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Brochure

Level L

Text Type: Brochure

Summary: This brochure contains information about classes for bicyclists of different skill levels, including descriptions of safety equipment and road rules.

Themes/Ideas: learn what safety equipment is needed for bicycling; understand how to stay safe when bicycling

Informational Text Features: headings, photos, bulleted lists

Academic Vocabulary:

- **academy:** a place where people go to learn
- **maintenance:** keeping a machine, such as a bicycle, in good working order by repairing it
- **commuting:** traveling to and from work or school
- **paved:** covered with a hard material to create a level surface to travel on

Domain-Specific Vocabulary:

- **helmet:** a piece of equipment worn on the head to protect from injury in case of an accident
- **gears:** bicycle parts that connect the pedals to the wheels and control how fast the wheels turn
- **pedestrians:** people who travel on foot or who are walking

Bicycle Academy



Focus Question: What are some things that people need to know to ride a bicycle safely and skillfully?

First Reading

Introduce this brochure about bicycle classes. Explain to children that a brochure is a pamphlet that contains information about an advertised product or service. Point out some of the most prominently displayed information in the brochure, such as the class times and the bicyclist's license. Have children read the brochure independently once, then lead a class discussion on the information about bicycles and cycling.

Guided Close Reading

Words and Phrases in Context Read the sentences under the first image on the front of the card. What does the phrase "itching to go" mean? Why do you think the author chose to use the word itching in this phrase? ❶

Think Aloud The phrase "itching to go" is another way of saying "eager to go." I think the author chose to use the word itching here because it gives the reader a sense of someone having a very strong desire to do something, which makes the classes sound exciting and fun.

Text Feature How much do the bicycle classes cost for children 10 and under? How much do the classes cost for adults? Why do you think this information looks different from the other information on the cover of the brochure? ❷

Vocabulary What does the word maintenance mean? Why would it be important for bicyclists to learn about bicycle maintenance? ❸

Think Aloud The word maintenance is the act of keeping a machine in good working order. It would be important for bicyclists to learn about bicycle maintenance so that they can fix their bicycles if something breaks.

Key Ideas and Details What three pieces of safety equipment are discussed in the "Safety First" section? Why do you think the author states that "safety is the most important part" in the introduction to this section? ❹

Text Features How does the author present the rules for road-riding safety? How does this presentation make the rules easier to understand and remember? ❺

Photos and Text How do the photo next to the heading "Road Rules & Bike Lanes" and the photo after the safety rules section work with the text to help you understand what a bike lane is? ❻

Summarize What are the most important things to know about riding a bike? Consider the information in both sections of the brochure. Use details from the text to support your answer. ❼-❽

A brochure is a pamphlet that explains or persuades. These pages are from a brochure for a bike-riding school.

1 BICYCLE ACADEMY

TWO WHEELS ARE BETTER THAN NONE!



Are you ready to move? Are you itching to go on a wild ride? Are you up for some fast-paced sweaty fun? Then strap on your helmet! It's time to pedal!

CLASS TIMES

Monday - Friday
10am, 12pm, 2pm, and 4pm
Saturday-Sunday
9am, 11am, 1pm, 3pm, 5pm

CHILDREN 10 AND UNDER - \$25
ADULTS - \$35

2 BICYCLE CLASSES

WHETHER YOU'RE A BEGINNER OR AN EXPERT, OUR CLASSES ARE LOADS OF FUN!

Our Bicycles for Beginners class introduces topics such as

- Adjusting your seat & mounting your bike
- Improving your balance
- Changing gears & using brakes



The Intermediate Biking class includes subjects such as

- Sharing the road
- Mastering hills
- Bicycle parts & maintenance



Our Almost an Expert class covers

- Commuting by bike
- Balancing with a full bike basket
- Training for races



3 SAFETY FIRST

Biking can be lots of fun if you do it right. Safety is the most important part. At Bicycle Academy, all of our classes teach about:



HELMETS

A good helmet protects your head from injury. Your head can be badly injured in a bicycle accident. Be sure to strap on a helmet whenever you bike!

KNEE & ELBOW PADS

It's good to protect your joints—your knees and your elbows, too. Especially if you are a new rider, take a moment to strap on some pads. You won't be sorry!



4 ROAD RULES & BIKE LANES

Many parks have paved paths for users to enjoy. Biking on park paths can be lots of fun. But you have to remember to share the road. It belongs to other bikers and to pedestrians, too.



FOLLOW THESE RULES FOR ROAD-RIDING SAFETY:

- Be courteous. Don't ride too close to others.
- Don't ride too close to parked cars or other objects.
- Stop and check for traffic at all intersections.
- Ride single file.
- Always pass others on the left side.
- If your park path has a bike lane, be sure to stay in your lane!



5 BIKER'S LICENSE

Once you have finished the class, we'll give you your very own bicyclist's license!



OFFICIAL BICYCLER'S LICENSE

Name: Ima Rider
Height: 3' 11"
DOB: 3/12
Eyes: Brown
Issued: Today
Expires: In 100 Years

**SO COME CHECK US OUT!
YOU'LL BE ZOOMING
BEFORE YOU KNOW IT!**

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- What information does the author include at the beginning of the brochure? How do these elements work together to spark readers' interest in the Bicycle Academy?
- What topics are covered in the Almost an Expert class? Why do you think these topics are NOT appropriate for beginners?
- Review the information about class times. Then think about your weekly schedule. If you were to take a class at this academy, which class time would work best with your schedule?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Write a brief paragraph summarizing the rules people need to follow to stay safe when biking on a road. Include details from the brochure in your summary. **(Informative/Explanatory)**
- Do you think this brochure would convince people to sign up for Bicycle Academy classes? Why or why not? First, write a well-developed opinion statement. Then support your opinion with relevant evidence from the brochure. **(Opinion)**

Connect to the Internet

To further children's understanding of bicycle safety, go to www.nhtsa.gov/people/injury/pedbimot/bike/KidsandBikeSafetyWeb/ and www.safekids.org/bike.

Encyclopedia Article

Level L

Text Type: Encyclopedia Article

Summary: These pages from an encyclopedia explain what a solar eclipse is and how it happens.

Themes/Ideas: recognize the features of a solar eclipse; understand why and how a partial or total solar eclipse occurs

Informational Text Features: headings, diagram, photos, labels

Academic Vocabulary:

- **revolves:** moves in a circular path around
- **stunning:** shocking, or so beautiful it surprises a person
- **narrow:** thin
- **brief:** lasting only a short time

Domain-Specific Vocabulary:

- **solar:** relating to the Sun
- **eclipse:** to cover or block out
- **crescent:** a curved shape that comes to a point at both ends

Solar Eclipse



Focus Question: What is a solar eclipse and how does it happen?

First Reading

Preview the text, noting that these are pages from an encyclopedia. Review the meanings of *solar* and *eclipse*. Point out the text features of the encyclopedia article, and have children read through the text once on their own. Then discuss the main ideas.

Guided Close Reading

Key Ideas and Details *What is a solar eclipse? What features tell you what a solar eclipse is and why it happens?* ① ② ④ ⑤

Text Structure *How does the author use headings and images to organize information? How does this organization make it easier for you to understand the encyclopedia entry about solar eclipses?* ①-③

Think Aloud *The author uses headings to group related information. This makes the article easier to understand because I know where to look for the information. For example, if I want to know about the causes of solar eclipses, I read the information and look at the diagram that go with that heading.*

Vocabulary *What does it mean to revolve? Based on the text and diagram, what in the solar system revolves around something else? How does the diagram of the eclipse help you understand how the moon comes between the Earth and the Sun?* ④ ⑤

Think Aloud *Revolve means to move in a circle around another object. Earth revolves around the Sun, and the moon revolves around Earth. The diagram helps me understand that as the moon rotates around Earth, it sometimes comes directly between Earth and the Sun.*

Make Inferences *The author explains that ancient people thought eclipses happened when the Sun god was angry. Why do you think they believed this? What about an eclipse might seem to be a sign of anger?* ③

Connect Ideas *What causes a solar eclipse? How does a person's location on Earth affect what kind of eclipse he or she can see? Why doesn't everyone on Earth see the same thing at the same time?* ⑤-⑦

Photos and Text *How do the photos help you understand the difference between a partial eclipse and a total eclipse? What information from the text could you use to know which kind of eclipse you see in the sky?* ① ⑥ ⑦

Author's Purpose *The author mentions that people need to wear special glasses to look directly at an eclipse. Why is this an important detail to include in the encyclopedia article? Why does the author dedicate an entire paragraph to that topic?* ③

An encyclopedia is a book of articles with information on many topics. It is arranged in alphabetical order.

Solar Eclipse

1



Solar Eclipse

- 2 The word *solar* means having to do with the Sun. A solar eclipse happens when our moon blocks the Sun from view. The Sun looks as if it has disappeared for a while.

Early Eclipse Explanations

- 3 Long, long ago—thousands of years ago— people couldn't explain an eclipse at all. These ancient people thought that the Sun was a god. During a solar eclipse, when the Sun disappeared, they thought that the Sun god was angry.
- 4 Today we know that our planet, Earth, revolves, or moves in a circular path, around the Sun. We also know that our moon revolves around Earth.

5 The Causes of a Solar Eclipse

The Sun shines on Earth and on the moon. The shadow from the moon falls on Earth. When the moon passes between Earth and the Sun, its shadow covers a part of our planet.

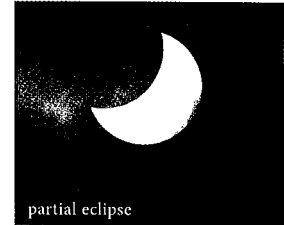


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6 Partial Eclipse

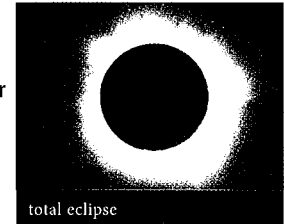
- 6 What you see in the sky during a solar eclipse depends on where you are on Earth.

If there's no shadow from the moon where you are, you will see no eclipse. If only a small part of where you are is in shadow from the moon, you will see a partial eclipse.



7 Total Solar Eclipse

- 7 If the moon's shadow completely covers the part of Earth where you are, you will see a total eclipse. A total solar eclipse is a stunning sight. The sky darkens and bright stars appear. The Sun becomes a narrow ring of light. But an eclipse is a brief event. The longest total solar eclipse lasts only about 7.5 minutes.



8 Watching a Solar Eclipse

- 8 People must use special glasses and other equipment to watch a solar eclipse. It is always dangerous to look directly at the Sun, but it is especially so during an eclipse. Our eyes must always be protected from the Sun's rays.

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Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- Why is it important that the author included images, labels, and section headings in this passage? Think about the kind of text it is and the kind of information it gives.
- The author mentions that ancient people could not explain an eclipse. Why do you think that is? What details in the text and photos show how difficult an eclipse is to understand?
- What did you learn about the relationships between the Sun, the moon, and Earth that you didn't know before? What piece of information did you find most interesting?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Write a short summary of the information you learned. Be sure to include a definition of what an eclipse is and sentences about how and why an eclipse happens. **(Informative/Explanatory)**
- The author calls an eclipse "a stunning sight." Do you agree? Write a well-developed paragraph that gives details from the text to support your opinion. **(Opinion)**

Connect to the Internet

To read more about eclipses, visit www.nasa.gov/topics/solarsystem/features/eclipse/ and www.pbslearningmedia.org/resource/ess05.sci.ess.eiu.eclipse/solar-eclipses/.

Essay

Level L

Text Type: Essay

Summary: These pages feature an essay about Mammoth Cave, a large underground site located in Kentucky.

Themes/Ideas: learn about Mammoth Cave; recognize features that make the cave a remarkable place

Informational Text Features: photos, labels, caption

Academic Vocabulary:

- **wonder:** a feeling of surprise and admiration
- **ancient:** very old
- **receded:** moved back or away from

Domain-Specific Vocabulary:

- **stalactites:** a pointed rock formation that hangs from the ceiling in some caves
- **stalagmites:** a pointed rock formation that pushes up from the floor in some caves
- **adapted:** adjusted or changed so as to survive in a location or situation

Mammoth Cave



Focus Question: What makes Mammoth Cave an amazing place?

First Reading

Preview the text, noting that these pages contain an essay. Review the meanings of *wonder*, *stalactites*, and *stalagmites*. Point out the text features of the essay, including the photos and labels. For the first reading, have children read through the text on their own. Then discuss the wonders of Mammoth Cave.

Guided Close Reading

Key Ideas and Details *What words and phrases does the author use to describe Mammoth Cave? How do these words and phrases help you to understand the author's main points about the cave?* ① ② ④

Think Aloud *The author writes the cave is "huge" and is filled with "colorful, rocky walls" and "lots of different animals." These descriptions help me understand why the cave is such a special place. They also help me understand why so many people visit the cave.*

Vocabulary/Text Feature *What are stalactites? What are stalagmites? How do the words and photo work together to help you understand what stalactites and stalagmites are and the difference between them?* ② ③

Make Inferences *Many animals that live in Mammoth Cave are blind or lack eyes. Why do you think that is? Why don't these animals need to be able to see? What details in the text support your inference?* ④

Connect Ideas *Why do you think the author gives details about Native Americans in this text? Why is this information important?* ⑤

Think Aloud *I think the author writes about Native Americans because they were the first people to explore the cave. This information is important because it explains why footprints and remains of campfires have been found in the caves. It is also important because the Native Americans' farmlands are now a part of Mammoth Cave National Park.*

Text Structure *Reread the last two paragraphs. What information does the author give at the end of the essay? Why do you think the author made these points last? How do the ancient and recent facts about Mammoth Cave fit together?* ⑤ ⑥

Words and Phrases in Context *What does it mean to gaze in wonder? How does the use of that phrase affect you as the reader?* ⑦

Mammoth Cave

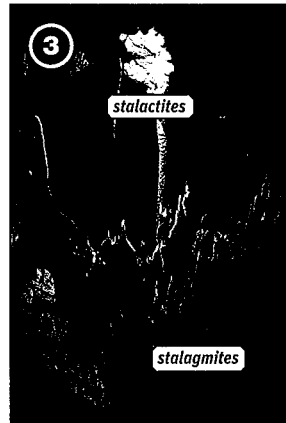
1 Wow! Mammoth Cave is in the state of Kentucky. And it's an amazing place.

2 Mammoth Cave is not the kind of cave where a bear might curl up for the winter. Mammoth Cave is huge—that's what "mammoth" means. This damp cave has many passages and large open spaces with colorful, rocky walls.

Look up at the cave's ceiling and you'll see drippy-looking forms. They are called stalactites. Look down at the cave's floor and you'll see peaks called stalagmites.

More than 400 miles (640 km) of winding passages have been explored in Mammoth Cave. And some experts think there may be another 600 miles of tunnels to discover!

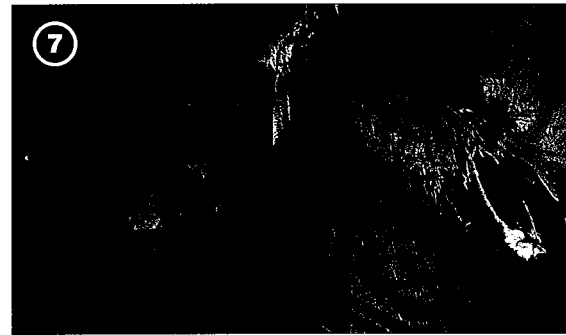
4 Millions of years ago, Mammoth Cave was covered by an enormous ocean. When the ocean receded, the caves were left behind. But there is still water flowing through Mammoth Cave. The Echo River is 360 feet underground!



Lots of different animals live in this dark cave. Some of them spend all their lives there. Others spend part of their lives there. Some of the animals have adapted to living in a cave and don't have eyes at all!

5 Thousands of years ago, North American Indians discovered and explored Mammoth Cave. Mummies, sandals, and even ancient footprints have been found. Some scientists think that people may have lived inside Mammoth Cave. That's because the remains of campfires have been found. We also know that ancient Native Americans farmed the rich land above the caves. That land is now part of Mammoth Cave National Park.

6 Today, thousands of people visit Mammoth Cave every year. There is still a lot to learn about Mammoth Cave. Scientists keep coming back to find out more about the cave. Mammoth Cave is a wonderful place to visit.



A park ranger gazes in wonder at the amazing formations inside Mammoth Cave.

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- Find the words and phrases the author uses to describe Mammoth Cave. How do these descriptions help readers imagine what the cave looks like?
- What facts about size and location does the author present? Why do you think the author includes these details?
- The essay gives a lot of information about Mammoth Cave. What fact did you find most interesting? What else would you like to know about the cave?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- What information would you include in a guidebook about Mammoth Cave? Write a well-developed paragraph that explains the features of the cave and why they are so amazing. **(Informative/Explanatory)**
- Imagine you want to convince your school to plan a visit to Mammoth Cave. Use details from the text to write sentences that explain why Mammoth Cave would be a good place for a field trip. **(Opinion)**

Connect to the Internet

To learn more information about Mammoth Cave, visit www.nps.gov/macac/index.htm and <http://whc.unesco.org/en/list/150>.

Fact Book

Level L

Text Type: Fact Book

Summary: These pages are about the four main families of instruments and how musical instruments make sounds.

Themes/Ideas: find out how musical instruments produce sound; recognize the four main instrument families: woodwinds, brass, percussion, and strings

Informational Text Features: headings, photos, text boxes, lists

Academic Vocabulary:

- **instrument:** something used for a specific purpose
- **vibrate:** to move quickly over and over again, often producing a hum or other sound

Domain-Specific Vocabulary:

- **musical:** something related to music, which is the art of sound
- **pitch:** how high or low a musical sound is
- **plucked:** one way a stringed instrument is played, by pulling the strings quickly with your fingers
- **bowed:** one way a stringed instrument is played, by pulling a bow across the strings

Musical Instruments



Focus Question: What are the four main musical instrument families, and how do the instruments in each family make music?

First Reading

Read aloud the title and preview the text, noting that these are pages from a fact book about musical instruments. Point out the text features, including the photos, headings, and lists. Have children browse the card front and back and read through the text one time on their own. Then discuss the world of musical instruments.

Guided Close Reading

Key Ideas and Details *What are the key ideas of these fact book pages? Which section best summarizes the key ideas?* ①-③

Words and Phrases in Context *The author says there are four main “families” of instruments. What does the word family mean in this sentence? How does it help you understand the information in this article?* ①-③

Think Aloud *A family is a group of similar things. For example, look at the stringed instruments. They’re similar because they all make musical sounds when strings vibrate. Each instrument is part of a family of instruments with similar traits.*

Text Structure *How is the information organized in this text? Why is this the best option for presenting this information? How can you quickly figure out what the four main instrument families are? What are they?* ② ④ ⑤ ⑦

Think Aloud *The information is grouped by category. The text structure is description, because it describes each family of instruments. You can quickly figure out the categories by the headings, which tell the four types of instrument families: woodwinds, brass, percussion, and strings.*

Text Features *How do the lists help you better understand each instrument family? Why do you think the author included this information in list form instead of with the rest of the text?* ③ ⑥ ⑧

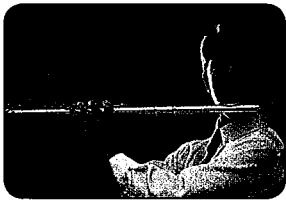
Text and Photos *How do the text and photos work together to help you understand instrument families? Use details from the photos and text in your explanation.* ② ④ ⑤ ⑦

Connect Ideas *The author says there are “four main families” of musical instruments. One instrument fits in two families. Which instrument is this? How does it fit the description for two instrument families? Use details from the text in your explanation.* ⑥

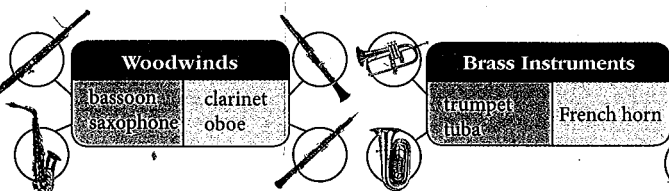
Musical Instruments

1 A musical instrument is something that you use to produce a sound. Sound is made when things vibrate, or move back and forth quickly. Different kinds of instruments produce different sounds. Most musical instruments can be grouped into four main families.

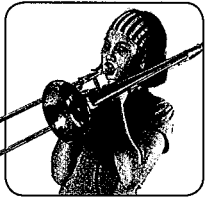
2 **Woodwinds**
Woodwinds make sound when air is blown through them. For example, if you are playing a flute, you're blowing air across the top opening in the instrument. In the other woodwinds, air passes over a reed or reeds, strips of woody material.



3 Woodwinds are probably the oldest group of instruments. The first flutes may have been played more than 50,000 years ago!



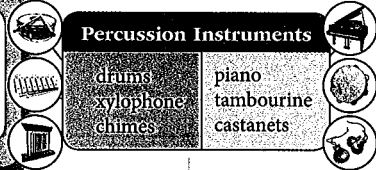
4 **Brass**
Brass instruments also produce a sound when air is blown through them. The player's lips vibrate, or buzz, on the mouthpiece to produce the sound. The air travels through metal tubing to a bell-shaped opening. The pitch and loudness of the sound change according to the length of the tube and the size of the bell.



5 **Percussion**
Cymbals crash and bass drums boom! But they're not the only percussion instruments. There are lots of kinds of percussion instruments, and lots of ways they make sound. But what percussion instruments have in common is that they all produce sound when they are struck. Sometimes, the whole instrument vibrates and makes a sound. Some percussion instruments are played with a stick or mallet (a kind of hammer). Other percussion instruments are played with the hands.



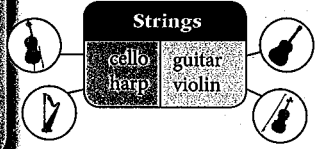
6 A piano is a percussion instrument AND a stringed instrument! Its sound is produced when hammers strike strings, causing the air inside the piano to vibrate, or resonate.



7 **Strings**
Stringed instruments produce sound when a string or cord vibrates by being struck, plucked, or bowed. The sound varies according to the material, thickness, and length of the string. The kind of material and size of the body of the instrument also make a difference in the kind of sound. The string on a stringed instrument is usually made of metal, nylon, or animal fiber.



8 Musical instruments do not have to be fancy. They may start out as household items, such as spoons. Homemade musical instruments include a saw, a set of glasses of water, two sticks, and a blade of grass!



Revisit the Text: Ideas for Discussion

- Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.
- The author tells you that "musical instruments do not have to be fancy." What does "fancy" mean in this sentence? How does this description help you better understand music?
 - Instruments in each instrument family make music in a particular way. Explain how each instrument type makes musical sounds. Use details from the text in your explanation.
 - You can make sounds in many ways. Describe two ways you can make musical sounds without using instruments described in the text.

Write About Reading

- Have children choose either one of the following options for writing, or do both.
- Create a web with *musical instruments* in the center oval. Create four outside ovals with each instrument family listed in the ovals. Attach descriptions and examples of instruments for each family's oval. **(Informative/Explanatory)**
 - *Diverse* means "made up of things that are different from each other." Which instrument family do you think is the most diverse? Support your opinion with details from the text, lists of instruments, and photos. **(Opinion)**

Connect to the Internet

To further children's understanding of music and musical instruments, go to www.nyphilkids.org/games/main.phtml and www.sfskids.org/.

Guidebook

Level L

Text Type: Guidebook

Summary: These pages from a guidebook give facts and details about the game of baseball.

Themes/Ideas: learn about the baseball field, the players, and how the game is played; understand some baseball-related terms

Informational Text Features: headings, photo, diagram, labels, bulleted text, illustration

Academic Vocabulary:

- **pastime:** an activity that a person does for fun

Domain-Specific Vocabulary:

- **innings:** parts of a baseball game during which each team takes a turn in the field and at bat
- **outs:** times when a player in the team that's "up" is no longer at bat or able to run bases

A Guide to Baseball



Focus Question: What does a baseball field look like, and how is baseball played?

First Reading

Read aloud the title and preview the text, noting that these are pages from a guidebook. Explain to children that a guidebook contains facts and details about a particular topic. Have children scan the headings and images and predict what they will learn about the topic. Have children read the text once on their own. Then discuss the great game of baseball.

Guided Close Reading

Key Ideas and Details According to the author, why is baseball called "the great American pastime?" Why might people enjoy watching or playing baseball? ①

Think Aloud The author says that baseball is called "the great American pastime" because many Americans spend a lot of time watching or playing the game. People might enjoy watching baseball because it allows them to root for a team they like and spend time with friends. They might enjoy playing baseball because it gives them a chance to be physically active, improve their skills, and be a part of a team.

Vocabulary What is an inning? How does the text help you to understand what this word means? ②

Point of View Review the adjectives and phrases the author uses to describe baseball. How do you think the author feels about the sport? ①-⑤

Think Aloud The author calls baseball the "great American pastime," an "amazing sport," and a "great game" that many people enjoy. This shows me that the author really likes baseball, and this affects his descriptions of the event. He wants the reader to like baseball, too.

Connect Events In a baseball game, what is the team at bat trying to do? What is the team in the field trying to do? How does the author's explanation of these events help you understand what happens during the nine innings of a baseball game? ② ④

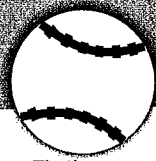
Text Structure How does the author go about presenting to the reader this complicated subject? Why is description the best structure for presenting this information? ①-④

Text Features How does the diagram of the baseball field and its players help you understand the layout of the field? How does it help you understand what the text is explaining? ③

Author's Purpose Why does the author include the final two sentences? What does the author want you to understand about baseball from those sentences? ⑤

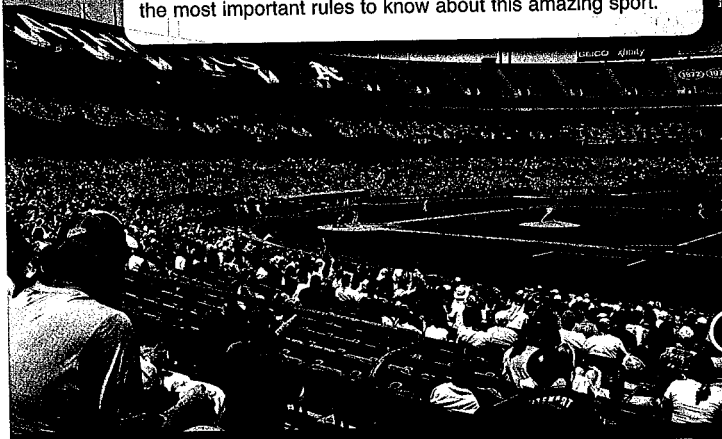
A guidebook is a reference book that you carry with you. These pages are from a guidebook about sports.

A GUIDE TO Baseball



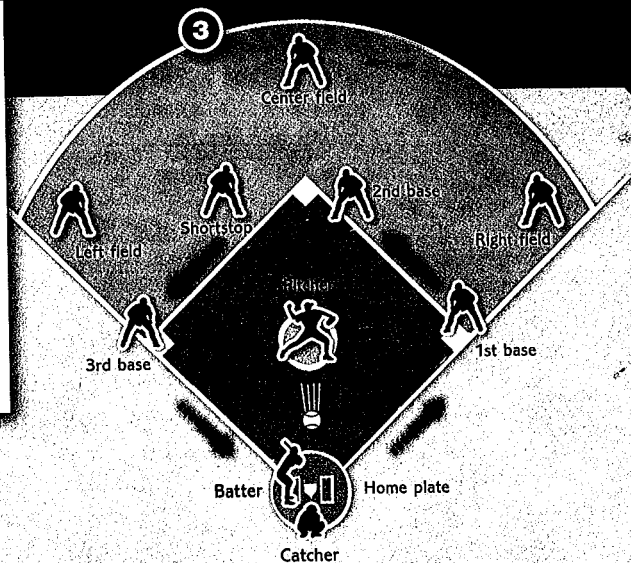
1 Baseball is called the great American pastime. That's because many Americans spend lots of time watching or playing baseball. Many people enjoy going to baseball games or watching baseball on TV. Games are played outside during the day or at night.

Baseball is a game with lots of rules. Here are just a few of the most important rules to know about this amazing sport.



Baseball Basics **2**

- Baseball is played with two teams. There are nine players on each team.
- A game has nine innings, or parts. At the end of the game, the team with the most runs, or points, is the winner.
- Teams take turns as batters. That means they are batting or trying to hit the ball and score runs. Each team has a chance to bat the ball. When the team gets three "outs," the inning ends.



4 **The Team at Bat**
The pitcher throws the baseball to the batter of the other team. When a batter hits the ball, he or she runs to first base, then second, then third, and then home plate to score a run.

The Team in the Field

The team in the field tries to stop the batter from getting to each base and scoring a run at home plate. Here's how.

- If a ball is hit, the players in the field try to catch it.
- If a player in the field catches the ball before it hits the ground, then the batter is out.
- If a player in the field catches the ball after it hits the ground, he or she can throw it to a team player on a base.
- If a player in the field tags, or touches, the running batter with the ball, that runner is out.

5 Now you know some of the rules of baseball. But there are many more rules you need to know to truly understand this great game!

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- *How is the information in the guidebook arranged? How might this arrangement help someone who does not know much about baseball learn about the topic?*
- *What do the pitcher and the batter do? Why is each of these positions important in the game?*
- *After reading the pages from the guidebook, what questions do you still have about baseball? What sources could you use to research and answer these questions?*

Write About Reading

Have children choose either one of the following options for writing, or do both.

- In your own words, summarize how the game of baseball is played. Use important details from the guidebook in your summary. **(Informative/Explanatory)**
- Which section of these pages best helps readers understand the topic of baseball? First, write a well-developed opinion statement. Then support your opinion with examples from the guidebook. **(Opinion)**

Connect to the Internet

To learn about the history of baseball, visit www.pbs.org/kenburns/baseball/timeline/ and www.americaslibrary.gov/jp/bball/jp_bball_subj.html.

How-to

Level L

Text Type: How-to

Summary: Follow these simple steps to keep trash out of landfills and create a cozy home for birds.

Themes/Ideas: learn how to turn a plastic bottle into a birdhouse; recognize the importance of recycling

Informational Text Features: numbered steps, bulleted list, illustrations, text box

Academic Vocabulary:

- **construct:** to build or make; to put together
- **recycle:** change the form or purpose of a used item instead of throwing it away
- **measure:** to determine an item's size

Domain-Specific Vocabulary:

- **secure:** safe; protected
- **predators:** animals that must kill and eat other animals to survive
- **camouflage:** colors and patterns that hide an animal or item by matching or blending in with its surroundings

How to Build a Birdhouse



Focus Question: How can you make a birdhouse using materials you already have?

First Reading

Have children browse the card, front and back. Ask children to identify text features that are typical of the how-to genre. Point out that the numbered steps must be completed in the order shown. Have children read through the text one time on their own. Then discuss how to make a recycled-bottle birdhouse.

Guided Close Reading

Vocabulary Nest is used as a noun and a verb in the text. In which sentence is nest used as a verb? What other words and phrases help you understand the meaning of nest? ❶

Key Ideas and Details What details in the text refer to the idea that "Birds like to feel safe at home"? What do these details have in common? ❶ ❸ ❹ ❺

Think Aloud The text includes the details "for a secure spot to nest," "keep predators from getting in," "homes to blend in so that other animals cannot find them," and "safe place to hang your birdhouse . . . several feet off of the ground." All these details are physical descriptions of the birdhouse or its location.

Author's Craft Why does the author use the words build and construct to describe how a bird makes its nest? What do those words tell you that the word make does not? ❶

Sequence What should you do after gluing on the cap? ❸ ❹

Key Ideas and Details For which steps do you need to ask an adult for help? ❺

Photos and Text What symbol is on the blue bin in the "Did You Know?" section? How do the photo and text in this section connect to the text in Step 1 of the directions? ❸ ❸

Think Aloud A triangle made of arrows is the symbol for recycling. The text in this section is about the importance of recycling plastics. Step 1 says "Recycle an old plastic bottle by making it into" something else. The sentence connects to the idea of recycling by giving an example of how to recycle, or reuse something for another purpose.

Make Inferences What "where" question could you ask and answer based on Step 3? What "where" question could you ask and answer based on Step 8? How are the questions like each other? How are they different? ❹ ❺

How to BUILD A BIRDHOUSE

1 SAFE AT HOME

Many birds build nests to lay their eggs. Birds like to feel safe at home. They look for a secure spot to nest. Then they bring materials such as sticks and grass to use to construct their nests.

You can use a plastic bottle to make a place for birds to build their nests. Let's see how.

2 MATERIALS

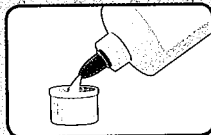
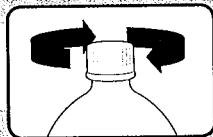
You will need

- one large, empty plastic bottle or jug
- string
- scissors, glue, a marker, and a ruler
- paint

You will also need an adult helper.

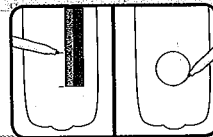
3 DIRECTIONS

STEP 1 Recycle an old plastic bottle by making it into a birdhouse! Wash the bottle. Make sure it is clean and dry.

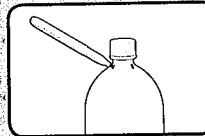
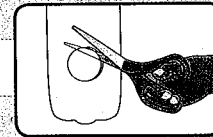


STEP 2 Glue the cap onto the bottle. This will keep predators from getting in at the top.

STEP 3 Next, make a front door for the birds. Choose a spot two to three inches from the bottom of the bottle. Use the ruler to measure a two-inch-wide circle in that spot. Draw the circle with the marker.

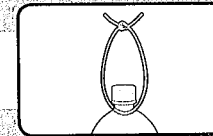


STEP 4 Cut out the circle using scissors.



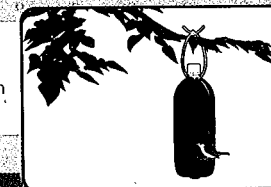
STEP 5 Use the marker to make a dot on the side of the bottle just below the cap. Then make another dot on the opposite side. Ask an adult to help you poke holes in the bottle where you made the dots.

STEP 6 Thread the string through both holes and tie it together with a strong knot.



STEP 7 Now you can paint your birdhouse. Birds like their homes to blend in so that other animals cannot find them. Colors like brown, green, gray, and tan will help camouflage your birdhouse.

STEP 8 Choose a safe place to hang your birdhouse. It should be several feet off of the ground. A tree branch is a great place. Now you can watch your neighborhood birds make a home inside.



DID YOU KNOW?

8 People use millions of plastic bottles every hour. Most of them do not get recycled. They end up in landfills instead. Plastic takes a long time to break down. It's not good for the environment. Remember to reuse and recycle as much as you can!



Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- How is the information on these pages organized? How do the illustrations help group the information in a logical way?
- What is the main idea of the text? How is the main idea supported by details in the numbered steps? How is it supported by details in the "Did You Know?" section?
- How is the birdhouse described in the text similar to a house for people? How is it different?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Write a short summary of the steps involved in making a birdhouse out of an old plastic bottle. Use linking words to show the connections between the steps. **(Informative/Explanatory)**
- Which illustration did you think was most helpful in understanding the how-to? Choose one illustration from the text and give reasons to support your choice. **(Opinion)**

Connect to the Internet

To further children's understanding of recycling, visit <http://kids.niehs.nih.gov/explore/reduce/> and www.ecy.wa.gov/programs/swfa/kidspage/trivia.html.

Interview

Level L

Text Type: Interview

Summary: These pages feature an interview with scientist Jeremy Owen, who tells about the importance of learning new and interesting things.

Themes/Ideas: find out from a real scientist what makes science interesting; learn about the kinds of questions scientists ask and answer

Informational Text Features: boldfaced text, photos, questions and answers

Academic Vocabulary:

- **frustrating:** annoying or upsetting
- **rivals:** those who compete for the same item or goal
- **invading:** taking over something by force
- **research:** careful study of a subject to find out new information

Domain-Specific Vocabulary:

- **experiment:** specific steps used to test a research idea
- **bacteria:** very small living things made up of only one cell
- **antibiotics:** medicines that are used to kill harmful bacteria

Interview With Scientist Jeremy Owen



Focus Question: What is it like being a real-life scientist?

First Reading

Introduce the text, noting that these pages feature an interview with a scientist named Jeremy Owen. Review the meanings of *research* and *experiment*. Point out the text features, including the photos and boldfaced text. Have children read through the text on their own. Then discuss what it takes to be a scientist.

Guided Close Reading

Key Ideas and Details *Two words in the title give you important information about the key ideas in this article. What are these words? Why are these words important? Use details in the text to support your answer.* ❶

Text Features *What is the purpose of the boldfaced text in this interview? How does it help organize the information and help you understand the ideas?* ❸-❹

Words and Phrases in Context *Jeremy says “running an experiment is like asking nature a question.” What does he mean in this sentence? Use details from the text to support your explanation.* ❺

Point of View *Jeremy Owen uses the word “fantastic” to describe the world. Which question is he answering when he uses this word? Based on his use of the word in his response, how has science affected his view of the world?* ❻

Think Aloud *Jeremy Owen is answering a question about how thinking like a scientist affects his view of the world. In his answer, he says “thinking scientifically makes the world a more interesting and beautiful place.” He also says that interesting things “are going on, all around us, all of the time.” Then, he calls these interesting, beautiful things “fantastic.” Science has given him a deeper appreciation of the world around him.*

Draw Conclusions *What does Jeremy Owen study in his lab? What can you conclude from the text about how he feels about his work there? Cite details from the text to support your answer.* ❼

Connect Ideas *Jeremy Owen compares being a scientist to being a detective. Why do you think he makes this comparison? How is being a scientist similar to being a detective? Use details from the text to support your reasoning.* ❸❹❺❻

Think Aloud *Everything Jeremy Owen does is about asking and answering questions. He says he wants to find out “how things work.” He says, “You just need to know how to ask the right question” and “how to listen to the answer.” He also says the answers to a question “always lead to new questions.” This is just what detectives do too when they investigate a case.*

1 Interview With Scientist Jeremy Owen

3 Interviewer: How did you get interested in science?

Jeremy Owen: When I was very young, my dad was always telling me interesting facts about the moon, the planets, outer space, and that sort of thing. I was always interested in how people came to know all the things that were written in encyclopedias and books.

4 Interviewer: What do you like about working in science?

Jeremy Owen: You get to find out new things about the world and nature and how things work.



5 Interviewer: Do you do a lot of experiments?

Jeremy Owen: Yes! Running an experiment is like asking nature a question. You just need to know how to ask the right question! You also need to know how to listen to the answer. It takes a lot of hard work, and you have to keep going when you want to find out something new. It can be very frustrating when things don't work out. But when they do, it is very rewarding!



6 Interviewer: Does thinking like a scientist make you look at the world in a different way?

Jeremy Owen: Thinking scientifically makes the world a more interesting and beautiful place. There are all sorts of fantastic things going on, all around us, all of the time, but you have to put in a bit of work to see them!

7 Interviewer: What does your work in the lab involve?

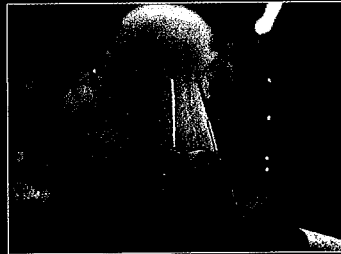
Jeremy Owen: Our lab studies antibiotics. You may not know it, but many of the medicines we use to fight bacteria are actually made by bacteria! In nature, bacteria make antibiotics to stop rival bacteria from invading their space. But we also use antibiotics to stop bacteria from invading our bodies.

8 Interviewer: What happens when you find the answer you're looking for?

Jeremy Owen: I ask more questions! That is the great thing about science. The answers always lead to new questions, so there is always something new to find out.

9 Interviewer: What advice would you give to anyone wanting to become a scientist?

Jeremy Owen: If you are interested in something, do some research to find out more about it. The easiest things to learn about are the ones that you are interested in. Also don't believe everything you read or hear. Find out for yourself, be a detective, and figure out what is really going on!



Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- How does Jeremy Owen feel about science? How do you know? Use details from the text in your description.
- In this interview, Jeremy Owen gives advice to people who are interested in becoming scientists. What does he say? How is this advice related to the article's key ideas?
- The scientist describes bacteria as "invading" each other's space. In what other situations do we use the word invading? How does invading help you understand what antibiotics do?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Summarize the interview in a paragraph. Include only the most important ideas and details, and mention them in order. **(Informative/Explanatory)**
- Based on this interview, what do you think is Jeremy Owen's favorite part about being a scientist? State your opinion. Use details from the interview to support your opinion. **(Opinion)**

Connect to the Internet

To further children's understanding of science and what scientists do, go to www.acs.org/content/acs/en/pressroom/podcasts/spellbound-how-kids-become-scientists.html and www.tryscience.org/parents/se_6.html.

Magazine Article

Level L

Text Type: Magazine Article

Summary: This magazine article explains what koalas do to survive during hot summer weather.

Themes/Ideas: learn the characteristics of koalas; understand how a koala keeps cool in hot weather

Informational Text Features: title, heading, photos, captions, labels

Academic Vocabulary:

- **temperature:** how hot or cold something is
- **overheating:** getting too hot
- **survive:** to live
- **gripping:** holding tight

Domain-Specific Vocabulary:

- **koala:** a furry animal that lives in trees in Australia
- **trunk:** the thickest part of a tree
- **eucalyptus:** a type of tree native to Australia
- **acacia:** a kind of smooth-barked tree that grows in warm areas

Keep Cool, Koala!



Focus Question: What do koalas do to stay alive in the summer heat?

First Reading

Introduce the text, noting that this is a magazine article about koalas. Point out the photos, heading, captions, and labels included with the article. Have children read through the article once on their own. Then discuss the amazing way koalas keep cool.

Guided Close Reading

Key Ideas and Details *Why do koalas hug trees? What details in the main text and photo captions help you understand this main idea?* ① ③ ⑤

Photos and Text *Look at the photo on the front of the card. How do the photo and text work together to show how high temperatures can affect a koala?* ① ②

Words and Phrases in Context *How is the word gripping related to the word hugging? What is the difference between the two words?* ① ⑤

Text Features *Why do koalas need both eucalyptus and acacia trees to live? What do the photos tell you about these trees that the text does not?* ③ ④

Photos and Text *What information do the bottom photo and captions on the back of the card give? How do they help you better understand the text?* ⑤

Think Aloud *The photo and captions give me information about how a koala uses its body. The captions refer to the body parts and explain how each part helps the koala stay alive. The photo and captions explain how koalas survive and keep cool.*

Author's Craft *The author uses the simile "like a pillow" to describe a koala's tail. How is the tail like a pillow? Why do you think the author included this phrase? How does the comparison help you understand how a koala uses its tail?* ⑤

Connect Ideas *How does the detail of a koala's fur being thinner on its belly relate to the detail about koalas overheating? How do these details work together to support the central idea of the article?* ① ⑤

Think Aloud *The thin hair on a koala's belly makes it easier for the koala to feel the cool temperature of the tree trunk. These details support the idea that a koala hugs trees to keep cool in the summer.*

Text Structure *How does the author organize the information in this article? How is the cause-and-effect structure used to grab readers' interest and present interesting facts about how koalas keep cool?* ①-⑤

LIVING THINGS

KEEP
COOL,
KOALA!

1 It may look as if this koala is posing for a photo. But that is not why it is hugging the tree!

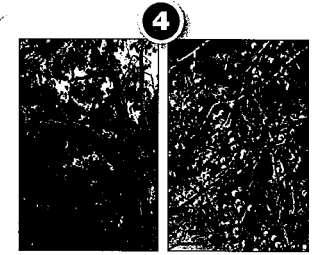
2 Scientists say that koalas hug trees to cool off. During hot summer weather, the trunk of the tree is cooler than the air temperature. Pressing their bellies against the trees keeps koalas from overheating and getting sick.

12 World of Wonder

WHAT'S THE RIGHT TREE FOR KOALAS?

3 Koalas visit one kind of tree to find food. Eucalyptus leaves are the only food koalas eat! But when they need to cool off, koalas do best on other kinds of trees. They like acacia trees that have thick trunks. The thick tree trunks stay cool even on hot days.

4 Koalas need both kinds of trees. Scientists want people to know that these trees are important. Without these trees, koalas cannot survive.



Eucalyptus
Tree

Australian
Acacia



5 Strong jaws help koalas chew leaves.

6 A koala's paws are perfect for gripping branches.

7 The fur on a koala's belly is thinner than the fur on its back.

8 Its thick tail acts like a pillow—the koala sits on it!

World of Wonder 13

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- Why is it important that the author included a photo of a koala with captions? How did it deepen your understanding of the text overall?
- How do the visuals support the main idea that koalas need to hug trees to stay cool? How do they make the text easier to understand?
- In what ways are koalas like other animals you already knew about? In what ways are they different?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Write a paragraph that explains what koalas need to do to survive in the heat of summer. Include details from the text as support. **(Informative/Explanatory)**
- Which tree is more important to a koala's survival: the eucalyptus or the acacia? Use details from the text to write a well-developed paragraph that explains your opinion. **(Opinion)**

Connect to the Internet

To learn more information about koalas and other Australian animals, go to www.pbs.org/wnet/nature/episodes/cracking-the-koala-code/koala-fact-sheet/7681/ and www.sandiegozoo.org/koalifornia/index.html.

Newspaper Article

Level L

Text Type: Newspaper Article

Summary: This newspaper article discusses the past and present of the Eiffel Tower, which was built 125 years ago.

Themes/Ideas: understand the significance of the Eiffel Tower; learn facts about the construction of the Eiffel Tower

Informational Text Features: photographs, illustration, headings, captions

Academic Vocabulary:

- **celebrate:** to do something special and fun to mark an event
- **symbol:** something that stands for, means the same as, or reminds people of something else
- **design:** to make the plans for a project or building

Domain-Specific Vocabulary:

- **skyline:** the outline of a city's buildings or other landmarks against the background of the sky

Eiffel Tower Is 125 Years Old



Focus Question: What is the history of the 125-year-old Eiffel Tower?

First Reading

Introduce the text, noting that these pages are from a newspaper. Point out the photos and captions. Review the meanings of *tower* and *elevator*. Have children read the article on their own. Then discuss the interesting history of the Eiffel Tower.

Guided Close Reading

Words and Phrases in Context *The author describes the Eiffel Tower as "so tall that you can see it for miles." What does this phrase mean? Where could you stand and be able to see the Eiffel Tower? ①*

Vocabulary *What is a symbol? What details from the article help you understand why the Eiffel Tower is a symbol for France? ②*

Key Ideas and Details *Why is it important to know how tall the Eiffel Tower is? Why was the height of the building especially important in 1889? What facts in the article support your answers? ① ③-⑤*

Think Aloud *It is important to know how tall the Eiffel Tower is because its height was a major part of the original idea for the tower. The text states "The Eiffel Tower is very, very tall," and "Eiffel's idea was to build a tower that was taller than any building in the world." In 1889, a 1000-foot-tall tower was "amazing" and "too new and different," because it was much taller than anything else nearby. Now it might not seem so tall, as "Today, there are many buildings that are taller than the Eiffel Tower."*

Photos and Text *What words and phrases describe the shape of the tower? How is that description supported by what you see in the photos and drawing? What can you learn from visual details that is not stated in the text? ① ③ ⑤ ⑥*

Compare and Contrast *What does it mean to "visit" the Eiffel Tower online? How is an online visit different from visiting the Eiffel Tower in person? How might an online visit be similar to an in-person visit? ⑥*

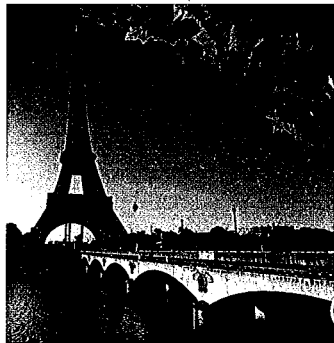
Think Aloud *An online visit is a visit to a website. Using a computer and the Internet, you look at information, pictures, and videos about a place. Going to the Eiffel Tower in person and going to the website could be similar because you would see what the Eiffel Tower looks like and what Paris looks like from the tower. The visits would be different because you can do an online visit without leaving your school or home, and a visit in person means you have to travel. But in person you could also touch the tower, smell the Paris breeze, and hear the buzz of traffic.*

Connect Ideas *What idea in the text does the author say is worth celebrating? What details in the text or photos tell you why it is worth a celebration? ① ⑥*

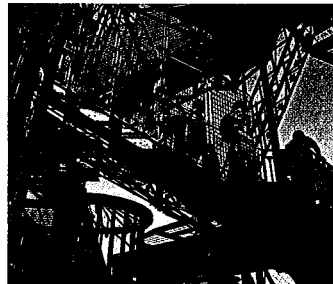
EIFFEL TOWER IS 125 YEARS OLD

1 The Eiffel Tower is very, very tall. It is so tall that you can see it for miles. That is, if you're in Paris, France! The Eiffel Tower has been a part of the Paris skyline for 125 years. That's something to celebrate.

2 To people around the world, the Eiffel Tower is a symbol of, or stands for, France. Visitors from around the world flock to the Eiffel Tower.



3 The Eiffel Tower as it looks today, seen from across the River Seine

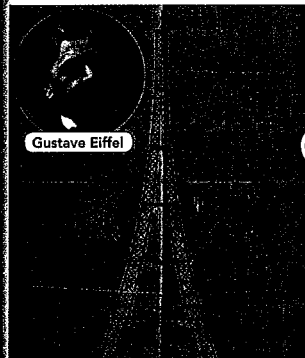


4 Visitors who climb the tower can enjoy the view all the way up and all the way down.

The Eiffel Tower has steps inside. People can also take an elevator to the top. From the top, people can look out on an amazing view of Paris. Today, the Eiffel Tower is one of the world's most popular places to visit. But not everyone has always loved it!

Designing and Building the Tower

5 In 1889, the World's Fair was going to be held in Paris. The people of Paris wanted to build something new and very special for people to see. They



6 This is the first sketch of the tower, by a man who worked with Gustave Eiffel.

7 He asked Gustave Eiffel to design, or make the plans for, a tower. Eiffel's idea was to build a tower that was taller than any building in the world. Gustave Eiffel's tower would be about 1000 feet (305 m) high. That's about as tall as an 80-story building.

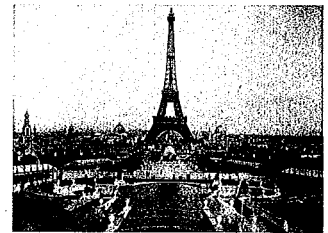
8 Mr. Eiffel had to make sure that strong winds could not knock down the tower. So he designed a special shape for it. The top would be narrow, and the bottom would be wide, with spaces for the wind to pass through.

9 People came to the World's Fair in 1889. The tower was amazing. But some people disliked it because it was much too new and different!

A New Plan

10 Today, there are many buildings that are taller than the Eiffel Tower. But still, millions of people go to visit it. And people who live in Paris enjoy looking at the tower day and night. At night, the lights on the tower sparkle.

11 This year the Eiffel Tower is 125 years old. Now there is a very new way to see it. You can go online to visit the Eiffel Tower. You can pretend you are at the top. You can look out and see Paris!



12 Crowds visited the Eiffel Tower at the 1889 World's Fair.

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- How did the author use text features, such as headings and photos, to organize information and make the newspaper article easier to understand?
- How do the visuals support the main idea that the Eiffel Tower is an important historical site?
- What other famous buildings or monuments do you know of that are 125 years old or older? What do they have in common with the Eiffel Tower? How are they different from the Eiffel Tower?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Create a diagram of the Eiffel Tower. Use captions and pointers to describe the parts of the tower and provide information about its form and why it is shaped the way that it is. **(Informative/Explanatory)**
- Is the height of the Eiffel Tower still impressive today? Why or why not? Give your opinion and support it with two reasons. **(Opinion)**

Connect to the Internet

To read about a difference in opinion regarding the Eiffel Tower, go to <http://paris-eiffel-tower-news.com/eiffel-tower-stories/eiffel-tower-controversy.htm>. To further children's understanding of how present-day Paris looks when viewed from the Eiffel Tower, go to www.toureffel.paris/360-panorama-paris/index-en.html.

Question and Answer Book

Level L

Text Type: Question and Answer Book

Summary: These pages include questions and answers about the Golden Gate Bridge in San Francisco, California.

Themes/Ideas: identify the location of the Golden Gate Bridge; understand important facts about the building of the Golden Gate Bridge

Informational Text Features: photos, caption, questions and answers

Academic Vocabulary:

- **located:** set in a particular place
- **surrounding:** nearby; close to

Domain-Specific Vocabulary:

- **strait:** a narrow body of water that connects two larger bodies of water
- **landmark:** an important building or structure

Golden Gate Bridge



Focus Question: What is the history of the Golden Gate Bridge?

First Reading

Preview the text, noting that these pages include questions and answers about the Golden Gate Bridge, a famous bridge in San Francisco, California. Ask children if they have heard of or seen the Golden Gate Bridge. Point out the text features on the card, including the photos and caption. Have children read through the text one time on their own. Then discuss what they learned about the Golden Gate Bridge.

Guided Close Reading

Author's Craft Why do you think the author uses questions and answers to present facts and details about the Golden Gate Bridge? How does this format help organize information for readers and make it more accessible? ①-⑤

Text Feature Why does the author show this grand view of the bridge behind the first questions and answers? How does this dramatic sight support the text and draw the reader to the subject? ①

Think Aloud The photo lets readers understand the enormous size and dramatic setting of the bridge. It helps the reader understand why it took a long time to plan and build, and what a difference it must have made to the people of San Francisco.

Vocabulary What is a strait? What clues in the text help you understand this word? ②

Author's Purpose Why does the author mention Joseph B. Strauss's role in building the Golden Gate Bridge? Why is that information important? ③

Connect Ideas Why does the author compare the cost of building the bridge in the 1930s to what it would cost today? What effect might this information have on readers? ④

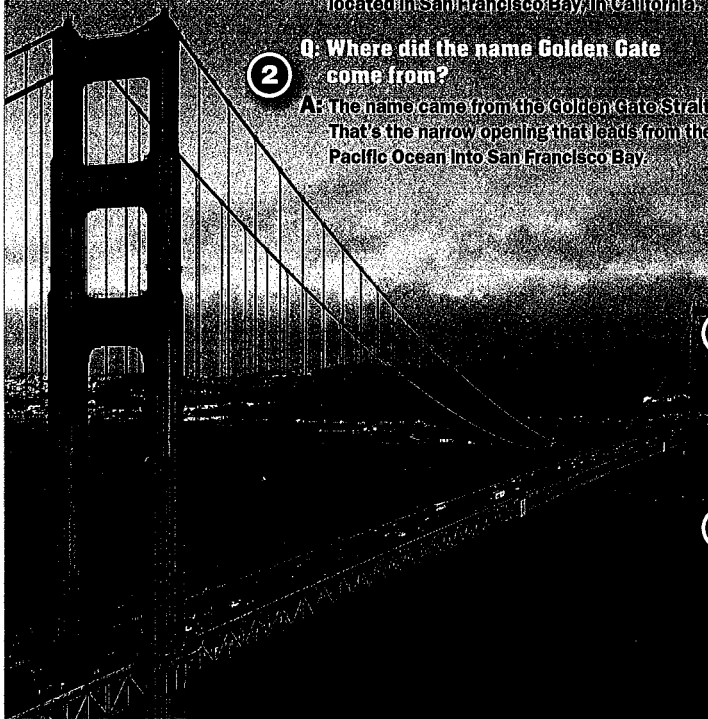
Think Aloud The author compares the costs to help readers understand how expensive and difficult it was to build the Golden Gate Bridge. The fact that it would cost more than 1 billion dollars to build the bridge today might surprise readers or make them appreciate the design and construction of the bridge.

Photos and Text What does the caption tell you about the final photo? What does this tell readers about the importance of the bridge? ⑤

Key Ideas and Details Why was the Golden Gate Bridge painted orange? Why does the color of the bridge matter? ⑤

Summarize Why is the Golden Gate Bridge an important landmark? Use details from the text to support your answer. ①-⑤

Golden Gate Bridge



1 **Q: Where is the Golden Gate Bridge?**

A: The bridge is in the United States. It is located in San Francisco Bay, in California.

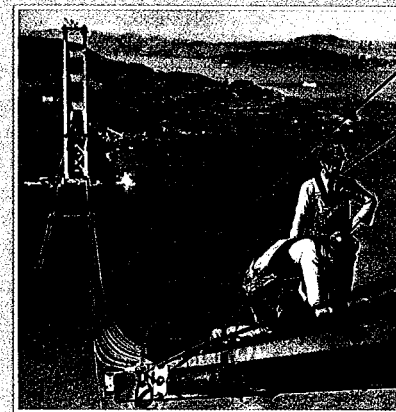
2 **Q: Where did the name Golden Gate come from?**

A: The name came from the Golden Gate Strait. That's the narrow opening that leads from the Pacific Ocean into San Francisco Bay.

3 **Q: When was the Golden Gate Bridge built?**

A: People first thought of building a bridge across the Golden Gate Strait in the 1800s. But it didn't happen until many years later.

In 1917, Joseph B. Strauss was asked to build the bridge. But it took him a long time to make the perfect plans! In 1930, Strauss showed his plans to the city. The building began in 1933 and was completed in 1937.



4 **Q: How much did it cost to build?**

A: When it was built, the Golden Gate Bridge cost 27 million dollars to make. But if the bridge were built today, it would cost more than one billion dollars!

5 **Q: What color is the bridge?**

A: People decided to paint the bridge orange to blend in with the surrounding land. The orange color helps boats see the bridge more clearly as they pass by.



The Golden Gate Bridge is San Francisco's most famous landmark.

Revisit the Text: Ideas for Discussion

Share and discuss the following questions to sum up your exploration of the text. You may wish to use the questions as prompts for a Turn and Talk activity before your discussion. Encourage children to support their thinking and ideas with evidence from the text.

- How does the author use text features, such as photos, to present information and make it easier to understand?
- What main ideas about the Golden Gate Bridge does the text present? What details support these main ideas?
- What other questions do you have about the Golden Gate Bridge? What answers do you want to know more about?

Write About Reading

Have children choose either one of the following options for writing, or do both.

- Write a few sentences about the history of the Golden Gate Bridge. Use details from the text to support your summary. **(Informative/Explanatory)**
- Which question-and-answer pair contains the most interesting information about the Golden Gate Bridge? Include two details to support your opinion. **(Opinion)**

Connect to the Internet

To read more about the Golden Gate Bridge, go to the following websites: <http://goldengatebridge.org/research/facts.php> and www.presidio.gov/explore/Pages/golden-gate-bridge-history.aspx.

Level L Lessons at-a-Glance

LEVEL L

Text Type	Title	Content Area	Text Complexity	Themes/Ideas	Technology Links
Brochure Pages	<i>Bicycle Academy</i>	Sports/Recreation	Moderate	learn what safety equipment is needed for bicycling; understand how to stay safe when bicycling	<ul style="list-style-type: none"> • www.nhtsa.gov/people/injury/pedbimot/bike/KidsandBikeSafetyWeb/ • www.safekids.org/bike
Encyclopedia Article	<i>Solar Eclipse</i>	Earth Science	Complex	recognize the features of a solar eclipse; understand why and how a partial or total solar eclipse occurs	<ul style="list-style-type: none"> • www.nasa.gov/topics/solarsystem/features/eclipse • www.pbslearningmedia.org/resource/ess05.sci.ess.eiu.eclipse/solar-eclipses
Essay	<i>Mammoth Cave</i>	Earth Science	Moderate	learn about Mammoth Cave; recognize features that make the cave a remarkable place	<ul style="list-style-type: none"> • www.nps.gov/macai/index.htm • http://whc.unesco.org/en/list/150
Fact Book Pages	<i>Musical Instruments</i>	Arts	Complex	find out how musical instruments produce sound; recognize the four main instrument families: woodwinds, brass, percussion, and string instruments	<ul style="list-style-type: none"> • www.nyphillkids.org/games/main.phtml • www.sfskids.org/
Guidebook Pages	<i>A Guide to Baseball</i>	Sports	Moderate	learn about the baseball field, the players, and how the game is played; understand some baseball-related terms	<ul style="list-style-type: none"> • www.pbs.org/kenburns/baseball/timeline/ • www.americaslibrary.gov/jp/bball/jp_bball_subj.html
How-to	<i>How to Build a Birdhouse</i>	Life Science	Complex	learn how to turn a plastic bottle into a birdhouse; recognize importance of recycling	<ul style="list-style-type: none"> • http://kids.niehs.nih.gov/explore/reduce • www.ecy.wa.gov/programs/swfa/kidspage/trivia.html
Interview	<i>Interview With Scientist Jeremy Owen</i>	Science and Technology	Basic	find out from a real scientist what makes science interesting; learn about the kinds of questions scientists ask and answer	<ul style="list-style-type: none"> • www.acs.org/content/acs/en/pressroom/podcasts/spellbound-how-kids-become-scientists.html • www.tryscience.org/parents/se_6.html
Magazine Article	<i>Keep Cool, Koala!</i>	Life Science Geography	Basic	learn the characteristics of koalas; understand how a koala keeps cool in hot weather	<ul style="list-style-type: none"> • www.pbs.org/wnet/nature/episodes/cracking-the-koala-code/koala-fact-sheet/7681/ • www.sandiegozoo.org/koalifornia/index.html
Newspaper Article	<i>Eiffel Tower Is 125 Years Old</i>	History Art and Architecture	Moderate	understand the significance of the Eiffel Tower; learn facts about the construction of the Eiffel Tower	<ul style="list-style-type: none"> • http://paris-eiffel-tower-news.com/eiffel-tower-stories/eiffel-tower-controversy.htm • www.toureffel.paris/360-panorama-paris/index-en.html
Question and Answer Book Pages	<i>Golden Gate Bridge</i>	History Science & Technology Geography	Basic	identify the location of the Golden Gate Bridge; understand important facts about the building of the Golden Gate Bridge	<ul style="list-style-type: none"> • http://goldengatebridge.org/research/facts.php • www.presidio.gov/explore/Pages/golden-gate-bridge-history.aspx