and-a-half football fields! Astra tells Isaac, “These trees are so tall that the tops of them touch the sky.” Isaac wonders, “Is that possible?” How can Isaac figure out what Astra really means? We will practice the skills in the Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Isaac and Astra and the giant redwoods.

Words to Know

imagery
literal language
figurative language
simile
metaphor
sound device
onomatopoeia

What I Am Going to Learn

- Respond using new vocabulary.
- Discuss ideas in a text that are important to its meaning.
- Describe how authors use imagery, language, and sound devices to achieve specific purposes.
- Make inferences with evidence from the text.

What I May Already Know 2.7(F), 2.8(A), 2.10(D), 2.6(F)

- I know how to answer questions using new vocabulary words.
- I can discuss important topics and themes using text evidence.
- I know how to discuss the use of descriptive, literal, and figurative language.
- I know how to make inferences from textual evidence.

Think About It

When you read, let yourself form pictures in your mind. These pictures will help you experience what the words are saying.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Imagery

When writers want to describe things, they use **imagery**. Imagery uses words and phrases that appeal to the senses. Those words help you see, hear, touch, smell, and even taste what is described.

A writer may describe the dew on a flower as “sparkling in the sun.” Those words appeal to your sense of sight because you can see exactly what the author describes.

A writer might describe a herd of elephants as “pounding on the ground.” Those words appeal to your senses of touch and sound. You can almost feel the earth shake and hear the loud noise of the elephants moving.

Read the sentence below.

The hail hissed against our roof like a handful of sand hitting the top of a drum.

- This word picture mostly appeals to which of the five senses?
-

Writers use imagery to help you become part of the text. They want you to feel like you are experiencing exactly what the characters in the story are experiencing. Writers use imagery to create pictures in your mind. When you are able to see what the characters see, you are better able to understand them and make connections to them.

- Suppose you were describing a flower garden. What words and phrases would you use to make readers feel like they are in the garden with you? Write a sentence.
-
-
-

Literal and Figurative Language

Literal language is a kind of imagery writers use to describe something exactly as it is. The reader does not have to infer anything to understand what the writer means.

Here is an example of literal language.

My sister's cat has brown, black, and white fur.

In this sentence, the writer says exactly what the cat's fur looks like. The reader does not have to make any inferences or guesses about the cat's fur.

Figurative language is what a writer uses to describe something without saying exactly what it is. Instead, the writer wants readers to use their imaginations. There are many kinds of figurative language.

Similes and Metaphors

Similes compare two unlike things, using the words *like* or *as* to show a comparison.

Look at this example.

Lucius took off down the sidewalk like a racehorse.

- What two things does this simile compare?
-

Metaphors also compare two unlike things. They are different from similes because they do not use the words *like* or *as*. They say the comparisons directly, often using the word *is* or *was* to connect the two things.

Look at this example.

The moon is a silver ornament hanging in the sky.

- What two things does this metaphor compare?
-
- Based on this imagery, how do you think the moon looks?
-

Sound Devices

Another kind of figurative language is a **sound device**. Sound devices appeal to your sense of hearing.

One example of a sound device is **onomatopoeia**, a word that sounds like the thing it describes. For example, the word *sizzle* sounds like the sound water makes when it hits a hot surface. The word *boom* matches the sound of something crashing. With onomatopoeia, you can describe a sound with a single word.

- What are other examples of onomatopoeia?
-

Alliteration is another type of a sound device. An alliteration is several words in a sentence that all begin with the same consonant sound.

The smooth subway train slid into the station.

The words *smooth*, *subway*, *slid*, and *station* all have the same sound.

- Create an alliteration using a letter of your choice.
-

Read these sentences. Write an *S* next to the one that uses a simile, an *M* next to the one that uses a metaphor, an *A* next to the one that uses alliteration, and an *O* next to the one that uses onomatopoeia.

_____ The green grass grew in the sunshine.

_____ Her goldfish's scales were as bright as a new penny.

_____ A dog howled in the distance.

_____ The snow outside is a flurry of white feathers.

Look at the figurative language the writer uses to make an inference about what you read. A writer might use a simile or metaphor to give details about a character. A writer might also use alliteration to give details about a setting.

Look at this simile.

Desmond's face was as red as a tomato when he fell in the hallway.

Underline the two things being compared.

- How is Desmond feeling?
-



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

Just Sitting

by Paula B. Terrey

- 1 My brother has been working on his car in the barn. He comes around the corner of the house, wiping grease from his hands. "What are you doing?" he asks.
- 2 "Just sitting." I'm sitting on the porch steps. The air is milky warm. Crickets are singing, and fireflies blink under the willow. The lawn is a fuzzy dark blanket stretching to the pond. The pond is a polished black stone.
- 3 My brother sits next to me.
- 4 My sister comes out of the house, and the screen door bangs. "What are you doing?" she asks.
- 5 "Just sitting," my brother and I say. My sister sits next to us. She's brought frozen blueberries in a crockery bowl. The berries make a crunching winter sound as we bite into them. I hold one in my mouth until it's blueberry slush. My brother eats a handful all at one time, and his teeth squeak on the skins.
- 6 "What are you doing?" my mother asks. She's inside peering through the screen door.
- 7 "Just sitting," my brother and my sister and I say.
- 8 My mother opens the door and does not let it bang. Her sigh matches the squeak of the springs as she settles onto the porch swing. She's still wearing her apron, but in a minute, she remembers and takes it off.
- 9 Tonight, there is only the barest sliver of a moon. Still, I can see the corn in the dark, much taller than I am—tall enough to hide a man. My daddy is out there, saying good night to the corn. Then he's striding toward us, and I can see the smiling around his eyes and the ears of corn he holds in his arms like a baby.

Guided Questions

In paragraph 2, the author uses figurative language to describe the view from the front porch. Highlight the three metaphors she uses. Why does she use these metaphors?

In paragraph 5, the author includes imagery that appeals to the reader's sense of touch. What are two other senses used in this paragraph?

What is one kind of sound device used in paragraph 8?

Highlight the simile in paragraph 9.

- 10 "What are you doing?" Daddy says.
- 11 My brother, my sister, my mother, and I all say, "Just sitting."
- 12 My daddy sits beside my mother on the porch swing.
- 13 The crickets are noisy, but the corn is quiet. My family's just sitting, but my heart is singing.

Guided Questions

In paragraph 13, is the phrase "my heart is singing" literal or figurative? How do you know?

Critical Thinking

1. For each of the senses, choose a detail from the story you particularly liked. Write it in the chart. Tell why you chose it.

Sense	Imagery	Reason for Choice
Sight		
Taste		
Smell		
Touch		
Hearing		



2. In this story, the author shows readers it is important to stop and pay attention to the beauty around you. How does the imagery in the passage support this message?
-
-



3. Work with a partner. Find a place to sit quietly. Take five minutes to use your senses to observe everything around you. Then write a paragraph to describe your surroundings. Try to include details that appeal to at least three of the senses. Read your description aloud to your partner. Compare what each of you observed.

How Am I Doing?

★ What questions do you have?

★ Why do authors use imagery in their writing?

★ Color in the traffic signal that shows how you are doing with the skill.





Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

Wind Storm

by Mary Atkinson

- 1 "Storm coming!" Dad yelled across the water. "Swim back to shore!"
- 2 We all jumped off the raft and started swimming.
- 3 Clouds hung low in the sky. Tree-tops whipped back and forth in the wind. Waves splashed against my face, and water got up my nose.
- 4 "Hurry up, Sammy," cried Tim.
- 5 "Need a ride?" asked Owen.
- 6 "I'm okay!" I said. I kept my eye on my swimming tree, the tall pine I always kept in sight, ever since I was little and first learned to swim across the lake. I held it in my gaze until I reached the other side.
- 7 From the west, cool air blew in from the mountains. We hugged towels around our shoulders and raced to the house. Inside, we latched windows, checked flashlights, and filled jugs with water. I made sandwiches while Tim filled the cooler and Owen built a fire.
- 8 That night, the skies howled. The house shook, and the windows rattled. Branches sharpened their tips against the glass.
- 9 "Eighty miles an hour!" Dad said. "Those winds sure are blowing." Faster than driving on the highway. Faster than riding on the train.
- 10 Huge gusts ripped branches off trees with cracks like lightning. Down the chimney whooshed a blast of air. It fed the flames and made them roar. Our dog curled tighter into a ball. We all huddled in front of the fire—my father, my brothers, and I.
- 11 Before long, the storm passed. I fell asleep to the sound of a gentle rain.
- 12 The next morning, all was still. Our dog chased a chipmunk into the woodpile. A woodpecker tip-tapped on a broken tree. We collected sticks, stacked branches, and dragged logs aside. I raked up pine cones. Tim fixed the picnic table, and Owen used the saw.

- 13 Then, at the water's edge, we all looked out—my father, my brothers, and I. Trees, like shipwrecks, lay abandoned along the shore.
- 14 The swimming tree was gone. Only its fallen trunk remained.
- 15 "Anyone for a swim?" asked Dad.
- 16 "But my tree . . . ," I said.
- 17 "Oh, Sammy," said Owen.
- 18 "Last one in . . . !" called Tim.
- 19 We all dove off the dock into clear, still water and swam to the raft.
- 20 Coming back, I stared into the empty space where the swimming tree had been. There, in a spotlight of sun, a small pine, just a puffball of green needles, shook softly in the breeze.
- 21 I kept my eye on the little pine as I swam back to shore.
- 22 Then, sitting next to the swimming tree, I cleared away old leaves and broken sticks, just to make sure the little pine would get enough sun.

- 1 Read these sentences from paragraph 7.

From the west, cool air blew in from the mountains. We hugged towels around our shoulders and raced to the house.

What can you infer about the story based on this imagery?

- A** The family is terrified of the coming storm.
- B** The boys are worried about losing their towels.
- C** The boys like to compete in races against one another.
- D** The change in weather caught the boys by surprise.

- 2 Which detail from the passage uses figurative language?

- F** *We all jumped off the raft and started swimming.*
- G** *We all huddled in front of the fire—my father, my brothers, and I.*
- H** *Trees, like shipwrecks, lay abandoned along the shore.*
- J** *We all dove off the dock into clear, still water and swam to the raft.*

- 3 Which example of imagery is the best clue for the reader that the trees surround the house?

- A** *From the west, cool air blew in from the mountains.*
- B** *Branches sharpened their tips against the glass.*
- C** *Huge gusts ripped branches off trees with cracks like lightning.*
- D** *Trees, like shipwrecks, lay abandoned along the shore.*

- 4 Read this sentence from paragraph 8.

That night, the skies howled.

Which type of figurative language does the sentence include?

- F** Simile
- G** Metaphor
- H** Alliteration
- J** Onomatopoeia

- 5 Which description appeals to the reader's sense of hearing?

- A** *Clouds hung low in the sky.*
- B** *It fed the flames and made them roar.*
- C** *Only its fallen trunk remained.*
- D** *We all dove off the dock into clear, still water . . .*

★ **Assessment**

Choose the best answer to each question.

- 1 Read this sentence from paragraph 3.

Waves splashed against my face, and water got up my nose.

The details in this sentence appeal mostly to the sense of —

- A taste
- B touch
- C sound
- D smell

- 2 Read this sentence from paragraph 10.

Huge gusts ripped branches off trees with cracks like lightning.

Why does the author compare the sound of the tree branches breaking with the sound of lightning?

- F She wants to use a literal description of the sound.
- G The tree branches are broken off by bolts of lightning.
- H She wants to show readers that the main character had been in storms before.
- J She wants readers to be able to imagine what the storm sounds like.

- 3 Which of the following images from the passage best supports the message that even though scary things happen, things will get better?

- A *Clouds hung low in the sky. Tree-tops whipped back and forth in the wind.*
- B *I kept my eye on my swimming tree, the tall pine I always kept in sight . . .*
- C *The house shook, and the windows rattled. Branches sharpened their tips against the glass.*
- D *There, in a spotlight of sun, a small pine, just a puffball of green needles, shook softly in the breeze.*

- 4 Which phrase uses alliteration?

- F *yelled across the water*
- G *the windows rattled*
- H *Faster than riding on the train*
- J *chased a chipmunk*



Exit Ticket

You have learned that you can use both literal and figurative language in your writing. You also understand that when you write you can use language that appeals to your readers' senses. Let's revisit the Real-World Connection. Imagine you are visiting Redwood National Park with Astra and Isaac. Create your own examples of figurative language to describe the trees.



Fill in the chart to show how you can describe the trees using different kinds of figurative language. The first one is done for you.

Figurative Language	Your Sentence
Onomatopoeia	The trees whooshed in the wind.
Simile	
Alliteration	
Imagery that appeals to sense of sight	

Lesson
23

Explain the Author's Purpose

- 3.10(A)** Explain the author's purpose and message within a text.
3.10(B) Explain how the use of text structure contributes to the author's purpose.
3.10(C) Explain the author's use of print and graphic features to achieve specific purposes.



Introduction

Real-World Connection

Both Sara and Joey love to play soccer. They have a class project to do about hobbies. They decide to work together. They sit down together to start working but are unable to agree on how to set up the project. Sara wants to describe how to play soccer. Joey wants to explain about different professional soccer teams that he likes. How can Sara and Joey work together to present about soccer when they have different purposes? We will practice the skills in the Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Sara and Joey and their class project.

Words to Know

topic
 author's purpose
 inform
 persuade
 describe
 entertain
 text structure



What I Am Going to Learn

- Understand and explain an author's purpose and message.
- Explain how authors use text structure to achieve a purpose.
- Explain how authors use print and graphic features for specific purposes.

What I May Already Know 2.10(A), 2.10(B), 2.10(C)

- I know how to discuss an author's purpose for writing a text.
- I know how an author's text structure contributes to its purpose.
- I know how a print or graphic feature achieves a purpose.

Think About It

Preview the article before you read. Look at the title. Look at any special graphics. Glance through the article to get an idea of what it is about. This will help you identify the author's purpose.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Topic

The **topic** is what the article is about. The topic can be anything the author wants to write about.

Sample Topics

bears
pizza
animated movies
city life
clothing styles
holidays in Mexico
Native American tribes
life in colonial America

Author's Purpose

The **author's purpose** is the reason an author writes. There are different reasons for writing.

- **Write to Inform or Explain**

The author's purpose is to **inform** about or explain something. For example, textbooks, articles, and "how-to" instructions are written to inform, or explain.

- **Write to Persuade**

The author's purpose is to **persuade** you, or convince you to do something or believe something. For example, advertisements, television commercials, and political speeches are written mainly to persuade.

- **Write to Describe**

The author's purpose is to help you see or experience a person, place, or thing. The author will **describe** something. For example, character sketches and travel articles about special places are written mainly to describe.

- **Write to Entertain**

The author's purpose is for you to enjoy the writing. For example, anecdotes, or little stories about real people, are often written to **entertain**.

Because authors write for different reasons, two writers can write about the same topic but have different purposes.

Imagine the topic is bears. One author might write to give information about bears. Another author might write to tell a story about bears to entertain you.

Topic: Bears	
Purpose	Purpose
to give information about bears	to tell an entertaining story about bears

- Suppose you wrote about bears. What would be your purpose for writing?

When you write, you need to have a purpose for writing. You must first determine your purpose and then focus on what you will write about that purpose.

Text Structure

Authors use different **text structures** in their writing to help further their purpose. The way they organize their writing and the features they include help readers understand the information.

Imagine an author wants to explain how to make chocolate chip cookies. The author may include different headings, such as ingredients and directions to help readers when making the cookies. The author might also include graphics, or pictures, that will help readers understand how to make them.

Authors organize their information in different ways to support their purpose. For instance, an author may use a sequence of events, the order in which things happen, to discuss a historical event, while a paper explaining the purposes of recycling might use a cause-and-effect structure.

**Guided Instruction**

Read the passage below. Then answer the questions in the margin and complete the activities.

Time to Change Clothes

by Marilyn Kratz

- 1 Isn't it fun to take off your sweaters and change into T-shirts every spring?
- 2 Some birds change their "clothes" in spring, too. They do it by *molting*. Molting means losing old feathers and getting new feathers to replace them. New feathers push the old, worn feathers out of the bird's skin.



- 3 Birds that live in harsh deserts and grasslands usually molt twice a year, in spring and in autumn. Their feathers wear out faster than those of other birds. Most other birds molt mainly in the fall.

Guided Questions

Read paragraph 2. Highlight the topic of the article. What is the purpose?

Look at the graphic. What does the author want you to know?

Read paragraph 3. What does the author want you to learn from this paragraph?

Hiding from the Enemy

- 4 Molting may take five to twelve weeks to complete. Ducks lose their feathers quickly. They are not able to fly until the new wing feathers grow in. They have dull feathers until then to help them hide.
- 5 Some birds become a different color when they molt. Ptarmigans can hide more easily all year long.

Looking for a Mate

- 6 Often male birds wear more colorful feathers after their spring molt. That is when they are trying to attract a mate. Egrets grow long, flowing plumes during spring courtship season. They shed the plumes soon after.

Getting New Colors

- 7 Some birds get a new color when the faded edges of their old feathers wear down. The inner part of the feather is a different color, and it begins to show. In spring, the male house sparrow gets his black "bib" in just that way.



- 8 Keep an eye on the birds you see around your yard. Maybe you'll catch them "changing clothes."

Guided Questions

Read paragraphs 4 and 5. Highlight the sentences that connect to the heading.

Read the heading before paragraph 6. What is the author's purpose for this heading?

Look at the graphic. Why did the author use a picture of a different bird?

Critical Thinking



1. Why is “Time to Change Clothes” a good title for the passage?



2. Fill in the chart below. Use your own words. Choose a reason from each section in the selection.

What did you learn about molting?	
Introduction (paragraphs 1-3)	
Hiding from the Enemy	
Looking for a Mate	
Getting New Colors	



3. Talk to a partner. Are there other mammals, reptiles, or fish that go through a process similar to molting? Work together to come up with a list of mammals/reptiles/fish that you think may go through a similar process. Then each choose one to research on the internet. Compare your findings and create a chart of the different ways mammals/reptiles/fish “molt.”

How Am I Doing?

- ★ What questions do you have?

- ★ What type of text structure would be helpful if you were sharing directions for how to play a sport or hobby?

- ★ Color in the traffic signal that shows how you are doing with the skill.



**Independent Practice****★ Practice**

Read the selection and choose the best answer to each question.

A Prickly Adventure

by Barbra Hesson



Ouch! A porcupine's quills are as sharp as needles. They protect the porcupine from its enemies. The name *porcupine* comes from a Latin word that means "thorn pig."

- 1 *A baby porcupine is lost in the woods. How does he stay safe?*
- 2 It is a warm day. A baby porcupine, or *porcupette*, sleeps in the hollow of a tree. Porcupines are awake at night and asleep during the day.
- 3 The porcupette's mother loves to climb trees. She is sleeping many feet above him. The porcupette could climb when he was just two days old, but he can't yet go as high as his mother.
- 4 When a beetle tickles the porcupette's toe, he wakes up. He follows it out of the tree. But his eyes cannot see far, and he soon loses track of the beetle.

Out on His Own

- 5 The porcupette waddles on short legs through the forest. He munches on bark, twigs, and leaves. His favorite things to eat are dandelions and apples. When he comes across an old deer antler, he chomps on that. This helps wear down his growing teeth and provides his body with important minerals.
- 6 The long shadows turn to darkness. The porcupette is not sure which tree his mother is in, but she will wake up soon. With his long whiskers, the porcupette feels the bottom of a tree. There he curls up and waits for her to find him.

7 The porcupette has keen ears. He hears a snap and the soft padding of footsteps. Is this his mother? He stands on his hind legs and sniffs the air. He has a good sense of smell and knows right away it isn't his mother. He makes a sound like a human baby's cry. Something moves closer. The *something* is a wolf.

Stay Back, Wolf!

8 When the porcupette was born, his quills were soft. But within one hour they hardened into stiff, hollow hairs. Normally his quills lie flat, but now he is scared. His muscles tighten. This raises his quills. If the wolf touches the porcupette, the sharp quills will stick into the wolf's skin.

9 The wolf approaches, and the baby porcupine gives two warnings. First, he makes a clacking noise with his teeth. Second, he gives off a strong smell from a small patch of skin on his lower back.

10 The wolf steps back. He has come across quills before and didn't like them. He turns and runs into the forest.

11 *Sniff, sniff.* A new smell floats toward the porcupette. This time it is his mother. They touch nose to nose, and his mother grunts to him.

12 The baby porcupine makes a soft *mmmmm* sound.

13 Tired but safe, the porcupette follows his mother. They move through the forest in search of more tasty things to eat.

Porcupine Points

- A porcupine does not hibernate during the winter. It finds things to eat, such as twigs or bark, close to home.
- For gripping and climbing trees, porcupines' feet have sharp curved claws and bumpy rough pads.
- A mother porcupine has only one baby at a time. The baby drinks the mother's milk for about a month.
- An adult porcupine is three feet long and weighs up to 25 pounds. Adult porcupines have about 30,000 quills.

- 1 Which describes the purpose of the article?
- A To tell about a day in the life of a porcupette
 - B To explain how a porcupette survives meeting a wolf
 - C To tell the differences between porcupettes and porcupines
 - D To explain the importance of a porcupette's senses to stay safe
-
- 2 What is the author's purpose for this article?
- F To inform
 - G To persuade
 - H To describe
 - J To entertain
-
- 3 How does the text box in paragraph 1 help the author's purpose?
- A It explains what a porcupette is.
 - B It separates the passage from the caption.
 - C It gives the reader a break before reading.
 - D It introduces the overall topic.
- 4 The author uses a sequence of events to —
- F describe the different traits of a porcupine
 - G explain details about a porcupette
 - H persuade the reader that porcupettes are independent
 - J entertain the reader with a funny story
-
- 5 Which section does the author use to explain how a porcupette protects itself when alone?
- A Introduction (paragraphs 1–4)
 - B Out on His Own**
 - C Stay Back, Wolf!**
 - D Porcupine Points**

★ Assessment

Choose the best answer to each question.

- 1 How does the caption under the graphic help the author's purpose?
- A It explains how porcupines are different from porcupettes.
 - B It asks the readers a question to help engage them.
 - C It provides background information to the reader.
 - D It describes the porcupine in detail to help readers understand.
-
- 2 Which sentence best supports the author's purpose?
- F *When a beetle tickles the porcupette's toe, he wakes up.*
 - G *With his long whiskers, the porcupette feels the bottom of a tree.*
 - H *He hears a snap and the soft padding of footsteps.*
 - J *The wolf approaches, and the baby porcupine gives two warnings.*
-
- 3 How does telling about a porcupette in story form support the author's message?
- A It makes it easy for the reader to learn about the wolf.
 - B It helps the reader understand where porcupines live.
 - C It provides the reader with descriptions about porcupines.
 - D It helps the reader to learn about porcupettes.
-
- 4 Which paragraph helps introduce the text structure the author uses?
- F Paragraph 1 H Paragraph 3
 - G Paragraph 2 J Paragraph 4
-
- 5 How does the text box at the end of the passage add to the author's purpose?
- A It provides more details about grown-up porcupines.
 - B It identifies differences between porcupettes and porcupines.
 - C It describes details about porcupettes that were missed.
 - D It explains how porcupines survive in the wild.



Exit Ticket

Now you can explain an author's purpose. Let's revisit the Real-World Connection to see how Sara and Joey do their project.



Sara and Joey have different purposes for wanting to do their project about soccer. Sara wants to describe how to play and Joey wants to explain about different players and teams. How can they combine their purposes into one project?

Lesson
26

Explore Argumentative Text

- 3.9(E) Recognize characteristics and structures of argumentative text by:
- (i) identifying the claim;
 - (ii) distinguishing facts from opinion.



Introduction

Real-World Connection

Ryan and Ana's class is discussing sports. The teacher tells them to write an opinion piece about their favorite sport. Ryan thinks baseball is the best sport. Ana likes basketball better. She gives many reasons to support her argument that basketball is better. She says people all around the world play basketball. It does not require a lot of special equipment. Also, it is a fast-paced sport with plenty of scoring. Ana says basketball is fun to watch. Ryan says that Ana has great reasons, but he is still not convinced. What else can Ana add to strengthen her claim that basketball is a great sport? We will practice the skills in the Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Ryan and Ana's opinions about sports.

Words to Know

persuade
claim
fact
opinion
conclusion



What I Am Going to Learn

- Find the main point of an argument.
- Know the difference between facts and opinions.

What I May Already Know 2.9(E)(i), 2.9(E)(ii)

- I know how to recognize persuasive writing that tries to make me think or do something.
- I know how to tell the difference between a fact and an opinion.

Think About It

When you read an argumentative text, ask yourself these questions. What does the author want me to believe?
What does the author want me to do?
Has the author changed my mind? Why or why not?

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Sometimes when you read something, you will find that the author wants to **persuade** you. When authors persuade, they want to change your mind or get you to do something. For example, an author might want to persuade you to volunteer to help others or persuade you to adopt a pet from a shelter.

To do this, the author makes a **claim**, or an argument. A claim is an idea that the author believes in and would like you to believe, too. It is what the author wants to happen. Usually the author states the argument or claim at the beginning of the text.

Why buy a pet from a pet store when you can save a life by adopting a stray from a shelter?

- What is the author's claim? What does the author want readers to do?
-

Just stating a claim will not change many readers' minds. The author must use evidence to support the argument. Evidence might be details, examples, or stories. Some evidence is made up of **facts**, or information that is true that you can prove. Here is a fact: "More than 6 million animals enter shelters in the United States each year." You can check to see if this information is correct.

Another tool authors use to change your mind is **opinion**. An opinion is a personal belief or feeling that an author gives about a topic. Readers also have their own opinions. A reader's opinion might not be the same as the author's opinion. To write an opinion, the author may use words that describe or that make you feel emotions. Some words that show the author is using opinion are *think*, *best*, *worst*, *believe*, or *feel*. These strong words often give clues about how an author feels about a subject.

I believe these sad-eyed, homeless creatures are hungry for love.

- How do the words *sad-eyed*, *homeless*, and *hungry* make you feel about the animals in shelters?
-

- What words might you use to describe animals in shelters to make other people feel sorry for them, too?
-

After making a claim, the author organizes evidence to share his or her beliefs. An author might show causes and effects. Another way to organize the evidence is from the least important to the most important ideas. This way, the reader is left thinking about the strongest point at the end.

Some people think the **conclusion**, or the end of an argument, is the most important part. In a conclusion, the author may summarize the main points. The author may also remind the reader of the strongest evidence. Sometimes the author may end with a call to action. This is what the author wants readers to do.



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

Why Athletes Should Take Ballet Lessons

by Sherie Garton

- 1 Picture a group of athletes. What comes to mind? Do you see rough-and-tumble activities? Do you think of touch football and wrestling? Probably, you don't think of ballet. But athletes can be helped by taking ballet lessons.
- 2 Ballet develops strength. Have you ever watched one dancer lift another dancer in the air? Have you seen one dancer catch another dancer? This takes strength. You need strength when you are slugging a baseball. You need it when you are serving in tennis. You need it when you are tackling another player in football or wrestling.
- 3 Ballet develops coordination. Picture the tricky steps dancers do. They look so graceful. Dancers make the steps look so easy. Ballet can help athletes train their muscles to perform difficult moves.

Guided Questions

Read the title. What does the author want the reader to believe?

Read paragraph 1. Highlight the sentence that tells the author's main claim.

What is the main point the author makes in paragraph 2? Highlight the author's claim.

Read paragraph 3. Highlight the two sentences that show the author's opinion.



Guided Questions

- 4 Ballet develops balance. Try standing on one foot for thirty seconds. Then move your raised leg around in a circle. Do this five times. Did you lose your balance? Ballet dancers can do this and many even more difficult moves. They may twirl on their toes. They may walk on point. Practicing ballet helps everyone develop balance.
- 5 Today, some football teams practice ballet to help them in the field. Some tennis players take lessons to improve their game. Some skiers study ballet to help them on the slope. Ballet is one of the best ways for athletes to develop strength, coordination, and balance. So if you want to do well at sports, don't forget to take a ballet class.

Read paragraph 4. Highlight the facts the author uses as evidence.

Read paragraph 5. Highlight a sentence that supports the author's claim.

Critical Thinking



1. Read the sentences from paragraph 5.

Today, some football teams practice ballet to help them in the field. Some tennis players take ballet lessons to improve their game. Some skiers study ballet to help them on the slope.

Is this evidence fact or opinion? How can you tell?



2. After reading the article, do you agree with the author or not? Provide evidence to support your claim.



3. *Should school vending machines sell candy, ice cream, and potato chips? Should they sell only healthy foods like apples and bananas?* Take a stand on the issue. Write two or three reasons, using evidence, to support your claim. Then share your argument with a partner. Did you agree? Did your partner use facts or opinions? Did your partner's argument make you change your mind?

How Am I Doing?

- ★ What questions do you have?

- ★ What kind of evidence is more likely to change your mind—fact or opinion? Why?

- ★ Color in the traffic signal that shows how you are doing with the skill.





Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

Make a Difference at Your School!

by Christy Gilbert

- 1 Don't believe anyone who tells you that your school can't make a difference in your community. You can. Here's how. Your school can recycle.
- 2 Look around your classroom right now. Here's what you might see: books, notebooks, papers, pencils and pens, computers. When you go to lunch, look around the lunchroom. Here's what you might see: glass bottles, plastic bottles, plastic trays, and a lot of left-over food. When you go home, look around your house. Here's what you might see: more glass or plastic bottles, a stove, a refrigerator, a computer, telephones, newspapers, and clothes. You might also see a car and a few bicycles.
- 3 Think about this. You're in the school lunchroom. You've just finished drinking a small bottle of grape juice. What do you do now? Do you throw the bottle in a recycle box? Or, do you just throw the bottle in a wastebasket? If your answer is the wastebasket, it's time to make a change! It's time to think about making a difference in your school. Here's what you and your friends can do.

Start a Recycling Program

- 4 You can get together with your classmates and make a recycling plan. Make it simple. Make it fun. Make it happen. Here are a few ideas to get you started.
- 5 Put together a team of students, teachers, and parents to oversee the program. Have a meeting. Discuss the school's goals. Talk about how you want to get everyone involved. Think of ways to get started.

Promote Recycling

- 6 Here are some ways to get your whole school involved in recycling.
 - Start a recycling campaign. Put up posters around the school. On some posters, show what to recycle. On other posters, write recycling facts. Put cardboard boxes in every classroom. Students and teachers can recycle paper. Put boxes in the lunchroom to recycle aluminum cans and plastic bottles. Put a suggestion box in a convenient place where students can write other ideas for recycling.

- Plan a Zero Garbage Day Challenge. Challenge students to wear a plastic bag around their waists. Whatever garbage they have, they MUST put in the plastic bag. At the end of the day, see who has the least garbage! See who has the most!
 - Here's another idea! Have a Detective Day! Appoint several detectives from each class. Have volunteers design garbage tickets. Whenever the detectives see students throwing away garbage, they can write them a garbage ticket. On the garbage tickets, write different "fines." The fines tell how the person must reduce garbage for one day or one week.
 - Organize a field trip to a local recycling center so students can see just how much garbage communities are recycling.
 - Get together a clothing drive. Encourage students to bring in clothes that they've outgrown but that are still in good condition. Students may also want to bring in toys or books they no longer want. Find a new home for all items by calling a local shelter, children's hospital, or library.
- 7 Okay, you've gotten your classmates involved. Now it's time for the hard work. You've got to keep the program going. Think of other projects that can grow out of your recycling program. You want to keep everyone interested! For example, do a science project. Build a school yard compost. A compost is an outside area where you throw left-over food from school lunches. You can also make a compost inside using a big bin. Eventually, you'll have rich soil and a lot of worms. Then plant a beautiful butterfly garden.
- 8 These are just a few suggestions. You probably can think of many more. Just remember this. The world is truly full of too much garbage. Every school must find ways to recycle. Schools can make a difference. The more schools that recycle, the more students and teachers will learn. Then they can pass along the recycling message to other schools. It is so important for human beings to protect this beautiful earth. This is our home. We need to take care of it. That means keeping wherever our little corner of the world is beautiful. If everyone does, the world will be a more beautiful place.

- 1 The author's main claim is —
- A kids can do anything if they try hard enough
 - B you can learn a lot if you study ways to recycle
 - C if kids recycle in their schools, they can make the world a better place
 - D recycling is a good way to get everyone in the community involved
-
- 2 Which statement best supports the author's claim?
- F Recycle your clothes, toys, and bicycles.
 - G No one really cares what happens to the earth.
 - H All you really need to recycle is plastic water bottles.
 - J Enough people are already recycling to make a difference.
-
- 3 What is a fact the author could add to support her claim?
- A Recycling is just the right thing to do.
 - B If everyone recycles, we will all be happier and healthier.
 - C Schools are places where people recycle the least and could recycle the most.
 - D Each year we throw away more than a billion tons of garbage that could be recycled.
- 4 What is the author's claim in paragraph 2?
- F It is most important to recycle things at school.
 - G You can find things to recycle everywhere.
 - H There is more to recycle at school than at home.
 - J It is easier to recycle small things than large things.
-
- 5 Which sentence is an opinion?
- A *Put a suggestion box in a convenient place where students can write other ideas for recycling.*
 - B *The fines tell how the person must reduce garbage for one day or one week.*
 - C *A compost is an outside area where you throw your left-over food from school lunches.*
 - D *It is so important for human beings to protect this beautiful earth.*

★ Assessment

Choose the best answer to each question.

- 1 Which sentence is a fact?
- A *Here's what you might see: books, notebooks, papers, pencils and pens, computers.*
 - B *It's time to think about making a difference in your school.*
 - C *Every school must find ways to recycle.*
 - D *If everyone does, the world will be a more beautiful place.*
-
- 2 Which sentence from the conclusion best restates the author's claim?
- F *The world is truly full of too much garbage.*
 - G *Every school must find ways to recycle.*
 - H *The more schools that recycle, the more students and teachers will learn.*
 - J *Then they can pass along the recycling message to other schools.*
-
- 3 In the conclusion, what does the author use most to support her claim?
- A Examples
 - B Facts
 - C Opinions
 - D Stories
- 4 Which opinion could the author use to support the claim that a compost is a good idea?
- F Students can plant vegetables in a school garden.
 - G A compost is a natural way to create soil for a garden.
 - H A beautiful garden will make it more fun to come to school.
 - J Students can study plants and insects with a compost.
-
- 5 Which sentence is a claim that argues against the author's main claim?
- A Schools should focus on recycling paper first.
 - B It is too difficult to get schools to recycle.
 - C Kids need the help of adults to make a recycling program work.
 - D Visiting a recycling center will not teach students enough about recycling.



Exit Ticket

Now that you know how to identify and support a claim, let's go back to the Real-World Connection.

Imagine you agree with Ana and you want to help her convince Ryan that basketball is a great sport. Add two opinions and two facts to support Ana's claims.



Teacher Edition



Measuring Up.

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Measuring Up Supplements



Measuring Up Insight®

This Web-based formative assessment program allows teachers to administer ready-made tests (including the STAAR®-emulating Practice Tests), and create and assign custom tests. Analytic reports help monitor student results and customize instruction, review, and remediation.

Measuring Up MyQuest®

Student-centered, standards-based, Web-based drill with integrated games makes mastering the TEKS fun. Optional linking to Insight makes practice purposeful.

Lesson Correlation to the Grade 3 Texas Essential Knowledge and Skills

This worktext is customized to the *Texas Essential Knowledge and Skills* and will help you prepare for the *State of Texas Assessments of Academic Readiness (STAAR®)* in Reading for Grade 3.

Note: The 3.1 TEKS for oral language are embedded throughout this worktext in activities and tips.

Texas Essential Knowledge and Skills	<i>Measuring Up Lessons</i>	
	Primary	Secondary
TEKS 3.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate and apply phonetic knowledge by:	7–10	12
(i) decoding multisyllabic words with multiple sound-spelling patterns such as eigh, ough, and en;	7	
(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	7	
(iii) decoding compound words, contractions, and abbreviations;	8	
(iv) decoding words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV with accent shifts;	9	
(v) decoding words using knowledge of prefixes;	9	12
(vi) decoding words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants;	10	12
(vii) identifying and reading high-frequency words from a research-based list.	10	
(B) demonstrate and apply spelling knowledge by:	7–10	12
(i) spelling multisyllabic words with closed syllables; open syllables; VCe syllables; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	7	
(ii) spelling homophones;	7	
(iii) spelling compound words, contractions, and abbreviations;	8	
(iv) spelling multisyllabic words with multiple sound-spelling patterns;	9	
(v) spelling words using knowledge of syllable division patterns such as VCCV, VCV, and VCCCV;	9	
(vi) spelling words using knowledge of prefixes;	9	12
(vii) spelling words using knowledge of suffixes, including how they can change base words such as dropping e, changing y to i, and doubling final consonants.	10	12
(C) alphabetize a series of words to the third letter.	14	
TEKS 3.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
(A) use print or digital resources to determine meaning, syllabication, and pronunciation.	14	
(B) use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.	13	
(C) identify the meaning of and use words with affixes such as im- (into), non-, dis-, in- (not, non), pre-, -ness, -y, and -ful.	12	
(D) identify, use, and explain the meaning of antonyms, synonyms, idioms, homophones, and homographs in a text.	13	
TEKS 3.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:		
use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		1–2, 7–10

Texas Essential Knowledge and Skills	Measuring Up Lessons	
	Primary	Secondary
TEKS 3.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:		
self-select text and read independently for a sustained period of time.		3
TEKS 3.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
(A) establish purpose for reading assigned and self-selected texts.	1	
(B) generate questions about text before, during, and after reading to deepen understanding and gain information.	2	16, 20–22
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures.	3	25
(D) create mental images to deepen understanding.	2	
(E) make connections to personal experiences, ideas in other texts, and society.	4	18
(F) make inferences and use evidence to support understanding.	5	15–16, 18, 20–22
(G) evaluate details read to determine key ideas.	2	17–18
(H) synthesize information to create new understanding.	6	21
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	1	
TEKS 3.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
(A) describe personal connections to a variety of sources, including self-selected texts.	4	
(B) write a response to a literary or informational text that demonstrates an understanding of a text.	21, 25	
(C) use text evidence to support an appropriate response.	25	
(D) retell and paraphrase texts in ways that maintain meaning and logical order.	17	
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	18	
(F) respond using newly acquired vocabulary as appropriate.	15	
(G) discuss specific ideas in the text that are important to the meaning.	15	
TEKS 3.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
(A) infer the theme of a work, distinguishing theme from topic.	17	
(B) explain the relationships among the major and minor characters.	22	
(C) analyze plot elements, including the sequence of events, the conflict, and the resolution.	3, 21	
(D) explain the influence of the setting on the plot.	18	
TEKS 3.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, fairy tales, legends, and myths.	17–18	
(B) explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.	19	
(C) discuss elements of drama such as characters, dialogue, setting, and acts.	20	

Texas Essential Knowledge and Skills	Measuring Up Lessons	
	Primary	Secondary
(D) recognize characteristics and structures of informational text, including:	3, 24–25	
(i) the central idea with supporting evidence;	24	
(ii) features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding;	3, 24	
(iii) organizational patterns such as cause and effect and problem and solution.	25	
(E) recognize characteristics and structures of argumentative text by:	26–27	27
(i) identifying the claim;	26	27
(ii) distinguishing facts from opinion;	26	27
(iii) identifying the intended audience or reader.	27	
(F) recognize characteristics of multimodal and digital texts.	11	
TEKS 3.10 Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:		
(A) explain the author’s purpose and message within a text.	17, 23	
(B) explain how the use of text structure contributes to the author’s purpose.	23	25
(C) explain the author’s use of print and graphic features to achieve specific purposes.	23	
(D) describe how the author’s use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.	15	
(E) identify the use of literary devices, including first- or third-person point of view.	16	
(F) discuss how the author’s use of language contributes to voice.	19	
(G) identify and explain the use of hyperbole.	19	

Unit 2 • Understanding and Analysis of Literary Texts

Describe Imagery, Literal and Figurative Language

Lesson 15

- 3.7(F) Respond using newly acquired vocabulary as appropriate.
- 3.7(G) Discuss specific ideas in the text that are important to the meaning.
- 3.10(D) Describe how the author's use of imagery, literal and figurative language such as simile, and sound devices such as onomatopoeia achieves specific purposes.
- 3.6(F) Make inferences and use evidence to support understanding.

Introduction

Real-World Connection

Isaac and his sister Astra are visiting Northern California. They see the famous giant redwood trees. These trees can grow as big as 378 feet tall. That is more than the length of three-and-a-half football fields! Astra tells Isaac, "These trees are so tall that the tops of them touch the sky." Isaac wonders, "Is that possible?" How can Isaac figure out what Astra really means? We will practice the skills in the Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Isaac and Astra and the giant redwoods.

Words to Know
 imagery
 literal language
 figurative language
 simile
 metaphor
 sound device
 onomatopoeia

What I Am Going to Learn

- Respond using new vocabulary.
- Discuss ideas in a text that are important to its meaning.
- Describe how authors use imagery, language, and sound devices to achieve specific purposes.
- Make inferences with evidence from the text.

What I May Already Know 2.7(F), 2.8(A), 2.10(D), 2.6(F)

- I know how to answer questions using new vocabulary words.
- I can discuss important topics and themes using text evidence.
- I know how to discuss the use of descriptive, literal, and figurative language.
- I know how to make inferences from textual evidence.

Think About It

When you read, let yourself form pictures in your mind. These pictures will help you experience what the words are saying.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Imagery

When writers want to describe things, they use **imagery**. Imagery uses words and phrases that appeal to the senses. Those words help you see, hear, touch, smell, and even taste what is described.

A writer may describe the dew on a flower as "sparkling in the sun." Those words appeal to your sense of sight because you can see exactly what the author describes.

A writer might describe a herd of elephants as "pounding on the ground." Those words appeal to your senses of touch and sound. You can almost feel the earth shake and hear the loud noise of the elephants moving.

Read the sentence below.

The hail hissed against our roof like a handful of sand hitting the top of a drum.

- This word picture mostly appeals to which of the five senses?
 hearing

Writers use imagery to help you become part of the text. They want you to feel like you are experiencing exactly what the characters in the story are experiencing. Writers use imagery to create pictures in your mind. When you are able to see what the characters see, you are better able to understand them and make connections to them.

- Suppose you were describing a flower garden. What words and phrases would you use to make readers feel like they are in the garden with you? Write a sentence.

The garden is bursting with sweet-smelling red and yellow flowers and bees and butterflies flying and buzzing in the air.

Literal and Figurative Language

Literal language is a kind of imagery writers use to describe something exactly as it is. The reader does not have to infer anything to understand what the writer means.

Here is an example of literal language.

My sister's cat has brown, black, and white fur.

In this sentence, the writer says exactly what the cat's fur looks like. The reader does not have to make any inferences or guesses about the cat's fur.

Figurative language is what a writer uses to describe something without saying exactly what it is. Instead, the writer wants readers to use their imaginations. There are many kinds of figurative language.

Similes and Metaphors

Similes compare two unlike things, using the words *like* or *as* to show a comparison.

Look at this example.

Lucius took off down the sidewalk like a racehorse.

- What two things does this simile compare?

Lucius and a racehorse

Metaphors also compare two unlike things. They are different from similes because they do not use the words *like* or *as*. They say the comparisons directly, often using the word *is* or *was* to connect the two things.

Look at this example.

The moon is a silver ornament hanging in the sky.

- What two things does this metaphor compare?
the moon and a silver ornament
- Based on this imagery, how do you think the moon looks?
round and shiny

Sound Devices

Another kind of figurative language is a **sound device**. Sound devices appeal to your sense of hearing.

One example of a sound device is **onomatopoeia**, a word that sounds like the thing it describes. For example, the word *sizzle* sounds like the sound water makes when it hits a hot surface. The word *boom* matches the sound of something crashing. With onomatopoeia, you can describe a sound with a single word.

- What are other examples of onomatopoeia?

buzz, oink, shriek, bam, splash

Alliteration is another type of a sound device. An alliteration is several words in a sentence that all begin with the same consonant sound.

The smooth subway train slid into the station.

The words *smooth*, *subway*, *slid*, and *station* all have the same sound.

- Create an alliteration using a letter of your choice.

Daring Dave dove into the pool.

Read these sentences. Write an S next to the one that uses a simile, an M next to the one that uses a metaphor, an A next to the one that uses alliteration, and an O next to the one that uses onomatopoeia.

A The green grass grew in the sunshine.

S Her goldfish's scales were as bright as a new penny.

O A dog howled in the distance.

M The snow outside is a flurry of white feathers.

Look at the figurative language the writer uses to make an inference about what you read. A writer might use a simile or metaphor to give details about a character. A writer might also use alliteration to give details about a setting.

Look at this simile.

Desmond's face was as red as a tomato when he fell in the hallway.

Underline the two things being compared.

- How is Desmond feeling?

embarrassed



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

Just Sitting

by Paula B. Terrey

- 1 My brother has been working on his car in the barn. He comes around the corner of the house, wiping grease from his hands. "What are you doing?" he asks.
- 2 "Just sitting." I'm sitting on the porch steps. The air is milky warm. Crickets are singing, and fireflies blink under the willow. The lawn is a fuzzy dark blanket stretching to the pond. The pond is a polished black stone.
- 3 My brother sits next to me.
- 4 My sister comes out of the house, and the screen door bangs. "What are you doing?" she asks.
- 5 "Just sitting," my brother and I say. My sister sits next to us. She's brought frozen blueberries in a crockery bowl. The berries make a crunching winter sound as we bite into them. I hold one in my mouth until it's blueberry slush. My brother eats a handful all at one time, and his teeth squeak on the skins.
- 6 "What are you doing?" my mother asks. She's inside peering through the screen door.
- 7 "Just sitting," my brother and my sister and I say.
- 8 My mother opens the door and does not let it bang. Her sigh matches the squeak of the springs as she settles onto the porch swing. She's still wearing her apron, but in a minute, she remembers and takes it off.
- 9 Tonight, there is only the barest sliver of a moon. Still, I can see the corn in the dark, much taller than I am—tall enough to hide a man. My daddy is out there, saying good night to the corn. Then he's striding toward us, and I can see the smiling around his eyes and the ears of corn he holds in his arms like a baby.

Guided Questions

In paragraph 2, the author uses figurative language to describe the view from the front porch. Highlight the three metaphors she uses. Why does she use these metaphors?

to help the reader

hear and see what

is happening

In paragraph 5, the author includes imagery that appeals to the reader's sense of touch. What are two other senses used in this paragraph? hearing and taste

What is one kind of sound device used in paragraph 8?

alliteration or

onomatopoeia

Highlight the simile in paragraph 9.

- 10 "What are you doing?" Daddy says.

- 11 My brother, my sister, my mother, and I all say, "Just sitting."

- 12 My daddy sits beside my mother on the porch swing.

- 13 The crickets are noisy, but the corn is quiet. My family's just sitting, but my heart is singing.

Guided Questions

In paragraph 13, is the phrase "my heart is singing" literal or figurative? How do you know?

It is figurative because

her heart cannot

actually sing.

Critical Thinking

1. For each of the senses, choose a detail from the story you particularly liked. Write it in the chart. Tell why you chose it.



Sense	Imagery	Reason for Choice
Sight	polished black stone	beautiful picture
Taste	blueberry slush	sounds tasty
Smell	ears of corn	reminds me of a farm
Touch	milky warm	seems comforting
Hearing	crunching winter sound	interesting description



2. In this story, the author shows readers it is important to stop and pay attention to the beauty around you. How does the imagery in the passage support this message?

It gives readers images in their minds and has them use their senses to better understand the text.



3. Work with a partner. Find a place to sit quietly. Take five minutes to use your senses to observe everything around you. Then write a paragraph to describe your surroundings. Try to include details that appeal to at least three of the senses. Read your description aloud to your partner. Compare what each of you observed.

How Am I Doing?

★ What questions do you have?

★ Why do authors use imagery in their writing?

★ Color in the traffic signal that shows how you are doing with the skill.



Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

Wind Storm

by Mary Atkinson

- 1 "Storm coming!" Dad yelled across the water. "Swim back to shore!"
- 2 We all jumped off the raft and started swimming.
- 3 Clouds hung low in the sky. Tree-tops whipped back and forth in the wind. Waves splashed against my face, and water got up my nose.
- 4 "Hurry up, Sammy," cried Tim.
- 5 "Need a ride?" asked Owen.
- 6 "I'm okay!" I said. I kept my eye on my swimming tree, the tall pine I always kept in sight, ever since I was little and first learned to swim across the lake. I held it in my gaze until I reached the other side.
- 7 From the west, cool air blew in from the mountains. We hugged towels around our shoulders and raced to the house. Inside, we latched windows, checked flashlights, and filled jugs with water. I made sandwiches while Tim filled the cooler and Owen built a fire.
- 8 That night, the skies howled. The house shook, and the windows rattled. Branches sharpened their tips against the glass.
- 9 "Eighty miles an hour!" Dad said. "Those winds sure are blowing." Faster than driving on the highway. Faster than riding on the train.
- 10 Huge gusts ripped branches off trees with cracks like lightning. Down the chimney whooshed a blast of air. It fed the flames and made them roar. Our dog curled tighter into a ball. We all huddled in front of the fire—my father, my brothers, and I.
- 11 Before long, the storm passed. I fell asleep to the sound of a gentle rain.
- 12 The next morning, all was still. Our dog chased a chipmunk into the woodpile. A woodpecker tip-tapped on a broken tree. We collected sticks, stacked branches, and dragged logs aside. I raked up pine cones. Tim fixed the picnic table, and Owen used the saw.

- 13 Then, at the water's edge, we all looked out—my father, my brothers, and I. Trees, like shipwrecks, lay abandoned along the shore.
- 14 The swimming tree was gone. Only its fallen trunk remained.
- 15 "Anyone for a swim?" asked Dad.
- 16 "But my tree . . ." I said.
- 17 "Oh, Sammy," said Owen.
- 18 "Last one in . . ." I called Tim.
- 19 We all dove off the dock into clear, still water and swam to the raft.
- 20 Coming back, I stared into the empty space where the swimming tree had been. There, in a spotlight of sun, a small pine, just a puffball of green needles, shook softly in the breeze.
- 21 I kept my eye on the little pine as I swam back to shore.
- 22 Then, sitting next to the swimming tree, I cleared away old leaves and broken sticks, just to make sure the little pine would get enough sun.

- 1 Read these sentences from paragraph 7.

From the west, cool air blew in from the mountains. We hugged towels around our shoulders and raced to the house.

What can you infer about the story based on this imagery?

- A The family is terrified of the coming storm.
- B The boys are worried about losing their towels.
- C The boys like to compete in races against one another.
- D The change in weather caught the boys by surprise. [TEKS 3.6(F), DOK 2]

- 4 Read this sentence from paragraph 8.

That night, the skies howled.

Which type of figurative language does the sentence include?

- F Simile
- G Metaphor
- H Alliteration
- J Onomatopoeia [TEKS 3.7(F), DOK 2]

- 2 Which detail from the passage uses figurative language?

- F We all jumped off the raft and started swimming.
- G We all huddled in front of the fire—my father, my brothers, and I.
- H Trees, like shipwrecks, lay abandoned along the shore.
- J We all dove off the dock into clear, still water and swam to the raft. [TEKS 3.10(D), DOK 3]

- 5 Which description appeals to the reader's sense of hearing?

- A Clouds hung low in the sky.
- B It fed the flames and made them roar.
- C Only its fallen trunk remained.
- D We all dove off the dock into clear, still water . . . [TEKS 3.10(D), DOK 2]

★ Assessment

Choose the best answer to each question.

- 1 Read this sentence from paragraph 3.

Waves splashed against my face, and water got up my nose.

The details in this sentence appeal mostly to the sense of —

- A taste
 (B) touch
 C sound
 D smell
 [TEKS 3.10(D), DOK 2]

- 2 Read this sentence from paragraph 10.

Huge gusts ripped branches off trees with cracks like lightning.

Why does the author compare the sound of the tree branches breaking with the sound of lightning?

- F She wants to use a literal description of the sound.
 G The tree branches are broken off by bolts of lightning.
 H She wants to show readers that the main character had been in storms before.
 (J) She wants readers to be able to imagine what the storm sounds like.
 [TEKS 3.10(D), DOK 3]

- 3 Which of the following images from the passage best supports the message that even though scary things happen, things will get better?

- A Clouds hung low in the sky.
 Tree-tops whipped back and forth in the wind.
 B I kept my eye on my swimming tree, the tall pine I always kept in sight . . .
 C The house shook, and the windows rattled. Branches sharpened their tips against the glass.
 (D) There, in a spotlight of sun, a small pine, just a puffball of green needles, shook softly in the breeze.
 [TEKS 3.7(G), DOK 3]

- 4 Which phrase uses alliteration?

- F yelled across the water
 G the windows rattled
 H Faster than riding on the train
 (J) chased a chipmunk
 [TEKS 3.7(F), DOK 2]



Exit Ticket

You have learned that you can use both literal and figurative language in your writing. You also understand that when you write you can use language that appeals to your readers' senses. Let's revisit the Real-World Connection. Imagine you are visiting Redwood National Park with Astra and Isaac. Create your own examples of figurative language to describe the trees.



Fill in the chart to show how you can describe the trees using different kinds of figurative language. The first one is done for you.

Figurative Language	Your Sentence
Onomatopoeia	The trees whooshed in the wind.
Simile	The trees are as tall as skyscrapers.
Alliteration	Little leaves leap lazily.
Imagery that appeals to sense of sight	The trees danced in the wind.

TEACHER NOTES

Real-World Goals for Students

- Respond using newly acquired vocabulary as appropriate.
- Discuss specific ideas that are important to the text's meaning.
- Describe how an author uses imagery and figurative language to achieve specific purposes.
- Make inferences using evidence found in texts.

Tips for the Struggling Learner

- Give students a series of descriptions, some literal and some figurative. Using what they have learned about figurative and literal language, have them sort the descriptions into these two categories.
- Show students real-world examples of onomatopoeia and alliteration by giving them clips of commercials and newspaper advertisements. Discuss why sound devices are used so often in advertising or even in film, and explain how they can incorporate them into their own writing.
- To help students with the literary terminology in the lesson, create an anchor chart with a definition for each type of figurative language and some examples. Invite students to add to the list as they encounter figurative language in their own reading. Have them keep a copy of the chart so they can refer to it as they read.

Tips for the English Language Learner

- Because alliteration is based on similar sounds and not similar spelling, this kind of sound device can be confusing for English learners. Show students examples of where the sound can be the same between different words, even though the spelling is different. Encourage students to quietly sound out words aloud in order to see if they are alliterative.
- Help English learners feel more comfortable with the terms from the lesson by analyzing poems such as "Stopping by the Woods on a Snowy Evening" by Robert Frost and "Where the Sidewalk Ends" by Shel Silverstein. Have them take turns identifying examples of these literary terms in the poems, so the students can see what they look like in practice.

- To help students connect imagery to all of their senses, provide students with a five-column chart labeled with the five senses. Show students an image. Facilitate a discussion about the image and how it can appeal to each sense. Start with what students see, as that is likely what students will be able to most easily connect.

Activities for the Advanced Learner

- Give students a passage with only literal descriptions. Instruct them to replace at least four of the literal descriptions with figurative ones and label which types of figurative language they use.
- Let students teach their classmates about imagery and figurative language by bringing in a real-world example of one of the terms they have learned in class. It can be lyrics from a song, a poem, a magazine advertisement, or an excerpt from a book. They will share their example with the class and then explain what kind of imagery is being used in it.
- Challenge students to use imagery to write about their favorite place. Ask them to include a description that includes all five senses as well as a variety of figurative language.

Lesson 23

Explain the Author's Purpose

- 3.10(A) Explain the author's purpose and message within a text.
- 3.10(B) Explain how the use of text structure contributes to the author's purpose.
- 3.10(C) Explain the author's use of print and graphic features to achieve specific purposes.

Introduction

Real-World Connection

Both Sara and Joey love to play soccer. They have a class project to do about hobbies. They decide to work together. They sit down together to start working but are unable to agree on how to set up the project. Sara wants to describe how to play soccer. Joey wants to explain about different professional soccer teams that he likes. How can Sara and Joey work together to present about soccer when they have different purposes? We will practice the skills in the Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Sara and Joey and their class project.

Words to Know
 topic
 author's purpose
 inform
 persuade
 describe
 entertain
 text structure



What I Am Going to Learn

- Understand and explain an author's purpose and message.
- Explain how authors use text structure to achieve a purpose.
- Explain how authors use print and graphic features for specific purposes.

What I May Already Know 2.10(A), 2.10(B), 2.10(C)

- I know how to discuss an author's purpose for writing a text.
- I know how an author's text structure contributes to its purpose.
- I know how a print or graphic feature achieves a purpose.

Think About It

Preview the article before you read. Look at the title. Look at any special graphics. Glance through the article to get an idea of what it is about. This will help you identify the author's purpose.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Topic

The **topic** is what the article is about. The topic can be anything the author wants to write about.

Sample Topics
bears
pizza
animated movies
city life
clothing styles
holidays in Mexico
Native American tribes
life in colonial America

Author's Purpose

The **author's purpose** is the reason an author writes. There are different reasons for writing.

• **Write to Inform or Explain**

The author's purpose is to **inform** about or explain something. For example, textbooks, articles, and "how-to" instructions are written to inform, or explain.

• **Write to Persuade**

The author's purpose is to **persuade** you, or convince you to do something or believe something. For example, advertisements, television commercials, and political speeches are written mainly to persuade.

• **Write to Describe**

The author's purpose is to help you see or experience a person, place, or thing. The author will **describe** something. For example, character sketches and travel articles about special places are written mainly to describe.

• **Write to Entertain**

The author's purpose is for you to enjoy the writing. For example, anecdotes, or little stories about real people, are often written to **entertain**.

Because authors write for different reasons, two writers can write about the same topic but have different purposes.

Imagine the topic is bears. One author might write to give information about bears. Another author might write to tell a story about bears to entertain you.

Topic: Bears	
Purpose	Purpose
to give information about bears	to tell an entertaining story about bears

- Suppose you wrote about bears. What would be your purpose for writing?

Students might say bears are entertaining, or they want to inform people about bears.

When you write, you need to have a purpose for writing. You must first determine your purpose and then focus on what you will write about that purpose.

Text Structure

Authors use different **text structures** in their writing to help further their purpose. The way they organize their writing and the features they include help readers understand the information.

Imagine an author wants to explain how to make chocolate chip cookies. The author may include different headings, such as ingredients and directions to help readers when making the cookies. The author might also include graphics, or pictures, that will help readers understand how to make them.

Authors organize their information in different ways to support their purpose. For instance, an author may use a sequence of events, the order in which things happen, to discuss a historical event, while a paper explaining the purposes of recycling might use a cause-and-effect structure.

Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

Time to Change Clothes

by Marilyn Kratz

- 1 Isn't it fun to take off your sweaters and change into T-shirts every spring?
- 2 Some birds change their "clothes" in spring, too. They do it by molting. Molting means losing old feathers and getting new feathers to replace them. New feathers push the old, worn feathers out of the bird's skin.



- 3 Birds that live in harsh deserts and grasslands usually molt twice a year, in spring and in autumn. Their feathers wear out faster than those of other birds. Most other birds molt mainly in the fall.

Guided Questions

Read paragraph 2. Highlight the topic of the article. What is the purpose?

to explain what

molting is

Look at the graphic. What does the author want you to know?

Ducks molt.

Read paragraph 3. What does the author want you to learn from this paragraph?

when birds molt

Hiding from the Enemy

- 4 Molting may take five to twelve weeks to complete. Ducks lose their feathers quickly. They are not able to fly until the new wing feathers grow in. They have dull feathers until then to help them hide.
- 5 Some birds become a different color when they molt. Ptarmigans can hide more easily all year long.

Looking for a Mate

- 6 Often male birds wear more colorful feathers after their spring molt. That is when they are trying to attract a mate. Egrets grow long, flowing plumes during spring courtship season. They shed the plumes soon after.

Getting New Colors

- 7 Some birds get a new color when the faded edges of their old feathers wear down. The inner part of the feather is a different color, and it begins to show. In spring, the male house sparrow gets his black "bib" in just that way.



- 8 Keep an eye on the birds you see around your yard. Maybe you'll catch them "changing clothes."

Guided Questions

Read paragraphs 4 and 5. Highlight the sentences that connect to the heading.

Read the heading before paragraph 6. What is the author's purpose for this heading?

to show that some

ducks use molting to

help get mates

Look at the graphic. Why did the author use a picture of a different bird?

to make sure readers

understand that

many birds molt, not

just ducks

Lesson 23 Explain the Author's Purpose

Critical Thinking



1. Why is "Time to Change Clothes" a good title for the passage?
 The passage is about birds molting, which is similar to people changing clothes.



2. Fill in the chart below. Use your own words. Choose a reason from each section in the selection.

What did you learn about molting?	
Introduction (paragraphs 1–3)	Some birds lose their old feathers and get new ones in the spring; others get them twice a year.
Hiding from the Enemy	Molting can take from 5–12 weeks and some birds cannot fly, so their dull feathers help them hide.
Looking for a Mate	In the spring, when they are trying to mate, some birds have bright, colorful feathers.
Getting New Colors	Some birds get new colors when the edges of their feathers get old.



3. Talk to a partner. Are there other mammals, reptiles, or fish that go through a process similar to molting? Work together to come up with a list of mammals/reptiles/fish that you think may go through a similar process. Then each choose one to research on the internet. Compare your findings and create a chart of the different ways mammals/reptiles/fish "molt."

Explain the Author's Purpose

Lesson 23

How Am I Doing?

- ★ What questions do you have?

- ★ What type of text structure would be helpful if you were sharing directions for how to play a sport or hobby?

★ Color in the traffic signal that shows how you are doing with the skill.





Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

A Prickly Adventure

by Barbra Hesson



Ouchi A porcupine's quills are as sharp as needles. They protect the porcupine from its enemies. The name porcupine comes from a Latin word that means "thorn pig."

- 1 A baby porcupine is lost in the woods. How does he stay safe?
- 2 It is a warm day. A baby porcupine, or porcupette, sleeps in the hollow of a tree. Porcupines are awake at night and asleep during the day.
- 3 The porcupette's mother loves to climb trees. She is sleeping many feet above him. The porcupette could climb when he was just two days old, but he can't yet go as high as his mother.
- 4 When a beetle tickles the porcupette's toe, he wakes up. He follows it out of the tree. But his eyes cannot see far, and he soon loses track of the beetle.

Out on His Own

- 5 The porcupette waddles on short legs through the forest. He munches on bark, twigs, and leaves. His favorite things to eat are dandelions and apples. When he comes across an old deer antler, he chomps on that. This helps wear down his growing teeth and provides his body with important minerals.
- 6 The long shadows turn to darkness. The porcupette is not sure which tree his mother is in, but she will wake up soon. With his long whiskers, the porcupette feels the bottom of a tree. There he curls up and waits for her to find him.

- 7 The porcupette has keen ears. He hears a snap and the soft padding of footsteps. Is this his mother? He stands on his hind legs and sniffs the air. He has a good sense of smell and knows right away it isn't his mother. He makes a sound like a human baby's cry. Something moves closer. The something is a wolf.

Stay Back, Wolf!

- 8 When the porcupette was born, his quills were soft. But within one hour they hardened into stiff, hollow hairs. Normally his quills lie flat, but now he is scared. His muscles tighten. This raises his quills. If the wolf touches the porcupette, the sharp quills will stick into the wolf's skin.
- 9 The wolf approaches, and the baby porcupine gives two warnings. First, he makes a clacking noise with his teeth. Second, he gives off a strong smell from a small patch of skin on his lower back.
- 10 The wolf steps back. He has come across quills before and didn't like them. He turns and runs into the forest.
- 11 Sniff, sniff. A new smell floats toward the porcupette. This time it is his mother. They touch nose to nose, and his mother grunts to him.
- 12 The baby porcupine makes a soft mmmmm sound.
- 13 Tired but safe, the porcupette follows his mother. They move through the forest in search of more tasty things to eat.

Porcupine Points

- A porcupine does not hibernate during the winter. It finds things to eat, such as twigs or bark, close to home.
- For gripping and climbing trees, porcupines' feet have sharp curved claws and bumpy rough pads.
- A mother porcupine has only one baby at a time. The baby drinks the mother's milk for about a month.
- An adult porcupine is three feet long and weighs up to 25 pounds. Adult porcupines have about 30,000 quills.

Lesson 23 Explain the Author's Purpose

- 1 Which describes the purpose of the article?
- (A) To tell about a day in the life of a porcupette
- B To explain how a porcupette survives meeting a wolf
- C To tell the differences between porcupettes and porcupines
- D To explain the importance of a porcupette's senses to stay safe [TEKS 3.10(A), DOK 3]
-
- 2 What is the author's purpose for this article?
- (F) To inform
- G To persuade
- H To describe
- J To entertain [TEKS 3.10(A), DOK 3]
-
- 3 How does the text box in paragraph 1 help the author's purpose?
- A It explains what a porcupette is.
- B It separates the passage from the caption.
- C It gives the reader a break before reading.
- (D) It introduces the overall topic. [TEKS 3.10(C), DOK 2]
-
- 4 The author uses a sequence of events to —
- F describe the different traits of a porcupine
- (G) explain details about a porcupette
- H persuade the reader that porcupettes are independent
- J entertain the reader with a funny story [TEKS 3.10(B), DOK 2]
-
- 5 Which section does the author use to explain how a porcupette protects itself when alone?
- A Introduction (paragraphs 1–4)
- B Out on His Own
- (C) Stay Back, Wolf!
- D Porcupine Points [TEKS 3.10(B), DOK 2]

Explain the Author's Purpose

Lesson 23

★ Assessment

Choose the best answer to each question.

- 1 How does the caption under the graphic help the author's purpose?
- A It explains how porcupines are different from porcupettes.
- B It asks the readers a question to help engage them.
- (C) It provides background information to the reader.
- D It describes the porcupine in detail to help readers understand. [TEKS 3.10(C), DOK 2]
-
- 2 Which sentence best supports the author's purpose?
- F When a beetle tickles the porcupette's toe, he wakes up.
- (G) With his long whiskers, the porcupette feels the bottom of a tree.
- H He hears a snap and the soft padding of footsteps.
- J The wolf approaches, and the baby porcupine gives two warnings. [TEKS 3.10(A), DOK 3]
-
- 3 How does telling about a porcupette in story form support the author's message?
- A It makes it easy for the reader to learn about the wolf.
- B It helps the reader understand where porcupines live.
- C It provides the reader with descriptions about porcupines.
- (D) It helps the reader to learn about porcupettes. [TEKS 3.10(B), DOK 2]
-
- 4 Which paragraph helps introduce the text structure the author uses?
- F Paragraph 1 H Paragraph 3
- G Paragraph 2 (J) Paragraph 4 [TEKS 3.10(B), DOK 3]
-
- 5 How does the text box at the end of the passage add to the author's purpose?
- (A) It provides more details about grown-up porcupines.
- B It identifies differences between porcupettes and porcupines.
- C It describes details about porcupettes that were missed.
- D It explains how porcupines survive in the wild. [TEKS 3.10(C), DOK 2]

Exit Ticket

Now you can explain an author's purpose. Let's revisit the Real-World Connection to see how Sara and Joey do their project.



Sara and Joey have different purposes for wanting to do their project about soccer. Sara wants to describe how to play and Joey wants to explain about different players and teams. How can they combine their purposes into one project?

Sara can write descriptions for each of the positions, and Joey can choose players from different teams as examples of those who play the positions.

TEACHER NOTES

Real-World Goals for Students

- Understand the different reasons authors write.
- Understand how authors use text structure to further their purpose.
- Understand how authors use print and graphic features to achieve a specific purpose.

Tips for the Struggling Learner

- To help struggling learners, remember the different reasons an author may write and teach learners the acronym P(ersuade) I(nfor m) E(ntertain) D(escribe). This will give them an easy way to remember the reasons authors write.
- To support struggling learners' ability to decipher different text structures, provide them with paragraphs about the same topic but written using the different structures. Work with students to determine what structure each paragraph uses.
- Show students a passage in which all of the print and graphic features have been removed. Then, one at a time, introduce each feature and have students determine 1) where it should be placed, and 2) why the author included it. Finally, discuss with students whether the passage is easier to understand with the features or without.

Tips for the English Language Learner

- To help English learners understand the different reasons authors write and to provide an anchor chart, work as a class to create four "pie pans" on the wall. As you read different pieces of text, fill the pie pan with titles and details from the text. Make sure to use one of each purpose to develop your anchor chart. This will provide students with a reference when they work independently.
- To help English learners understand the different types of text structure authors use, create graphic organizers and place them around the classroom. Teach students that each graphic organizer is designed for a specific text structure, such as a web for description or a timeline for sequence.
- Rather than simply listing print and graphic features for English learners, create an anchor chart that includes an image of each, as well as a short explanation of its function. For example, you could write **HEADING** in a large bold font so that it stands out and then, for the explanation, write "tells what the topic is."

Activities for the Advanced Learner

- Challenge learners to research the author of their favorite text to determine how authors' real lives play a role in the texts they write. Have students discuss the authors' purpose for their writing in light of the information they have learned.
- Provide advanced learners with a longer piece of text that uses more than one text structure. Ask them to read the passage and determine the overall text structure, as well as which paragraphs or sections use other text structures.
- Remove all of the print and graphic features from a text and ask learners to create their own features designed to help readers understand the passage.

Explore Argumentative Text

3.9(E) Recognize characteristics and structures of argumentative text by:
 (i) identifying the claim;
 (ii) distinguishing facts from opinion.

Introduction

Real-World Connection

Ryan and Ana’s class is discussing sports. The teacher tells them to write an opinion piece about their favorite sport. Ryan thinks baseball is the best sport. Ana likes basketball better. She gives many reasons to support her argument that basketball is better. She says people all around the world play basketball. It does not require a lot of special equipment. Also, it is a fast-paced sport with plenty of scoring. Ana says basketball is fun to watch. Ryan says that Ana has great reasons, but he is still not convinced. What else can Ana add to strengthen her claim that basketball is a great sport? We will practice the skills in the Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Ryan and Ana’s opinions about sports.

Words to Know
 persuade
 claim
 fact
 opinion
 conclusion



What I Am Going to Learn

- Find the main point of an argument.
- Know the difference between facts and opinions.

What I May Already Know 2.9(E)(i), 2.9(E)(ii)

- I know how to recognize persuasive writing that tries to make me think or do something.
- I know how to tell the difference between a fact and an opinion.

Think About It

When you read an argumentative text, ask yourself these questions. What does the author want me to believe?
 What does the author want me to do?
 Has the author changed my mind? Why or why not?

Understand the TEKS**These vocabulary words will help you understand the TEKS.**

Sometimes when you read something, you will find that the author wants to **persuade** you. When authors persuade, they want to change your mind or get you to do something. For example, an author might want to persuade you to volunteer to help others or persuade you to adopt a pet from a shelter.

To do this, the author makes a **claim**, or an argument. A claim is an idea that the author believes in and would like you to believe, too. It is what the author wants to happen. Usually the author states the argument or claim at the beginning of the text.

Why buy a pet from a pet store when you can save a life by adopting a stray from a shelter?

- What is the author's claim? What does the author want readers to do?

The author wants people to adopt pets from shelters.

Just stating a claim will not change many readers' minds. The author must use evidence to support the argument. Evidence might be details, examples, or stories. Some evidence is made up of **facts**, or information that is true that you can prove. Here is a fact: "More than 6 million animals enter shelters in the United States each year." You can check to see if this information is correct.

Another tool authors use to change your mind is **opinion**. An opinion is a personal belief or feeling that an author gives about a topic. Readers also have their own opinions. A reader's opinion might not be the same as the author's opinion. To write an opinion, the author may use words that describe or that make you feel emotions. Some words that show the author is using opinion are *think, best, worst, believe, or feel*. These strong words often give clues about how an author feels about a subject.

I believe these sad-eyed, homeless creatures are hungry for love.

- How do the words *sad-eyed, homeless, and hungry* make you feel about the animals in shelters?

They make you feel sorry for them.

- What words might you use to describe animals in shelters to make other people feel sorry for them, too?

lonely, loving, lost, gentle

After making a claim, the author organizes evidence to share his or her beliefs. An author might show causes and effects. Another way to organize the evidence is from the least important to the most important ideas. This way, the reader is left thinking about the strongest point at the end.

Some people think the **conclusion**, or the end of an argument, is the most important part. In a conclusion, the author may summarize the main points. The author may also remind the reader of the strongest evidence. Sometimes the author may end with a call to action. This is what the author wants readers to do.

**Guided Instruction**

Read the passage below. Then answer the questions in the margin and complete the activities.

Why Athletes Should Take Ballet Lessons

by Sherie Garton

- 1 Picture a group of athletes. What comes to mind? Do you see rough-and-tumble activities? Do you think of touch football and wrestling? Probably, you don't think of ballet. But athletes can be helped by taking ballet lessons.
- 2 Ballet develops strength. Have you ever watched one dancer lift another dancer in the air? Have you seen one dancer catch another dancer? This takes strength. You need strength when you are slugging a baseball. You need it when you are serving in tennis. You need it when you are tackling another player in football or wrestling.
- 3 Ballet develops coordination. Picture the tricky steps dancers do. They look so graceful. Dancers make the steps look so easy. Ballet can help athletes train their muscles to perform difficult moves.

Guided Questions

Read the title. What does the author want the reader to believe?

Athletes should take ballet lessons.

Read paragraph 1. Highlight the sentence that tells the author's main claim.

What is the main point the author makes in paragraph 2? Highlight the author's claim.

Ballet develops strength, and athletes need strength to play sports.

Read paragraph 3. Highlight the two sentences that show the author's opinion.



Guided Questions

- 4 Ballet develops balance. Try standing on one foot for thirty seconds. Then move your raised leg around in a circle. Do this five times. Did you lose your balance? Ballet dancers can do this and many even more difficult moves. They may twirl on their toes. They may walk on point. Practicing ballet helps everyone develop balance.
- 5 Today, some football teams practice ballet to help them in the field. Some tennis players take lessons to improve their game. Some skiers study ballet to help them on the slope. Ballet is one of the best ways for athletes to develop strength, coordination, and balance. So if you want to do well at sports, don't forget to take a ballet class.

Read paragraph 4. Highlight the facts the author uses as evidence.

Read paragraph 5. Highlight a sentence that supports the author's claim.

Critical Thinking

1. Read the sentences from paragraph 5.

Today, some football teams practice ballet to help them in the field. Some tennis players take ballet lessons to improve their game. Some skiers study ballet to help them on the slope.

Is this evidence fact or opinion? How can you tell?

It is fact. You can prove whether these players take ballet lessons.



2. After reading the article, do you agree with the author or not? Provide evidence to support your claim.

I agree with the author that athletes should take ballet lessons.

She showed how ballet develops strength, coordination, and balance.

These are all things athletes need to be good at their sports.



3. Should school vending machines sell candy, ice cream, and potato chips? Should they sell only healthy foods like apples and bananas? Take a stand on the issue. Write two or three reasons, using evidence, to support your claim. Then share your argument with a partner. Did you agree? Did your partner use facts or opinions? Did your partner's argument make you change your mind?

How Am I Doing?

- ★ What questions do you have?

- ★ What kind of evidence is more likely to change your mind—fact or opinion? Why?

- ★ Color in the traffic signal that shows how you are doing with the skill.



Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

Make a Difference at Your School!

by Christy Gilbert

- 1 Don't believe anyone who tells you that your school can't make a difference in your community. You can. Here's how. Your school can recycle.
- 2 Look around your classroom right now. Here's what you might see: books, notebooks, papers, pencils and pens, computers. When you go to lunch, look around the lunchroom. Here's what you might see: glass bottles, plastic bottles, plastic trays, and a lot of left-over food. When you go home, look around your house. Here's what you might see: more glass or plastic bottles, a stove, a refrigerator, a computer, telephones, newspapers, and clothes. You might also see a car and a few bicycles.
- 3 Think about this. You're in the school lunchroom. You've just finished drinking a small bottle of grape juice. What do you do now? Do you throw the bottle in a recycle box? Or, do you just throw the bottle in a wastebasket? If your answer is the wastebasket, it's time to make a change! It's time to think about making a difference in your school. Here's what you and your friends can do.

Start a Recycling Program

- 4 You can get together with your classmates and make a recycling plan. Make it simple. Make it fun. Make it happen. Here are a few ideas to get you started.
- 5 Put together a team of students, teachers, and parents to oversee the program. Have a meeting. Discuss the school's goals. Talk about how you want to get everyone involved. Think of ways to get started.

Promote Recycling

- 6 Here are some ways to get your whole school involved in recycling.
 - Start a recycling campaign. Put up posters around the school. On some posters, show what to recycle. On other posters, write recycling facts. Put cardboard boxes in every classroom. Students and teachers can recycle paper. Put boxes in the lunchroom to recycle aluminum cans and plastic bottles. Put a suggestion box in a convenient place where students can write other ideas for recycling.

- Plan a Zero Garbage Day Challenge. Challenge students to wear a plastic bag around their waists. Whatever garbage they have, they **MUST** put in the plastic bag. At the end of the day, see who has the least garbage! See who has the most!
 - Here's another idea! Have a Detective Day! Appoint several detectives from each class. Have volunteers design garbage tickets. Whenever the detectives see students throwing away garbage, they can write them a garbage ticket. On the garbage tickets, write different "fines." The fines tell how the person must reduce garbage for one day or one week.
 - Organize a field trip to a local recycling center so students can see just how much garbage communities are recycling.
 - Get together a clothing drive. Encourage students to bring in clothes that they've outgrown but that are still in good condition. Students may also want to bring in toys or books they no longer want. Find a new home for all items by calling a local shelter, children's hospital, or library.
- 7 Okay, you've gotten your classmates involved. Now it's time for the hard work. You've got to keep the program going. Think of other projects that can grow out of your recycling program. You want to keep everyone interested! For example, do a science project. Build a school yard compost. A compost is an outside area where you throw left-over food from school lunches. You can also make a compost inside using a big bin. Eventually, you'll have rich soil and a lot of worms. Then plant a beautiful butterfly garden.
 - 8 These are just a few suggestions. You probably can think of many more. Just remember this. The world is truly full of too much garbage. Every school must find ways to recycle. Schools can make a difference. The more schools that recycle, the more students and teachers will learn. Then they can pass along the recycling message to other schools. It is so important for human beings to protect this beautiful earth. This is our home. We need to take care of it. That means keeping wherever our little corner of the world is beautiful. If everyone does, the world will be a more beautiful place.

Lesson 26 Explore Argumentative Text

- 1 The author's main claim is —
- A** kids can do anything if they try hard enough
- B** you can learn a lot if you study ways to recycle
- C** if kids recycle in their schools, they can make the world a better place
- D** recycling is a good way to get everyone in the community involved [TEKS 3.9(E)(i), DOK 3]
-
- 2 Which statement best supports the author's claim?
- F** Recycle your clothes, toys, and bicycles.
- G** No one really cares what happens to the earth.
- H** All you really need to recycle is plastic water bottles.
- J** Enough people are already recycling to make a difference. [TEKS 3.9(E)(i), DOK 3]
-
- 3 What is a fact the author could add to support her claim?
- A** Recycling is just the right thing to do.
- B** If everyone recycles, we will all be happier and healthier.
- C** Schools are places where people recycle the least and could recycle the most.
- D** Each year we throw away more than a billion tons of garbage that could be recycled. [TEKS 3.9(E)(ii), DOK 3]
-
- 4 What is the author's claim in paragraph 2?
- F** It is most important to recycle things at school.
- G** You can find things to recycle everywhere.
- H** There is more to recycle at school than at home.
- J** It is easier to recycle small things than large things. [TEKS 3.9(E)(i), DOK 2]
-
- 5 Which sentence is an opinion?
- A** Put a suggestion box in a convenient place where students can write other ideas for recycling.
- B** The fines tell how the person must reduce garbage for one day or one week.
- C** A compost is an outside area where you throw your left-over food from school lunches.
- D** It is so important for human beings to protect this beautiful earth. [TEKS 3.9(E)(ii), DOK 2]

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Measuring Up to the Texas Essential Knowledge and Skills

Explore Argumentative Text

Lesson 26

★ Assessment

Choose the best answer to each question.

- 1 Which sentence is a fact?
- A** Here's what you might see: books, notebooks, papers, pencils and pens, computers.
- B** It's time to think about making a difference in your school.
- C** Every school must find ways to recycle.
- D** If everyone does, the world will be a more beautiful place. [TEKS 3.9(E)(ii), DOK 2]
-
- 2 Which sentence from the conclusion best restates the author's claim?
- F** The world is truly full of too much garbage.
- G** Every school must find ways to recycle.
- H** The more schools that recycle, the more students and teachers will learn.
- J** Then they can pass along the recycling message to other schools. [TEKS 3.9(E)(i), DOK 3]
-
- 3 In the conclusion, what does the author use most to support her claim?
- A** Examples **C** Opinions
- B** Facts **D** Stories [TEKS 3.9(E)(i), DOK 2]
-
- 4 Which opinion could the author use to support the claim that a compost is a good idea?
- F** Students can plant vegetables in a school garden.
- G** A compost is a natural way to create soil for a garden.
- H** A beautiful garden will make it more fun to come to school.
- J** Students can study plants and insects with a compost. [TEKS 3.9(E)(ii), DOK 3]
-
- 5 Which sentence is a claim that argues against the author's main claim?
- A** Schools should focus on recycling paper first.
- B** It is too difficult to get schools to recycle.
- C** Kids need the help of adults to make a recycling program work.
- D** Visiting a recycling center will not teach students enough about recycling. [TEKS 3.9(E)(i), DOK 3]

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Exit Ticket

Now that you know how to identify and support a claim, let's go back to the Real-World Connection.

Imagine you agree with Ana and you want to help her convince Ryan that basketball is a great sport. Add two opinions and two facts to support Ana's claims.



Basketball is not only fun to play, but it is also fun to watch! It takes less time to watch a basketball game than a baseball game. Basketball season is in the winter when it is harder to go outside. You can play basketball inside. Basketball players are the best athletes. I think they have to be faster than baseball players and work more as a team.

TEACHER NOTES

Real-World Goals for Students

- Identify claims in an argument.
- Understand the difference between fact and opinion.

Tips for the Struggling Learner

- Students may struggle with differentiating opinion from fact, especially when they agree with the opinion. Encourage students to choose sentences from articles they select that they think are facts. Create a three-column chart. In the first column, write the sentence. In the second column, write whether or not the sentence can be proven. In the third column, write where you might be able to find information to prove or verify the sentence.
- Students may have difficulty differentiating claims, or arguments, the author makes from the evidence supporting those claims. Review the idea that claims are something the author wants the reader to think, believe, or do. On the first line of a notebook page have the students write something they believe. Then, on the next two lines, have them write two reasons why. Next, they should cut the sentences apart and trade them with a partner. Each student should then try to arrange the sentences with the claim on the top and the sentences underneath.
- Create an anchor chart with words that are often associated with facts and opinions in writing. Display the anchor chart in the classroom and encourage students to reference the chart as they encounter claims, facts, and opinions in their reading.

Tips for the English Language Learner

- Some English learners may need extra help identifying claims. Provide them with a list of clue words, such as “I believe,” “I think,” and “should.” Have students practice writing their own claims using these prompts.
- Help English learners distinguish between fact and opinion. Have students pick a favorite food and ask them to describe it using only details they can prove. On a separate page, have them write why other people should try the food. Mix the pages from several students together. Then, challenge students to see if they can divide the pages into fact and opinion.
- Show English learners a picture of a familiar scene, such as a snow-covered mountain or a sandy beach. Ask students to tell you facts about the picture. Then, ask students to provide opinions about the same picture. Explain that opinions often include emotions or feelings about the given subject.

Activities for the Advanced Learner

- Students can write about which pet they think is better—a dog or a cat. Ask students to talk to partners about which pet they chose. Have them be sure to tell their partners why they chose those pets. Then, have students write down their ideas. Ask students to trade papers. Challenge them to identify the facts and opinions using circling and underlining or different color highlighters.
- Students can choose a place they would like to visit. Encourage them to research the place and write down reasons why they would like to go there. Have them share their paragraphs. Students can decide on which arguments are most convincing and why.