

CORE CONNECTION COMPANION

Coloring with Purpose

Close reading through coloring, drawing, and text evidence

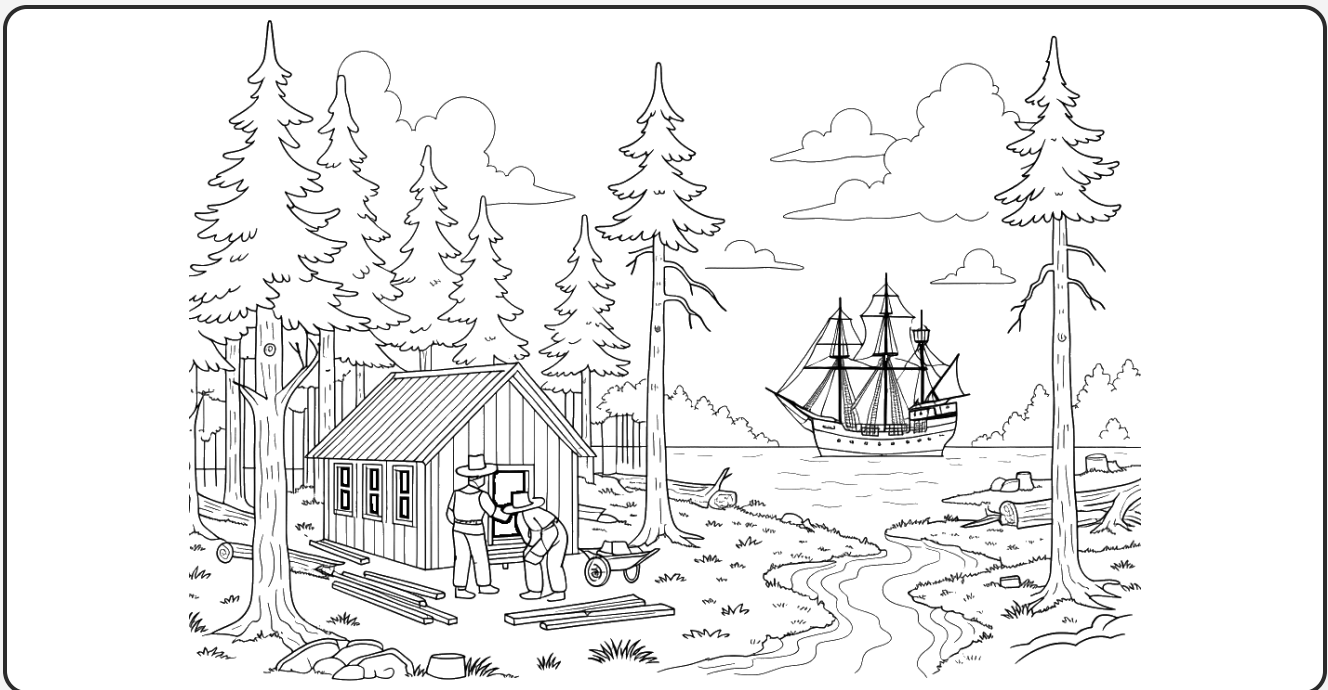
PREPARE + Clusters 1 to 8

Low Stamina Passages

Ordered by TEKS

20 Page Types

Answer Key



Presented by **Randi Whitney**

The Writing Academy®, LLC. Supplemental Support System

How to Use This Companion

Grade 3
Coloring with Purpose

What it is. Coloring with Purpose is a Core Connection Companion in The Writing Academy, LLC Supplemental Support System. Every page asks students to read closely, color with a reason, and prove their thinking with words from the passage. Coloring is never the whole task. It is the reward for careful reading and the way students show what they found.

Which passages. Each page uses the Low Stamina passage (Module 1) from PREPARE and Clusters 1 to 8. Students should have the passage in hand while they work. Every page names its passage in the title bar.

Why the pages are ordered by TEKS. The pages are not grouped by cluster. They are grouped under TEKS headings, so a teacher can pull the page that matches the TEKS her core reading language arts instruction is teaching this week. If your core lesson is on text evidence, turn to 3.7(C). If it is on theme, turn to 3.8(A). Each TEKS section opens with a heading page that lists every page in that section.

The core connection. Use a page after the core lesson as extra practice, as a small group task, or as a quick check. Because the passages are shorter Low Stamina texts that students already know, the thinking stays on the TEKS instead of on decoding a new text.

How to find a page. The Table of Contents lists every page with its activity type, TEKS, passage and cluster, and page number. The TEKS and its wording also appear in the footer of every page.

Printing. Every page is black and white and prints cleanly on any copier. The art is outline only, so students can color every part.

Answer Key. The Answer Key at the back is ordered by page number. For evidence tasks it gives the exact sentence from the passage. For open tasks it gives a model answer or look-fors. Accept any answer that is supported by the passage.

The page types. Find the Missing Detail, Find the Extra Detail, Color the Evidence, Paraphrase the Picture, Sequence the Scene, Cause and Effect Panels, Feelings Faces, Vocabulary Labeling, Compare Two Pictures, What Happens Next, Text Feature Labeling (Poem Parts or Setting Labeling for poems and stories), Main Idea or Theme Caption, Ask the Picture, Comic Strip Retell, Author's Purpose Palette, Connection Corner, Word Picture, Illustrator Alert!, Build the Scene, and Vocabulary Doodle Detective.

TEKS Connection and Why It Matters. A short line under each activity names every TEKS the page serves and why the task matters. Many pages include TEKS 3.7(E), because illustrating is one of the ways the TEKS say students interact with sources in meaningful ways. On these pages coloring and drawing are evidence work: students must return to the passage to decide what belongs in the picture.

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Grade 3
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TEKS SECTION

TEKS 3.3(B)

Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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Name: _____

Date: _____



Word Bank

coastal

inland

archaeologists

scarcity

Vocabulary Labeling

1. Find each word in *The Mystery of the Traveling Shell*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

-
-
4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

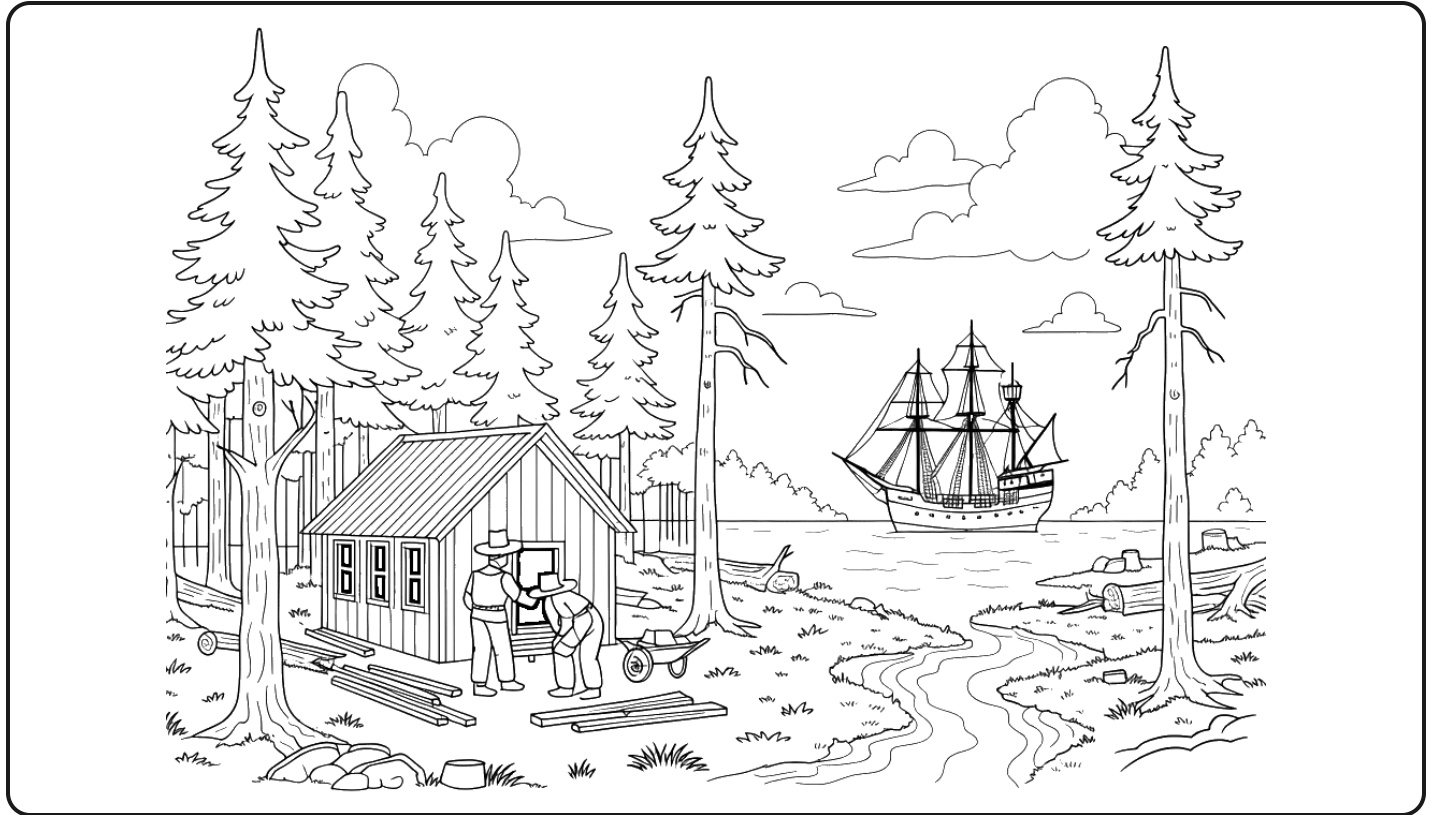
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Coloring with Purpose

Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

Name: _____

Date: _____



Word Bank

harbor

anchor

shelters

crops

Vocabulary Labeling

1. Find each word in *The Pilgrims Chose Plymouth*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

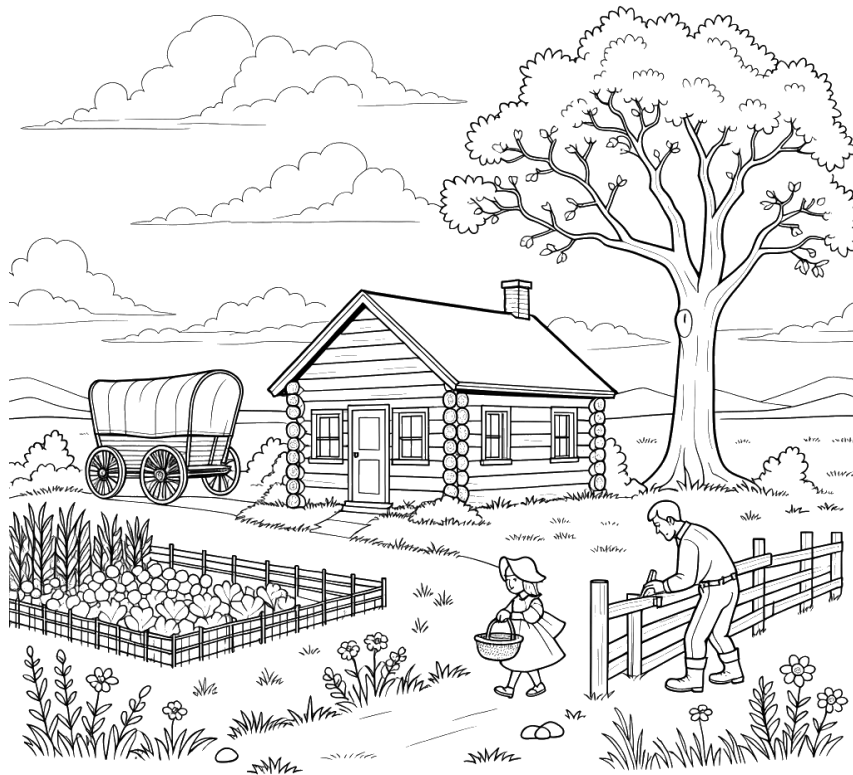
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



Word Bank

prairie

frontier

wagon

journeys

Vocabulary Labeling

1. Find each word in *Laura Ingalls Wilder*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Word Bank

gathered

rules

obey

communities

Vocabulary Labeling

1. Find each word in *Why We Need Laws (Poem)*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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Coloring with Purpose

Grade 3 • Cluster 4
**Benjamin Franklin and
Electricity**

Name: _____

Date: _____



Word Bank

conduct

invention

damage

rooftops

Vocabulary Labeling

1. Find each word in *Benjamin Franklin and Electricity*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

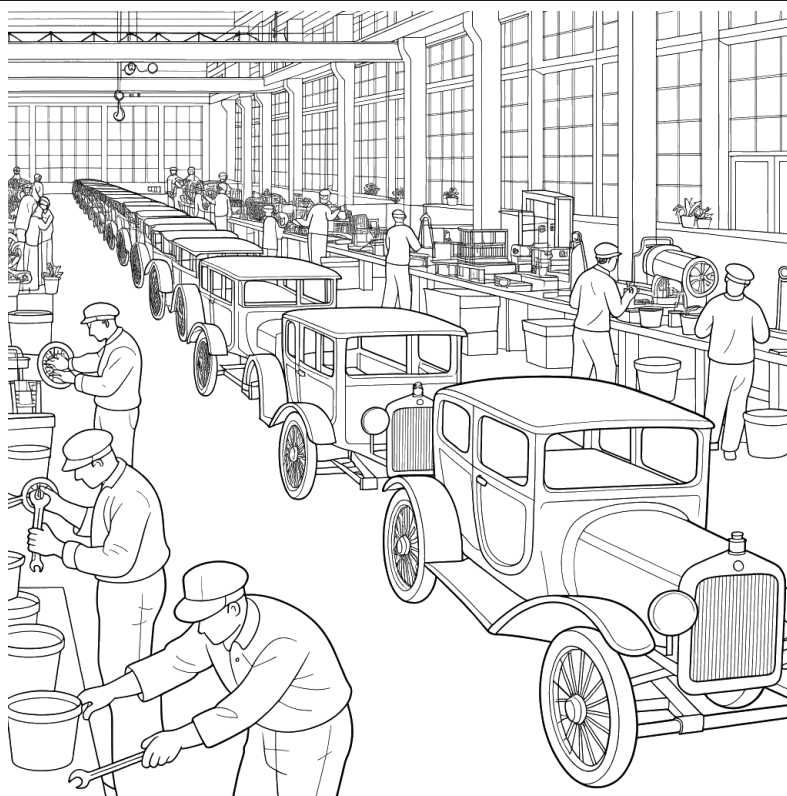
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



Word Bank

assembly line

affordable

mechanic

transportation

Vocabulary Labeling

1. Find each word in *Henry Ford: Visionary of Travel*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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Name: _____

Date: _____



Word Bank

responsibility

citizen

calmly

honesty

Vocabulary Labeling

1. Find each word in *Crash*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____



Word Bank

journey

hopeful

kindness

future

Vocabulary Labeling

1. Find each word in *A Dream Can Grow*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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Coloring with Purpose

Grade 3 • Cluster 8
A Place to Grow

Name: _____

Date: _____



Word Bank

fertile

resources

merchants

transportation

Vocabulary Labeling

1. Find each word in *A Place to Grow*. Read the sentences around it to figure out what it means.
2. Label the picture: draw a line from each word to the part of the picture it names or shows.
3. Choose one word. Write what it means using clues from the passage.

4. Color each labeled part.

TEKS Connection: 3.3B, 3.7F, 3.7E. **Why It Matters:** Students use context to figure out word meanings and connect each word to the part of the picture it names.

TEKS 3.3(B): Use context within and beyond a sentence to determine the meaning of unfamiliar words and multiple-meaning words.

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TEKS SECTION

TEKS 3.6(B)

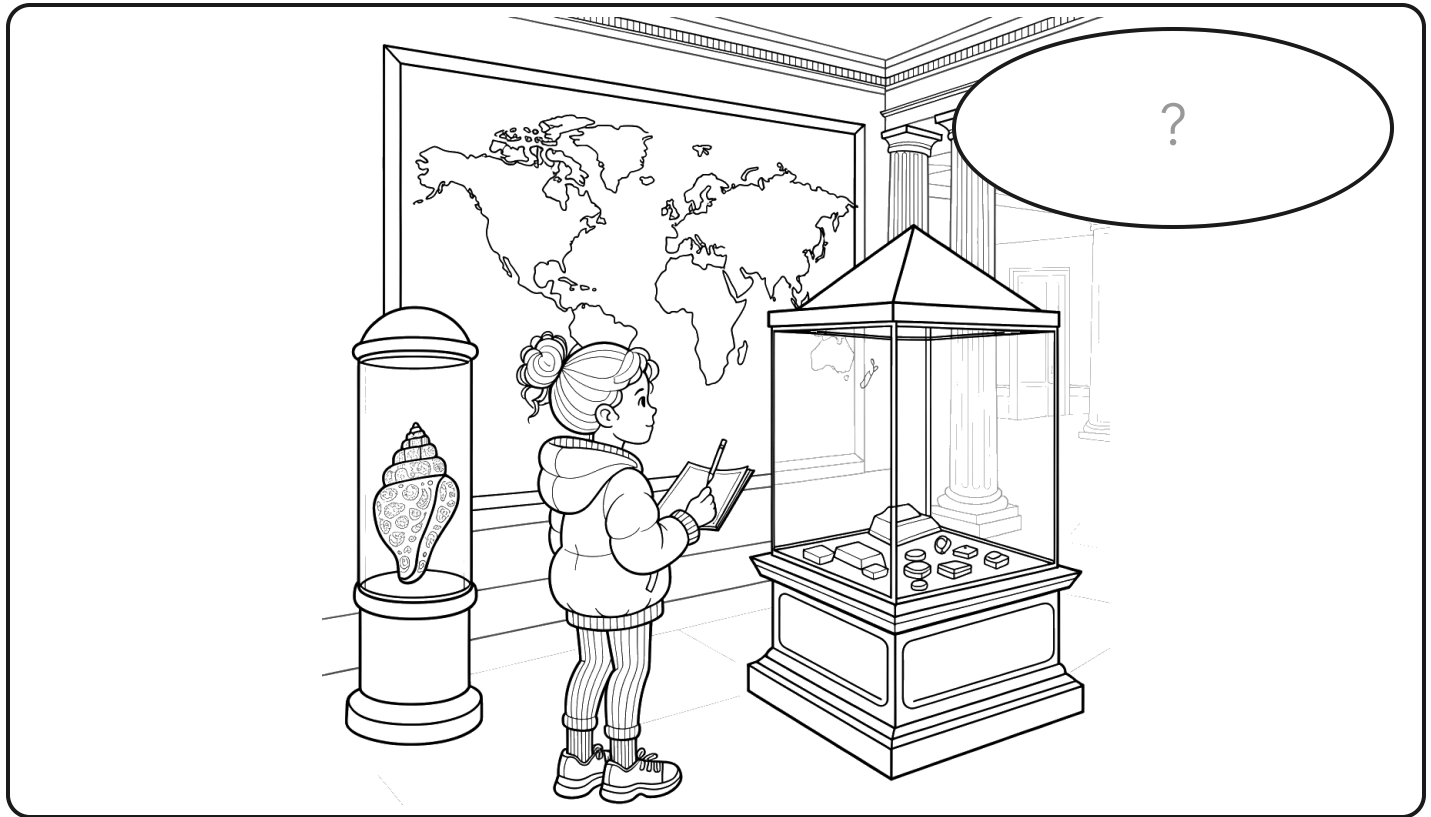
Generate questions about text before, during, and after reading to deepen understanding and gain information.

Activity	Passage (Cluster)	Page
Ask the Picture	The Mystery of the Traveling Shell (Prepare)	20
Ask the Picture	The Pilgrims Chose Plymouth (Cluster 1)	21
Ask the Picture	Laura Ingalls Wilder (Cluster 2)	22
Ask the Picture	Why We Need Laws (Poem) (Cluster 3)	23
Ask the Picture	Benjamin Franklin and Electricity (Cluster 4)	24
Ask the Picture	Henry Ford: Visionary of Travel (Cluster 5)	25
Ask the Picture	Crash (Cluster 6)	26
Ask the Picture	A Dream Can Grow (Cluster 7)	27
Ask the Picture	A Place to Grow (Cluster 8)	28

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *The Mystery of the Traveling Shell*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 3.6B, 3.7C, 3.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 3.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *The Pilgrims Chose Plymouth*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 3.6B, 3.7C, 3.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 3.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

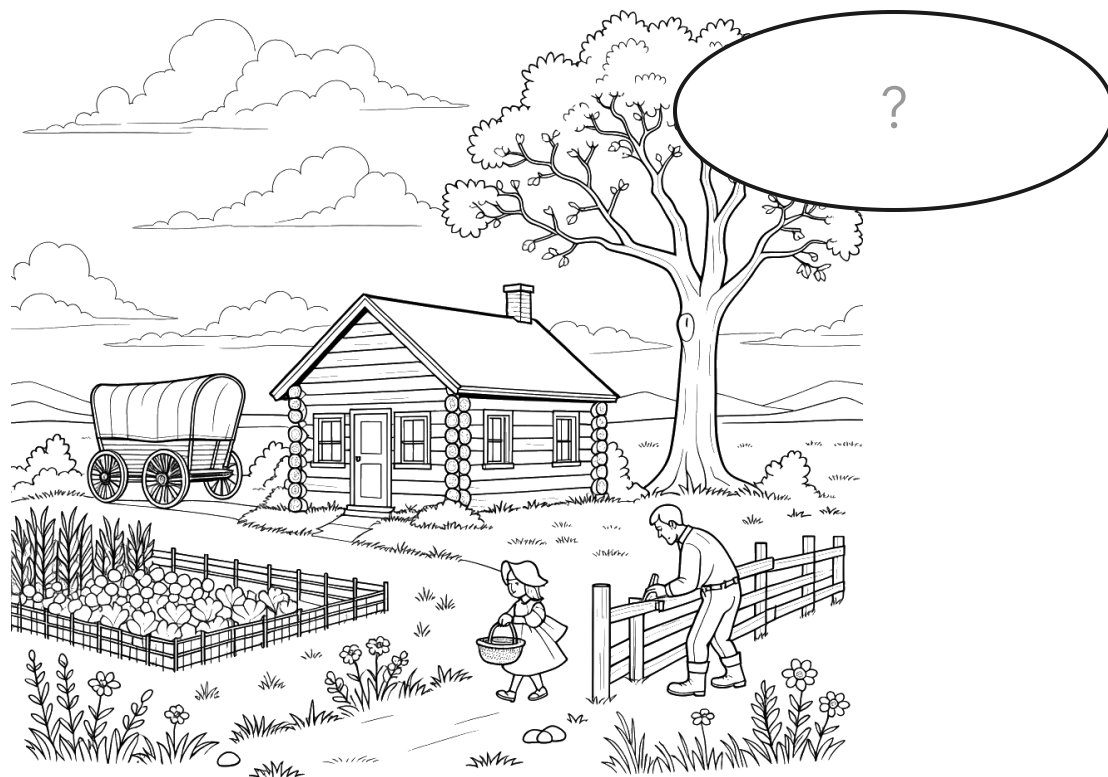
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *Laura Ingalls Wilder*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 3.6B, 3.7C, 3.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 3.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *Why We Need Laws (Poem)*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 3.6B, 3.7C, 3.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 3.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

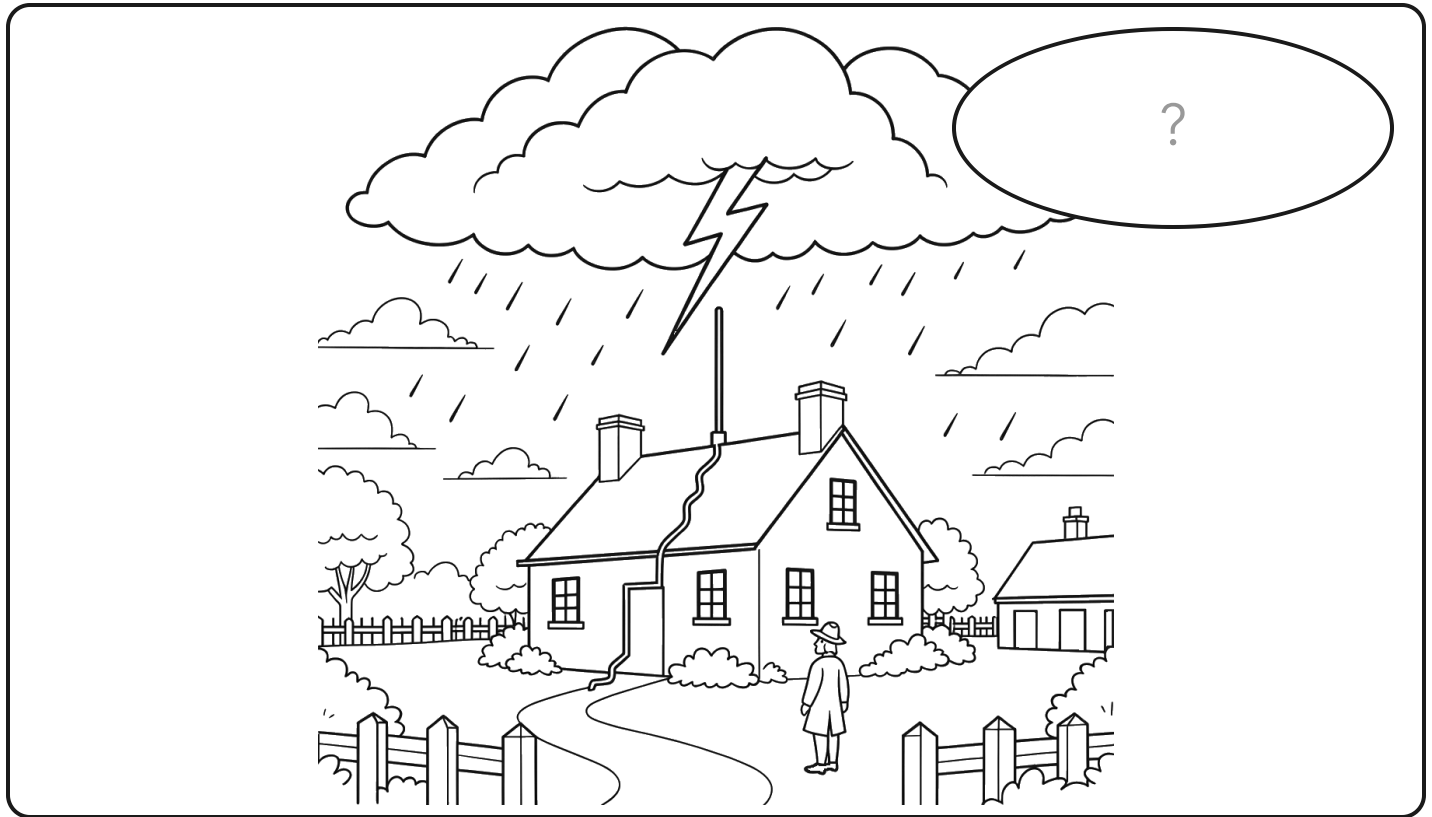
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Coloring with Purpose

Grade 3 • Cluster 4
**Benjamin Franklin and
Electricity**

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *Benjamin Franklin and Electricity*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 3.6B, 3.7C, 3.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 3.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

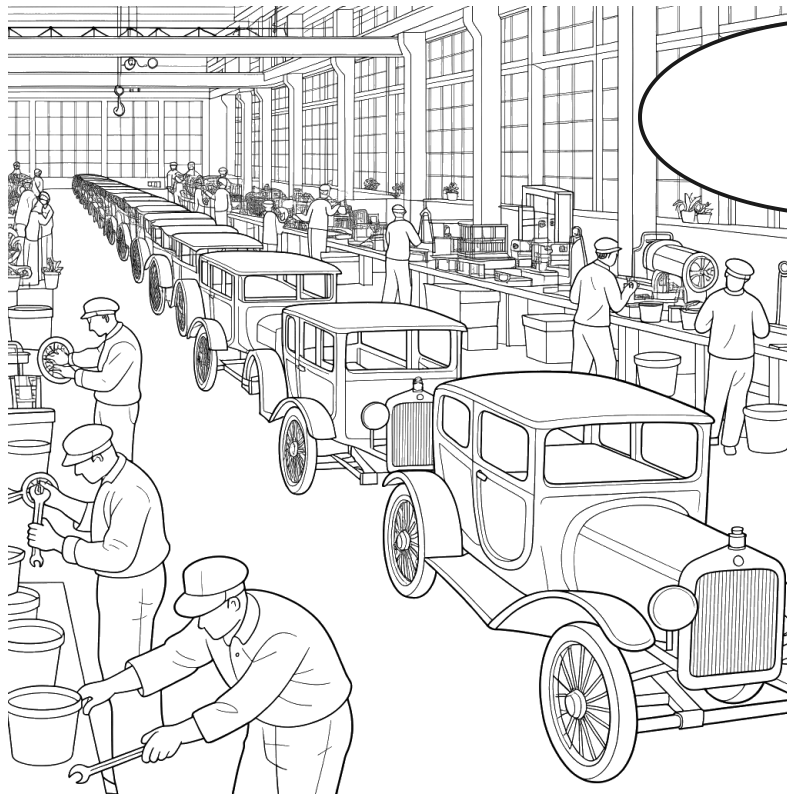
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *Henry Ford: Visionary of Travel*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

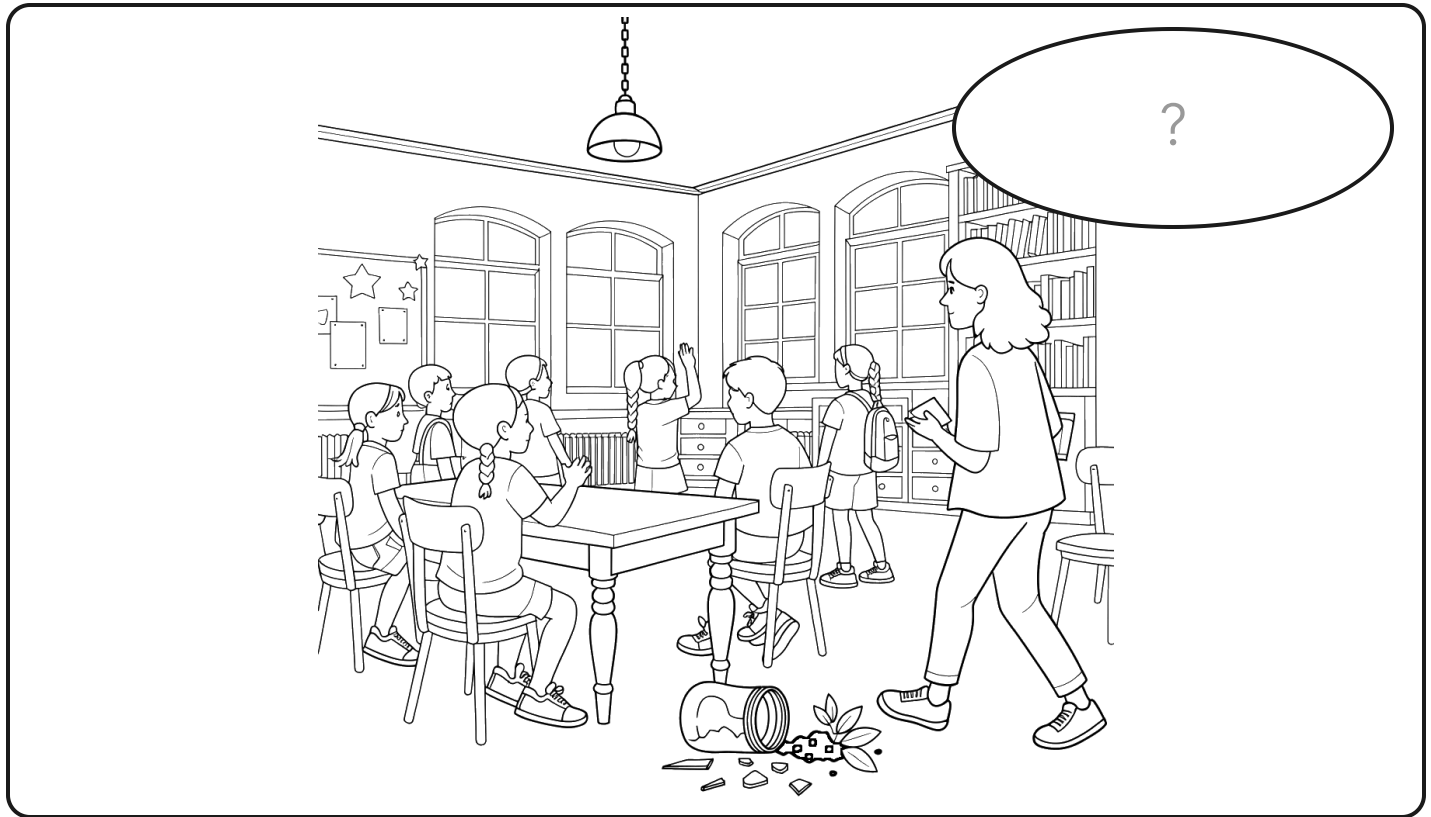
TEKS Connection: 3.6B, 3.7C, 3.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 3.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *Crash*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 3.6B, 3.7C, 3.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 3.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *A Dream Can Grow*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

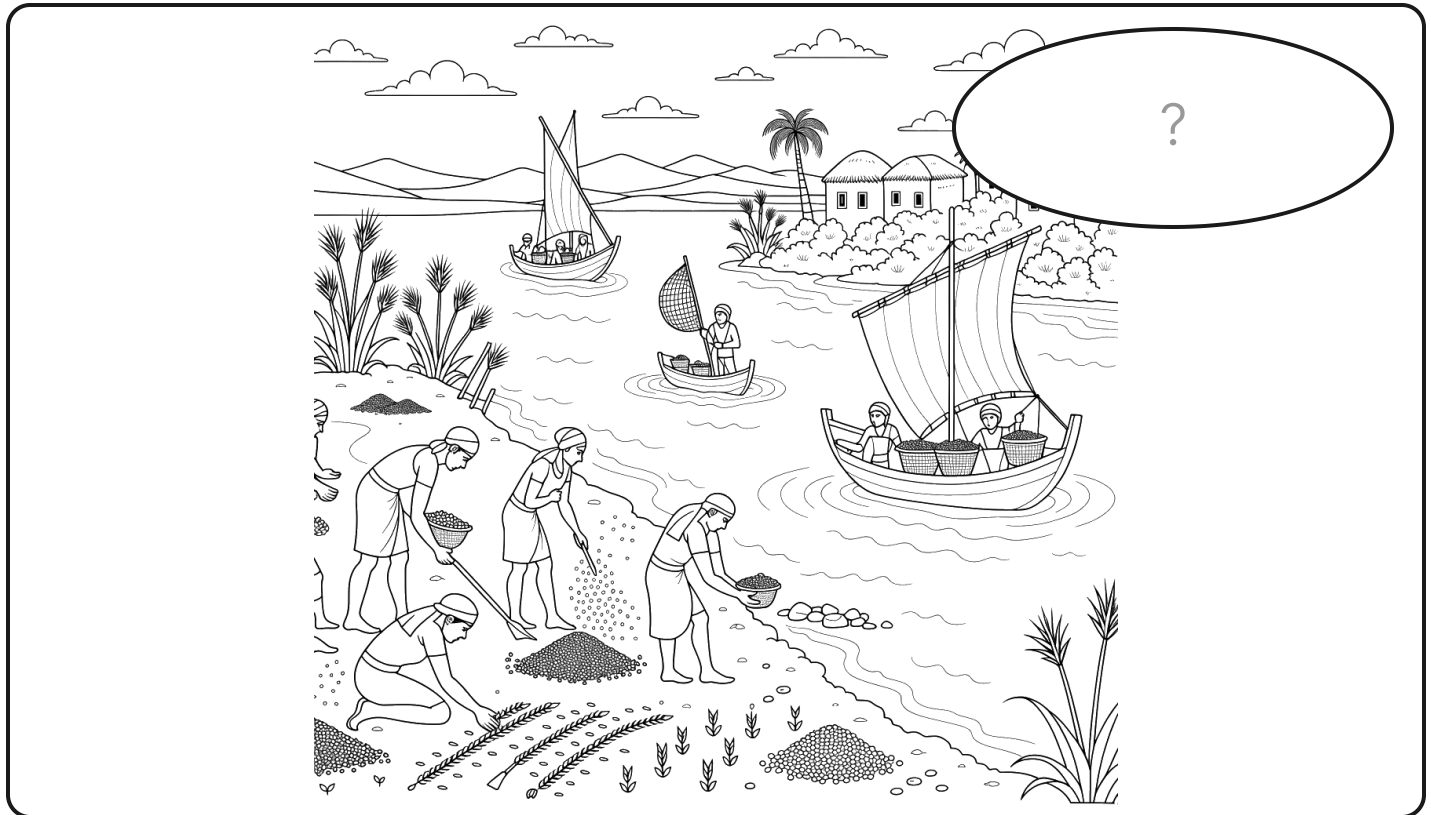
TEKS Connection: 3.6B, 3.7C, 3.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 3.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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Name: _____

Date: _____



Ask the Picture

1. Look at the picture from *A Place to Grow*. In the speech bubble, write a question someone in the picture might ask, or a question you have.
2. Find the answer in the passage. Copy the sentence that answers your question.

3. Color the picture.

TEKS Connection: 3.6B, 3.7C, 3.7E. **Why It Matters:** Students ask a question about the text and return to the source to answer it.

TEKS 3.6(B): Generate questions about text before, during, and after reading to deepen understanding and gain information.

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TEKS SECTION

TEKS 3.6(C)

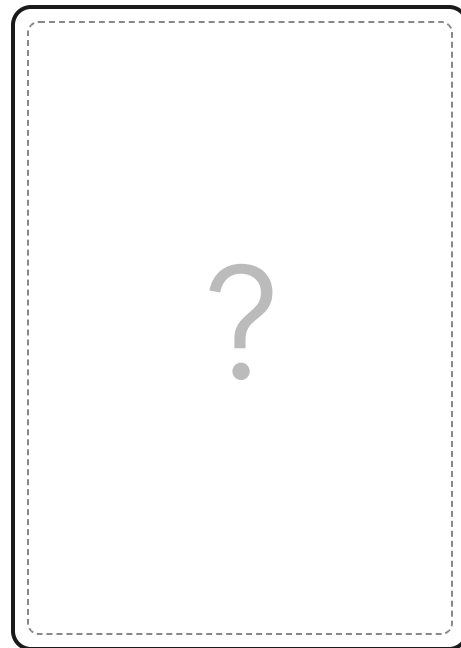
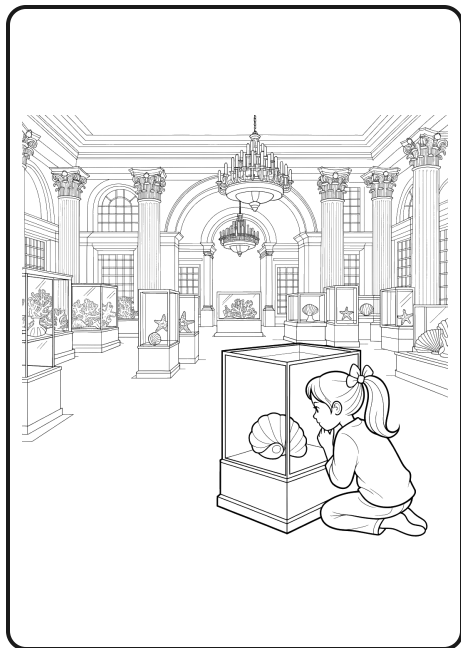
Make and correct or confirm predictions using text features, characteristics of genre, and structures.

Activity	Passage (Cluster)	Page
What Happens Next	The Mystery of the Traveling Shell (Prepare)	30
What Happens Next	The Pilgrims Chose Plymouth (Cluster 1)	31
What Happens Next	Laura Ingalls Wilder (Cluster 2)	32
What Happens Next	Why We Need Laws (Poem) (Cluster 3)	33
What Happens Next	Benjamin Franklin and Electricity (Cluster 4)	34
What Happens Next	Henry Ford: Visionary of Travel (Cluster 5)	35
What Happens Next	Crash (Cluster 6)	36
What Happens Next	A Dream Can Grow (Cluster 7)	37
What Happens Next	A Place to Grow (Cluster 8)	38

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Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *The Mystery of the Traveling Shell*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 3.6C, 3.7C, 3.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 3.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

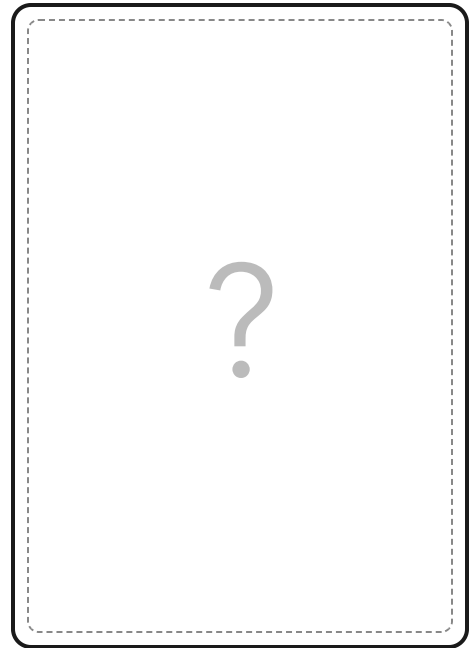
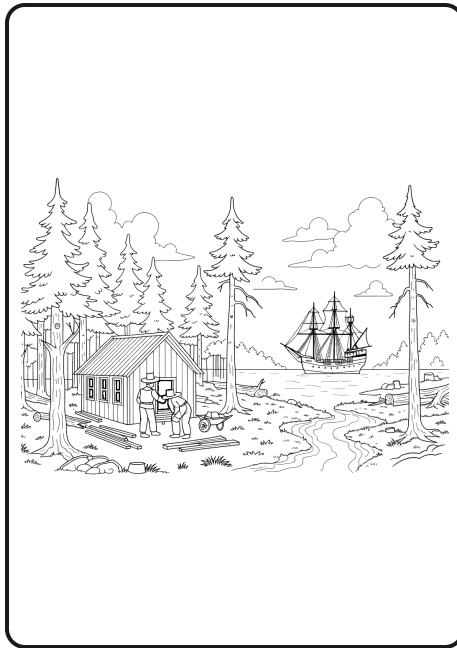
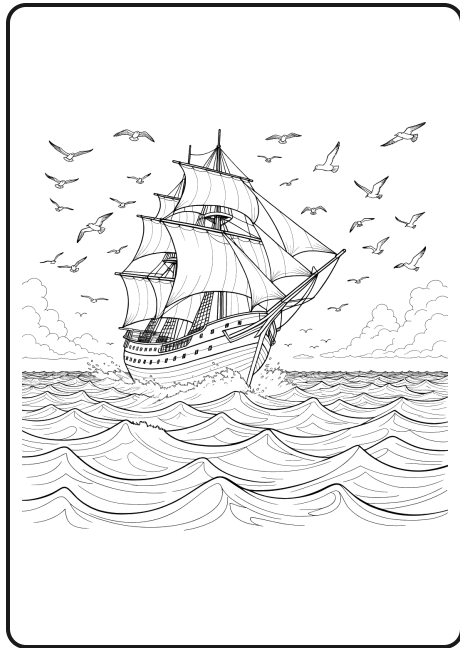
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Coloring with Purpose

Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *The Pilgrims Chose Plymouth*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 3.6C, 3.7C, 3.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 3.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

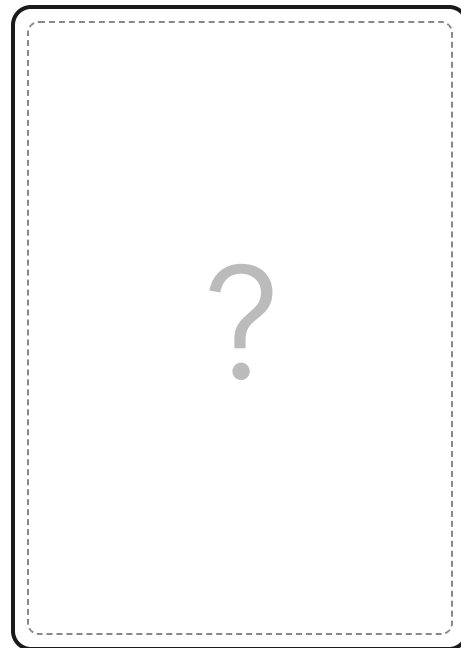
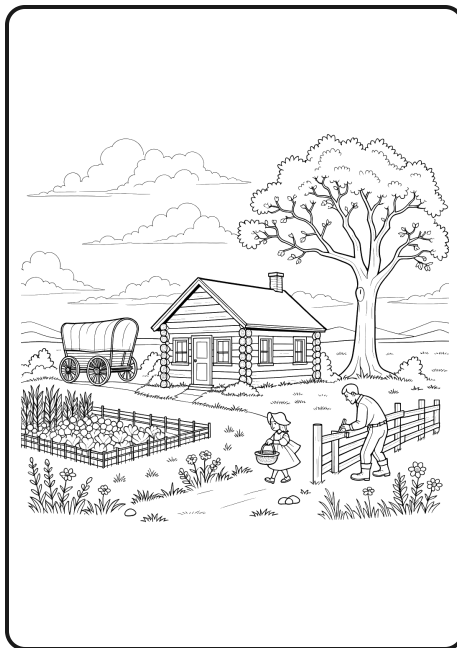
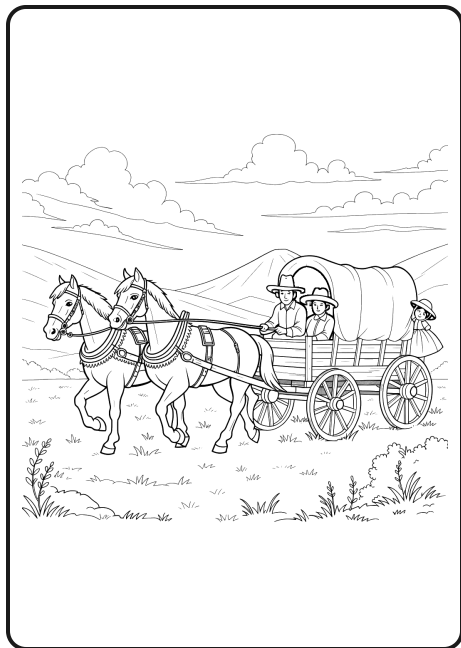
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *Laura Ingalls Wilder*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 3.6C, 3.7C, 3.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 3.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

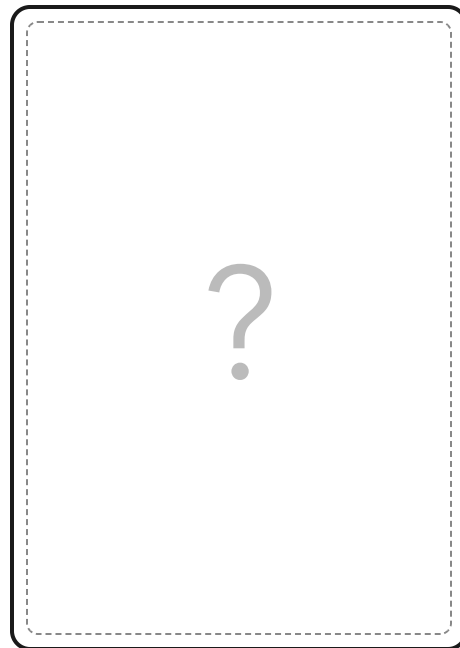
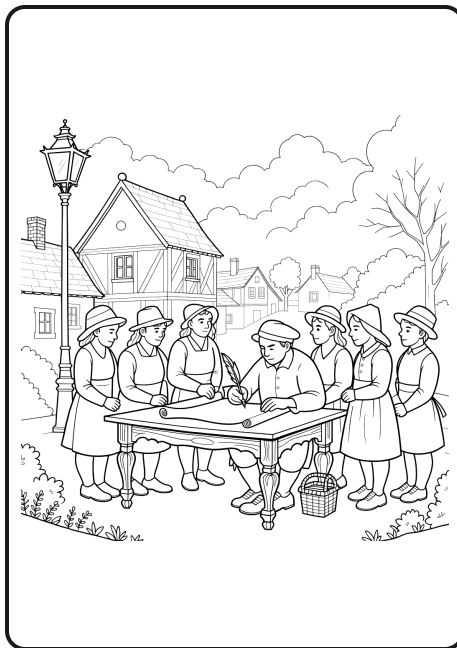
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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *Why We Need Laws (Poem)*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 3.6C, 3.7C, 3.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 3.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

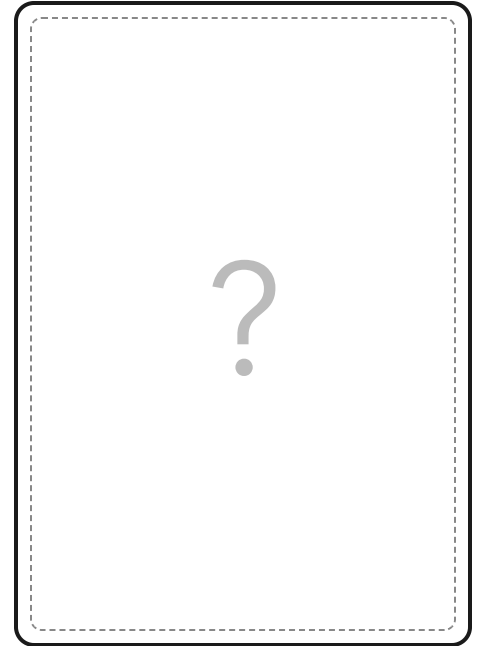
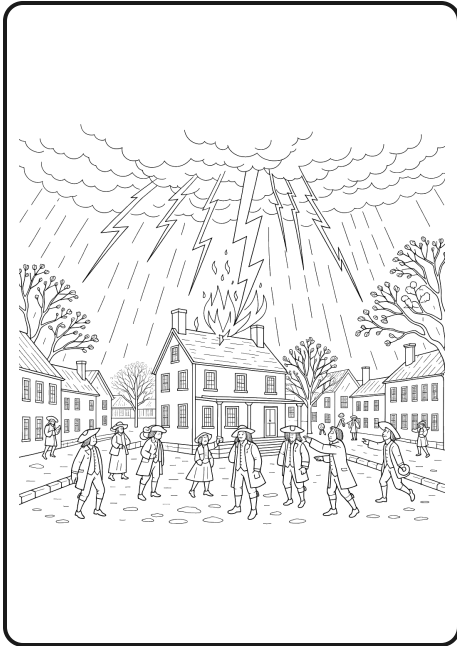
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Coloring with Purpose

Grade 3 • Cluster 4
Benjamin Franklin and Electricity

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *Benjamin Franklin and Electricity*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 3.6C, 3.7C, 3.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 3.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

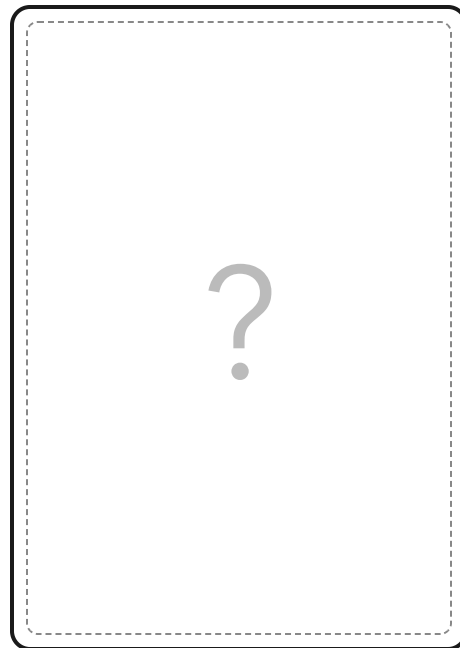
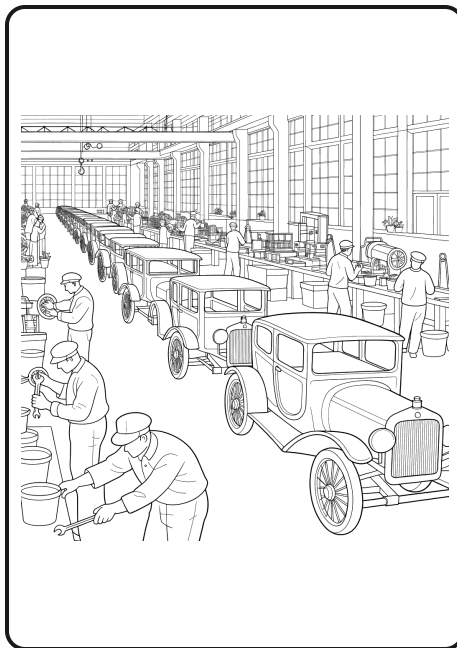
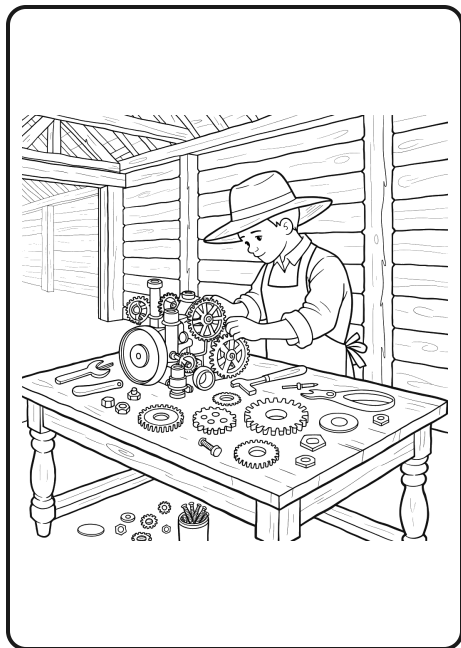
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *Henry Ford: Visionary of Travel*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

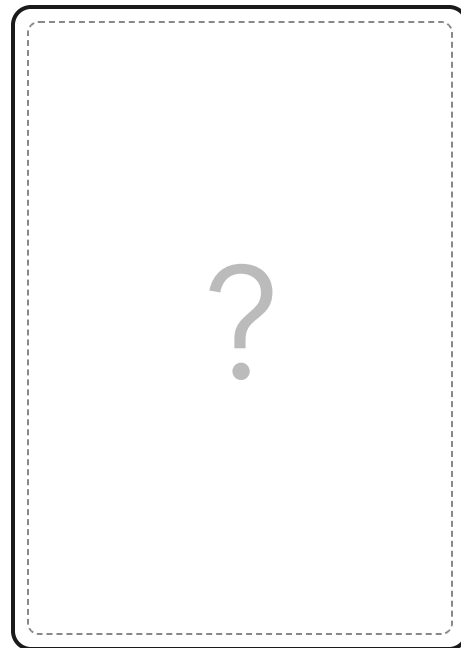
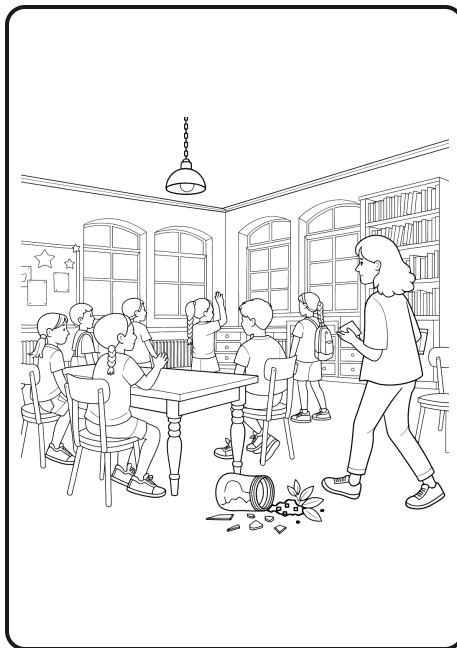
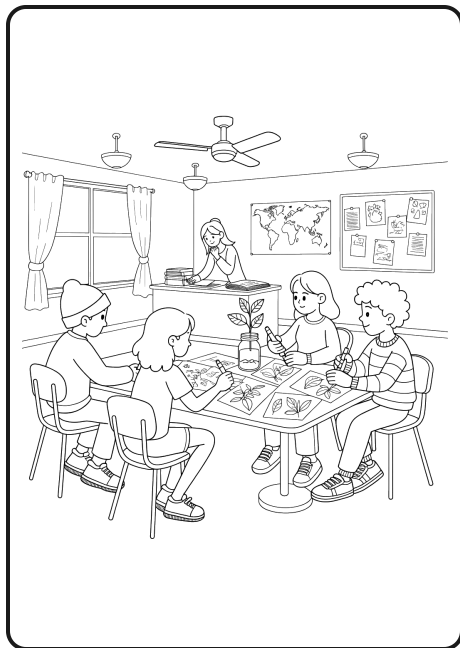
TEKS Connection: 3.6C, 3.7C, 3.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 3.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

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Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *Crash*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 3.6C, 3.7C, 3.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 3.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

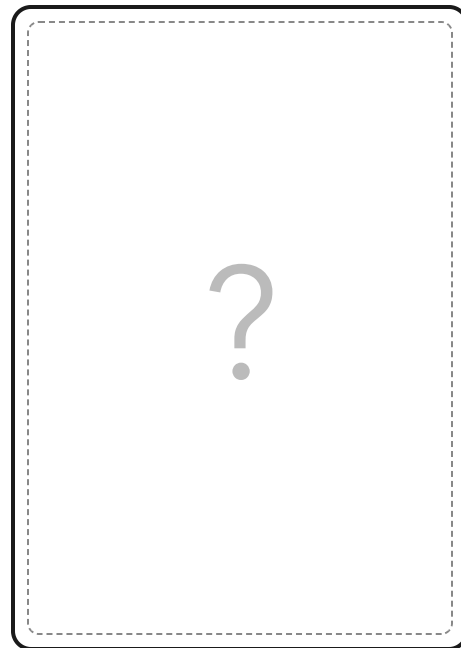
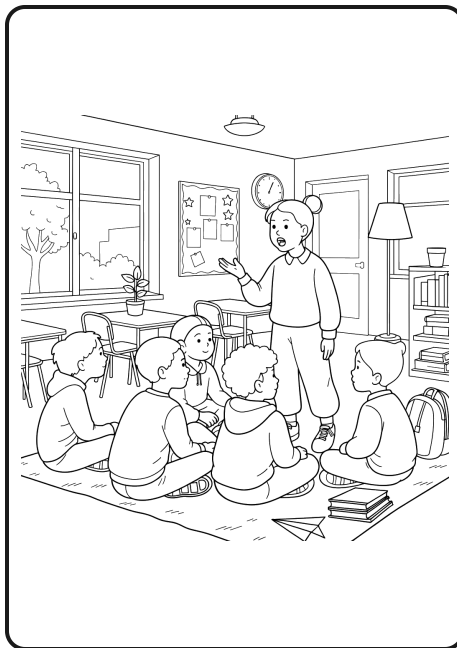
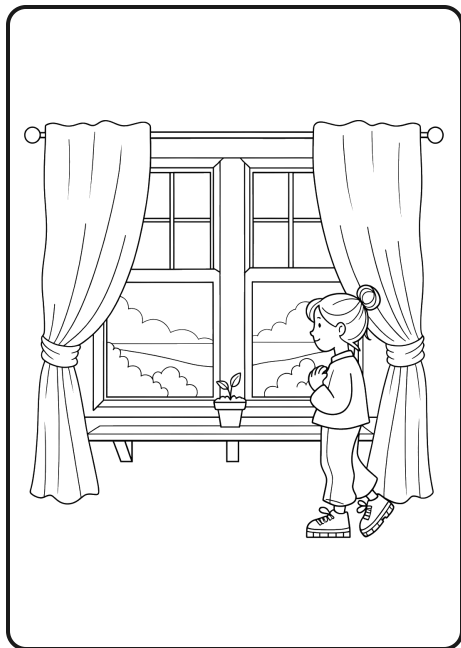
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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *A Dream Can Grow*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

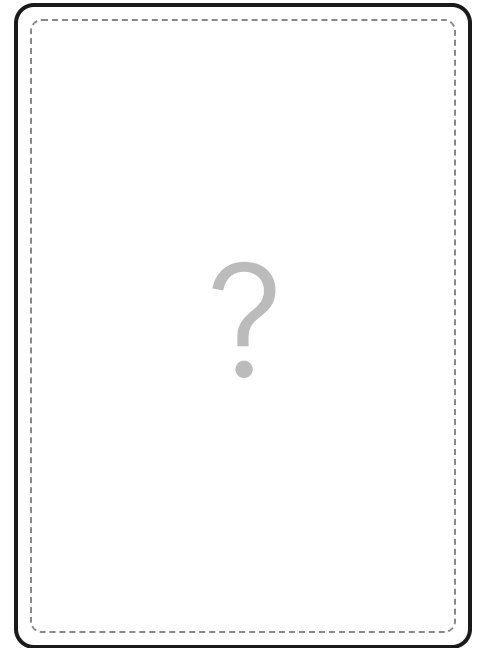
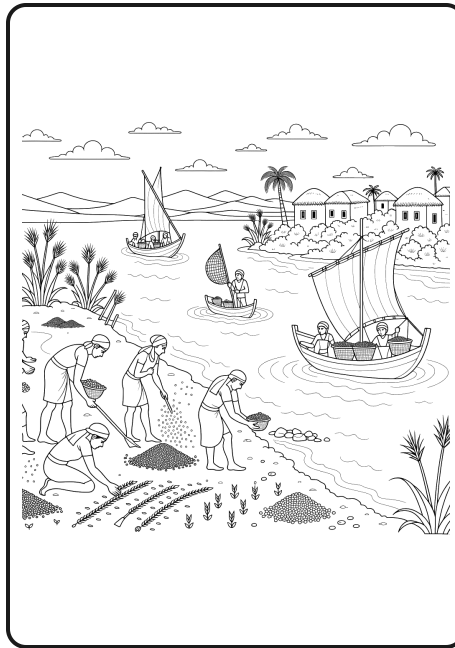
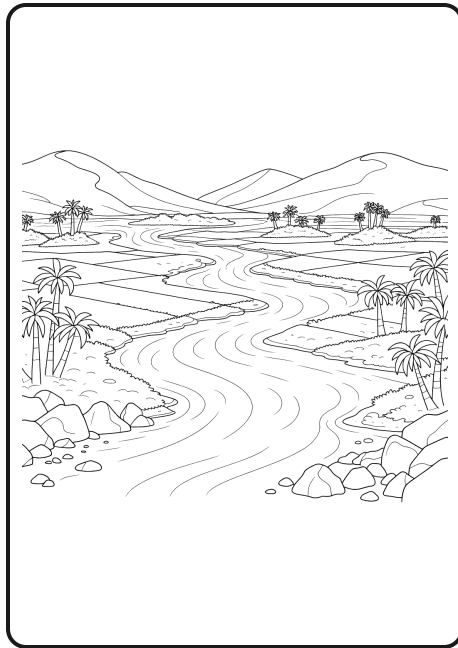
TEKS Connection: 3.6C, 3.7C, 3.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 3.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

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Name: _____

Date: _____



What Happens Next?

1. Look at the first two panels from *A Place to Grow*. Predict what happens next and draw it in the last panel.
2. Copy the clue from the passage that helped you predict.

3. Reread. Was your prediction right? Write the sentence that confirms or corrects it.

TEKS Connection: 3.6C, 3.7C, 3.7E. **Why It Matters:** Students make a prediction from text clues, then confirm or correct it by returning to the source.

TEKS 3.6(C): Make and correct or confirm predictions using text features, characteristics of genre, and structures.

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TEKS SECTION

TEKS 3.6(E)

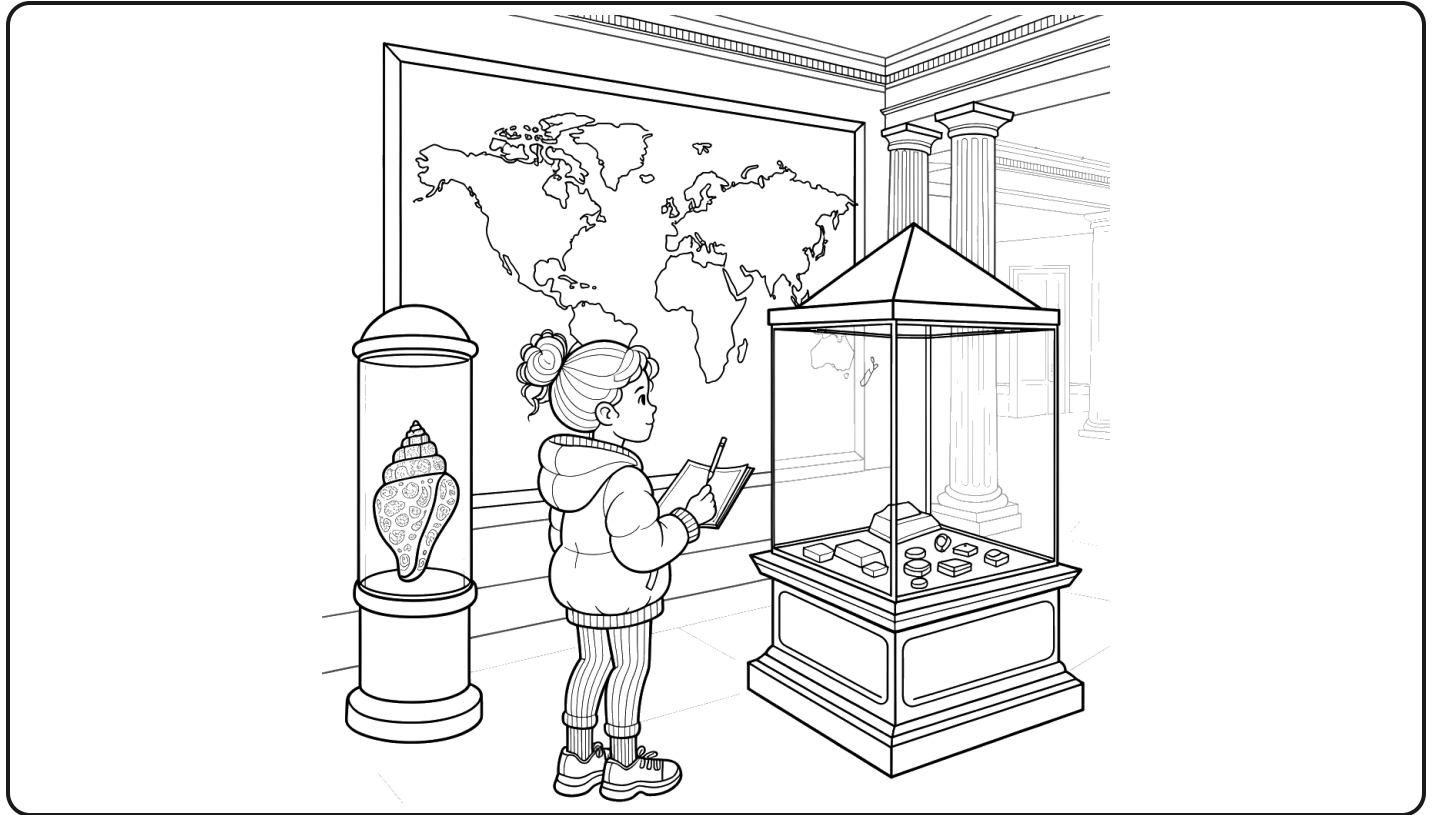
Make connections to personal experiences, ideas in other texts, and society.

Activity	Passage (Cluster)	Page
Connection Corner	The Mystery of the Traveling Shell (Prepare)	40
Connection Corner	The Pilgrims Chose Plymouth (Cluster 1)	41
Connection Corner	Laura Ingalls Wilder (Cluster 2)	42
Connection Corner	Why We Need Laws (Poem) (Cluster 3)	43
Connection Corner	Benjamin Franklin and Electricity (Cluster 4)	44
Connection Corner	Henry Ford: Visionary of Travel (Cluster 5)	45
Connection Corner	Crash (Cluster 6)	46
Connection Corner	A Dream Can Grow (Cluster 7)	47
Connection Corner	A Place to Grow (Cluster 8)	48

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *The Mystery of the Traveling Shell*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

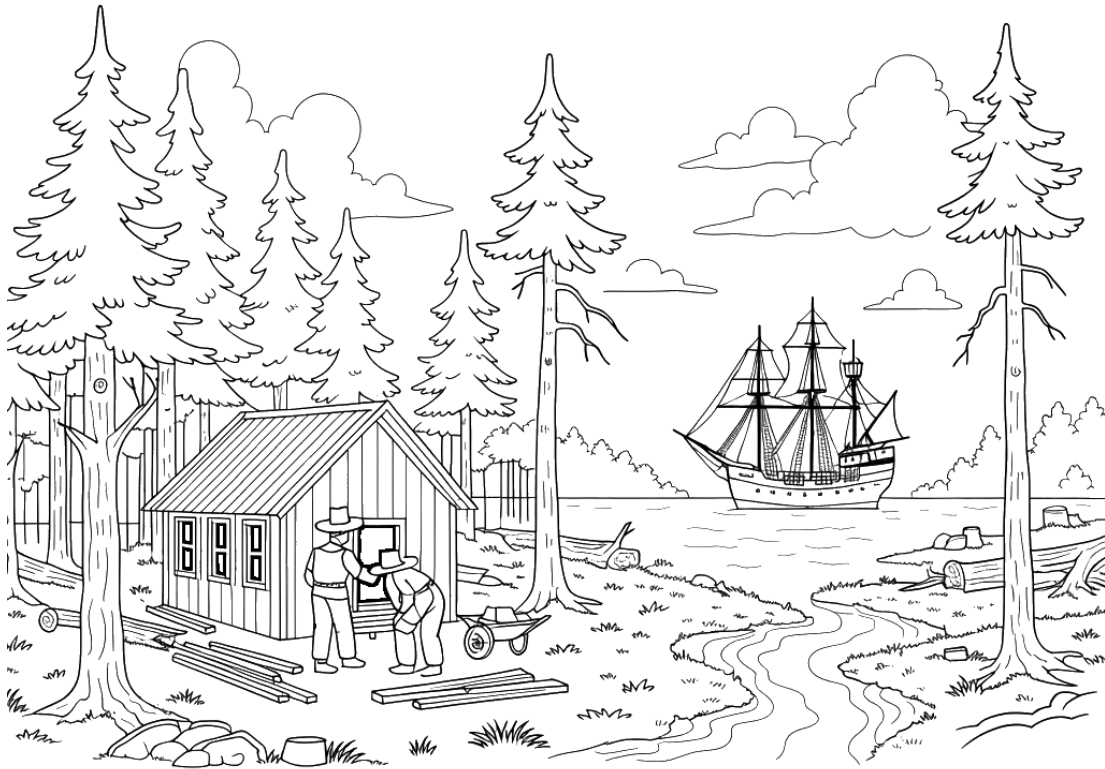
TEKS Connection: 3.6E, 3.7A, 3.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 3.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *The Pilgrims Chose Plymouth*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 3.6E, 3.7A, 3.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 3.6(E): Make connections to personal experiences, ideas in other texts, and society.

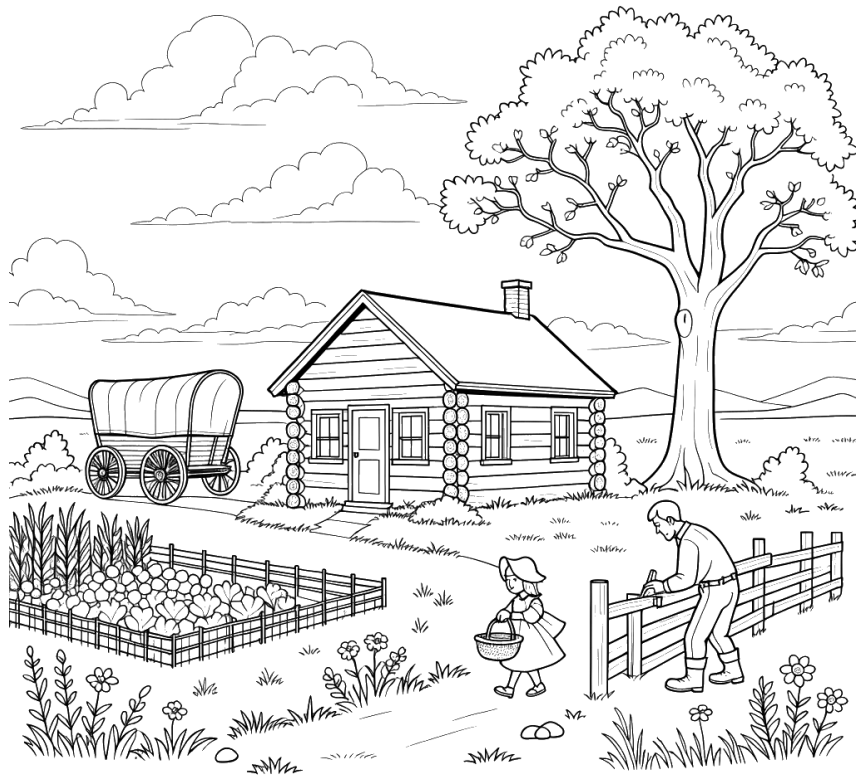
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



Connection Corner

1. Color the picture from *Laura Ingalls Wilder*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 3.6E, 3.7A, 3.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 3.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Connection Corner

1. Color the picture from *Why We Need Laws (Poem)*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 3.6E, 3.7A, 3.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 3.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *Benjamin Franklin and Electricity*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 3.6E, 3.7A, 3.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 3.6(E): Make connections to personal experiences, ideas in other texts, and society.

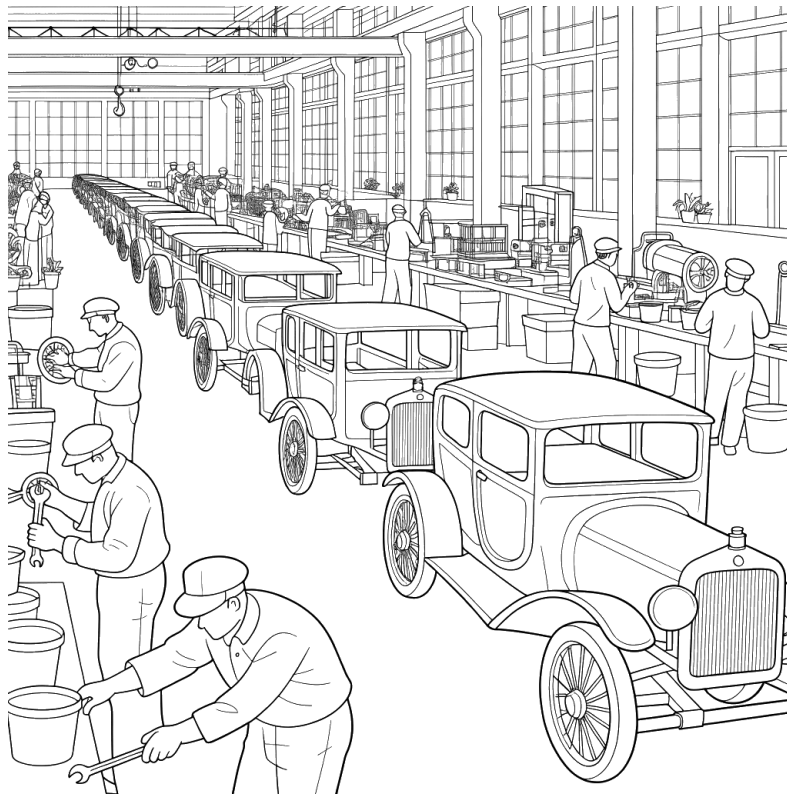
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



Connection Corner

1. Color the picture from *Henry Ford: Visionary of Travel*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

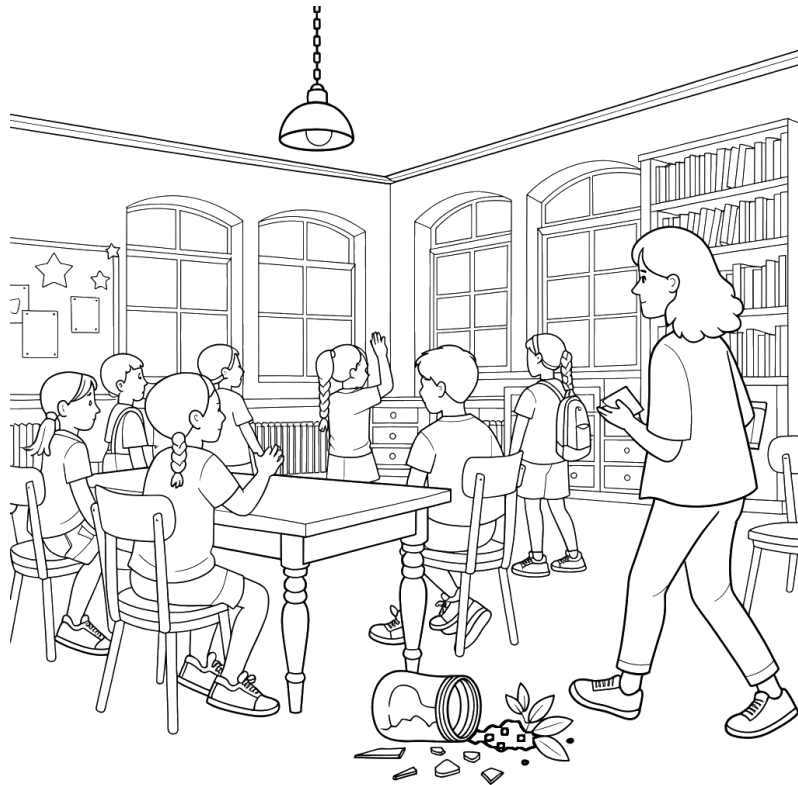
TEKS Connection: 3.6E, 3.7A, 3.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 3.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *Crash*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 3.6E, 3.7A, 3.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 3.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *A Dream Can Grow*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 3.6E, 3.7A, 3.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 3.6(E): Make connections to personal experiences, ideas in other texts, and society.

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Name: _____

Date: _____



Connection Corner

1. Color the picture from *A Place to Grow*.
2. **Me:** How does this passage remind you of something in your own life?

3. **Another text:** What other passage you read has a similar idea?

4. **The world:** How does this idea connect to people or communities today?

TEKS Connection: 3.6E, 3.7A, 3.7E. **Why It Matters:** Students link the source to their own lives, to other texts, and to the world.

TEKS 3.6(E): Make connections to personal experiences, ideas in other texts, and society.

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TEKS SECTION

TEKS 3.6(F)

Make inferences and use evidence to support understanding.

Activity	Passage (Cluster)	Page
Cause and Effect Panels	The Mystery of the Traveling Shell (Prepare)	50
Cause and Effect Panels	Why We Need Laws (Poem) (Cluster 3)	51
Cause and Effect Panels	Crash (Cluster 6)	52
Cause and Effect Panels	A Dream Can Grow (Cluster 7)	53
Feelings Faces	The Mystery of the Traveling Shell (Prepare)	54
Feelings Faces	The Pilgrims Chose Plymouth (Cluster 1)	55
Feelings Faces	Laura Ingalls Wilder (Cluster 2)	56
Feelings Faces	Why We Need Laws (Poem) (Cluster 3)	57
Feelings Faces	Benjamin Franklin and Electricity (Cluster 4)	58
Feelings Faces	Henry Ford: Visionary of Travel (Cluster 5)	59
Feelings Faces	A Dream Can Grow (Cluster 7)	60
Feelings Faces	A Place to Grow (Cluster 8)	61

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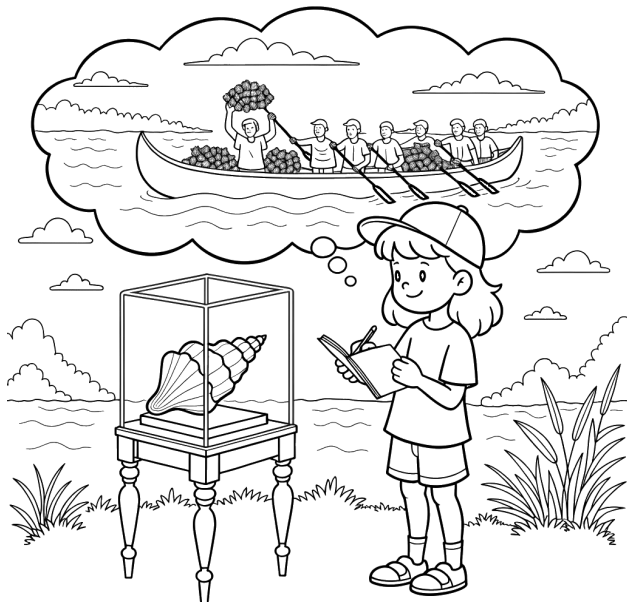
Coloring with Purpose

Grade 3 · Prepare
The Mystery of the Traveling Shell

Name: _____

Date: _____

CAUSE



People did not always have every resource they wanted or needed where they lived.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *The Mystery of the Traveling Shell*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 3.6F, 3.7C, 3.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 3.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____

CAUSE



People wrote fair laws for everyone to follow.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *Why We Need Laws (Poem)*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 3.6F, 3.7C, 3.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 3.6(F): Make inferences and use evidence to support understanding.

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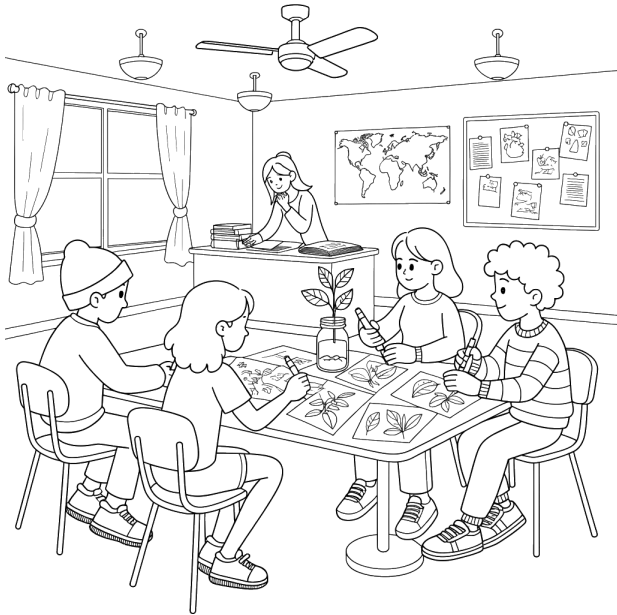
Coloring with Purpose

Grade 3 • Cluster 6
Crash

Name: _____

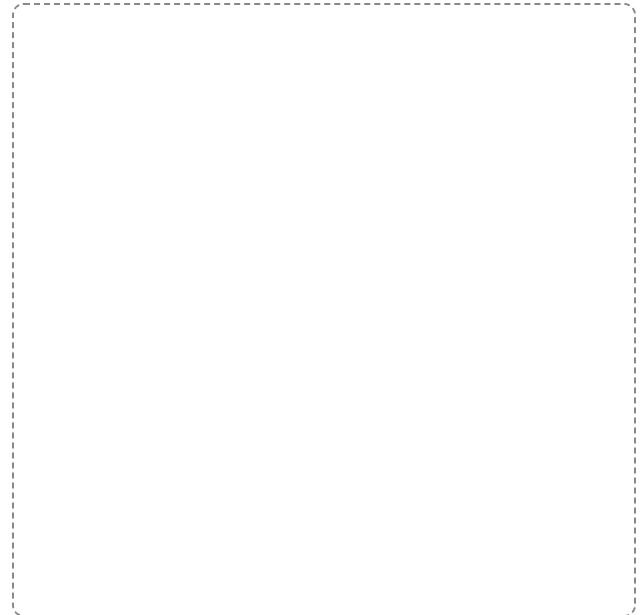
Date: _____

CAUSE



Amina's elbow bumped the table.

EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *Crash*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 3.6F, 3.7C, 3.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 3.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____

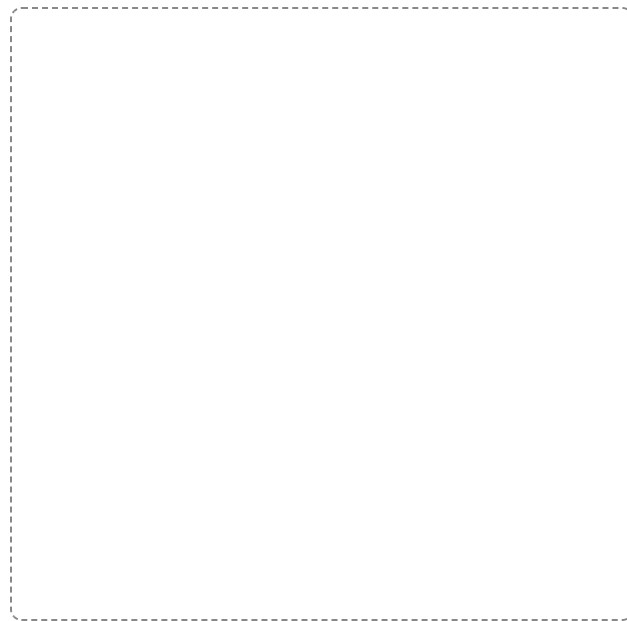
CAUSE



One person shares a hopeful word.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *A Dream Can Grow*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 3.6F, 3.7C, 3.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 3.6(F): Make inferences and use evidence to support understanding.

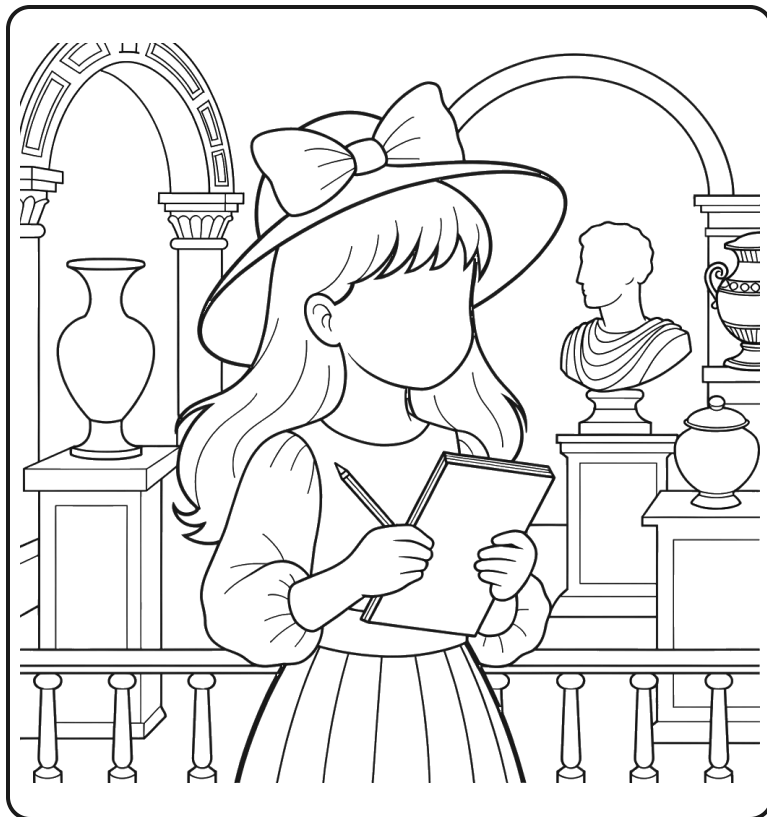
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Coloring with Purpose

Grade 3 · Prepare
The Mystery of the Traveling Shell

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *The Mystery of the Traveling Shell*. Think about how Emsy feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 3.6F, 3.7C, 3.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 3.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *The Pilgrims Chose Plymouth*. Think about how a Pilgrim feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 3.6F, 3.7C, 3.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 3.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *Laura Ingalls Wilder*. Think about how a reader of the Little House books feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 3.6F, 3.7C, 3.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 3.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *Why We Need Laws (Poem)*. Think about how a quiet villager feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 3.6F, 3.7C, 3.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 3.6(F): Make inferences and use evidence to support understanding.

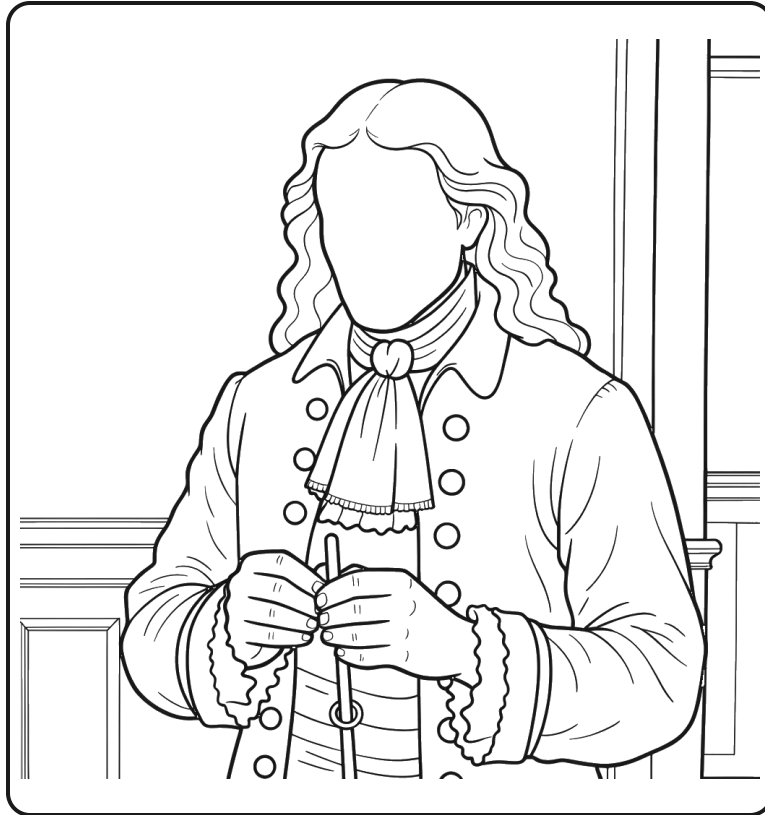
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Coloring with Purpose

Grade 3 • Cluster 4
**Benjamin Franklin and
Electricity**

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *Benjamin Franklin and Electricity*. Think about how Benjamin Franklin feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 3.6F, 3.7C, 3.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 3.6(F): Make inferences and use evidence to support understanding.

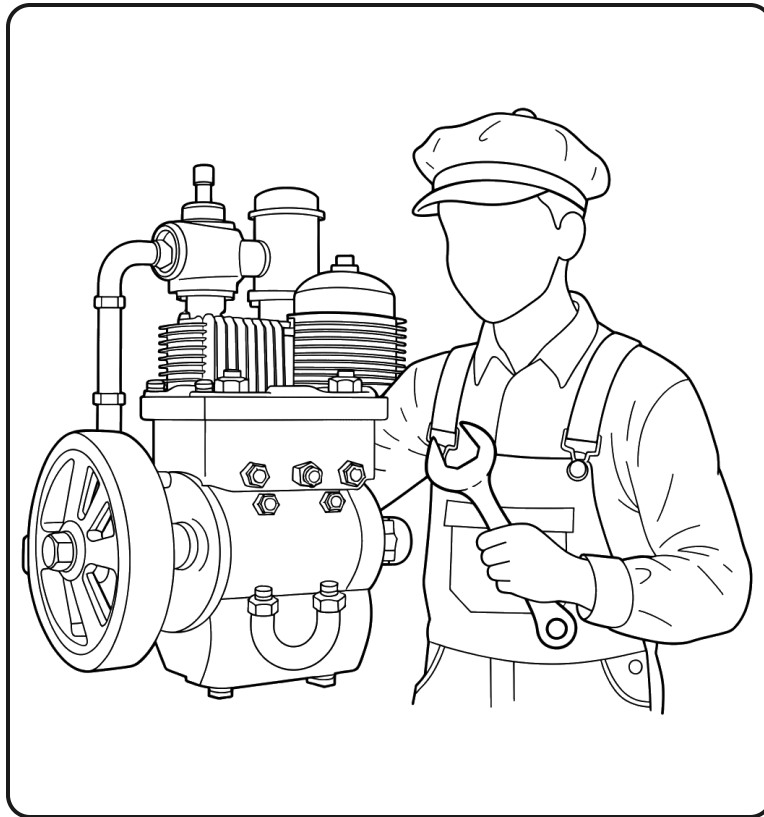
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *Henry Ford: Visionary of Travel*. Think about how Henry Ford as a young mechanic feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 3.6F, 3.7C, 3.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 3.6(F): Make inferences and use evidence to support understanding.

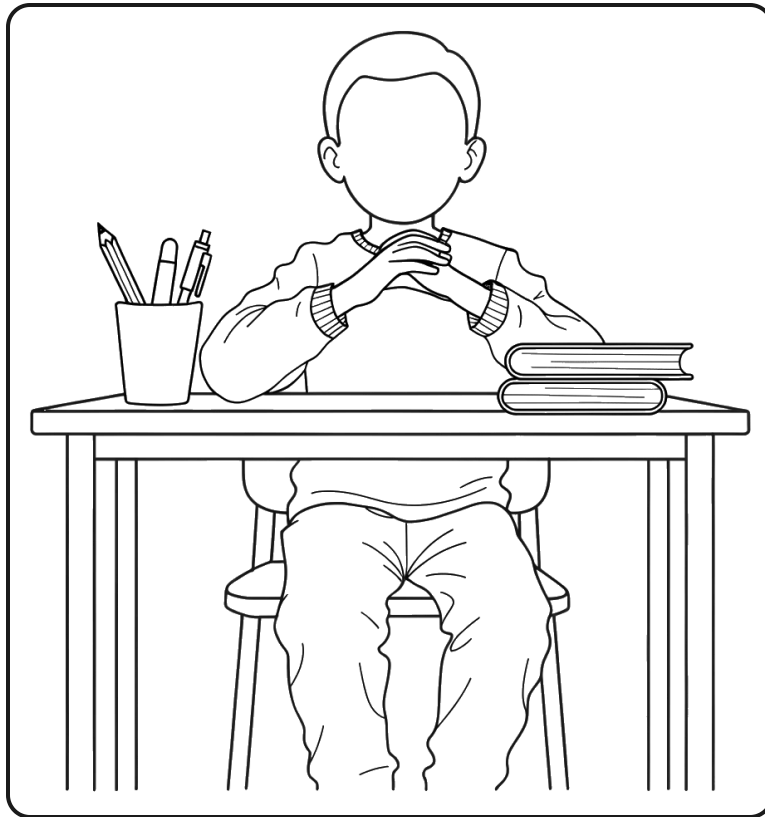
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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *A Dream Can Grow*. Think about how a student who hears a hopeful word feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 3.6F, 3.7C, 3.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 3.6(F): Make inferences and use evidence to support understanding.

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Coloring with Purpose

Grade 3 • Cluster 8
A Place to Grow

Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *A Place to Grow*. Think about how an Egyptian farmer feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling.

4. Color the picture.

TEKS Connection: 3.6F, 3.7C, 3.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 3.6(F): Make inferences and use evidence to support understanding.

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TEKS SECTION

TEKS 3.6(I)

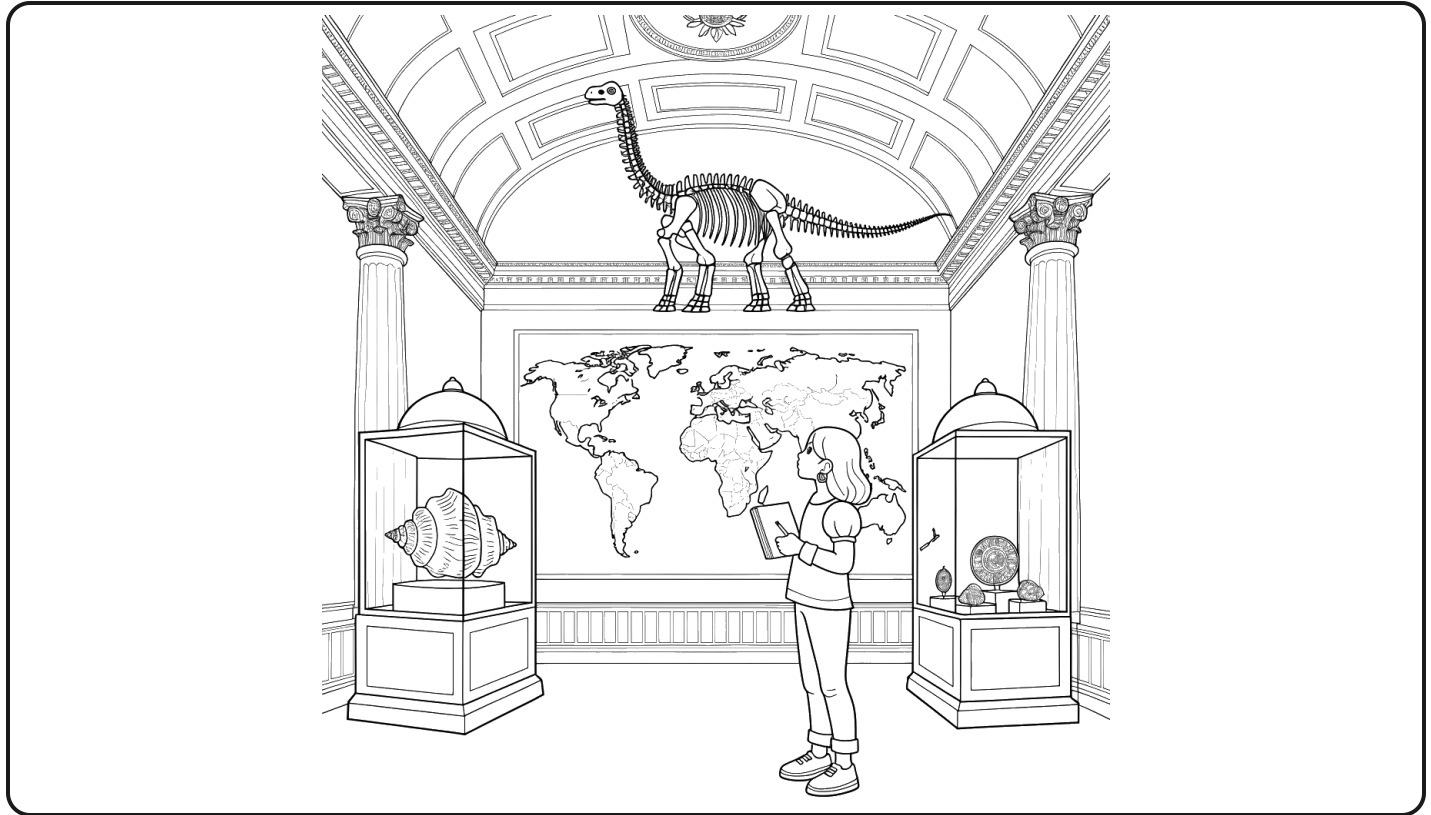
Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

Activity	Passage (Cluster)	Page
Find the Extra Detail	The Mystery of the Traveling Shell (Prepare)	63
Find the Extra Detail	The Pilgrims Chose Plymouth (Cluster 1)	64
Find the Extra Detail	Laura Ingalls Wilder (Cluster 2)	65
Find the Extra Detail	Why We Need Laws (Poem) (Cluster 3)	66
Find the Extra Detail	Benjamin Franklin and Electricity (Cluster 4)	67
Find the Extra Detail	Henry Ford: Visionary of Travel (Cluster 5)	68
Find the Extra Detail	Crash (Cluster 6)	69
Find the Extra Detail	A Dream Can Grow (Cluster 7)	70
Find the Extra Detail	A Place to Grow (Cluster 8)	71

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *The Mystery of the Traveling Shell*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 3.6I, 3.7C, 3.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 3.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *The Pilgrims Chose Plymouth*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 3.6I, 3.7C, 3.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 3.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

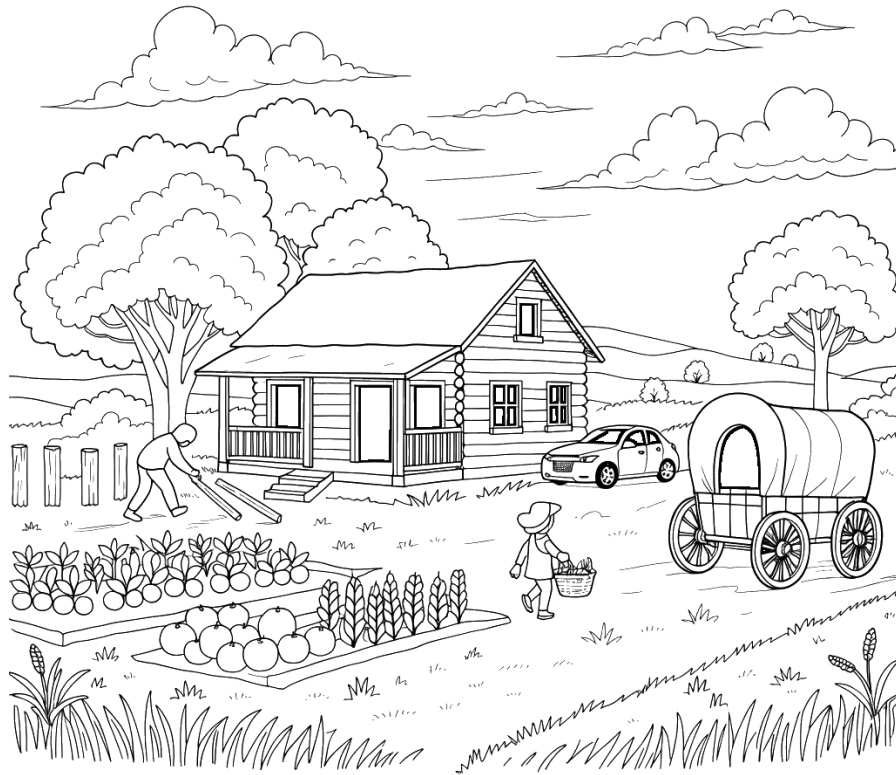
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *Laura Ingalls Wilder*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 3.6I, 3.7C, 3.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 3.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *Why We Need Laws (Poem)*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 3.6I, 3.7C, 3.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 3.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Coloring with Purpose

Grade 3 • Cluster 4
Benjamin Franklin and Electricity

Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *Benjamin Franklin and Electricity*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 3.6I, 3.7C, 3.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 3.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

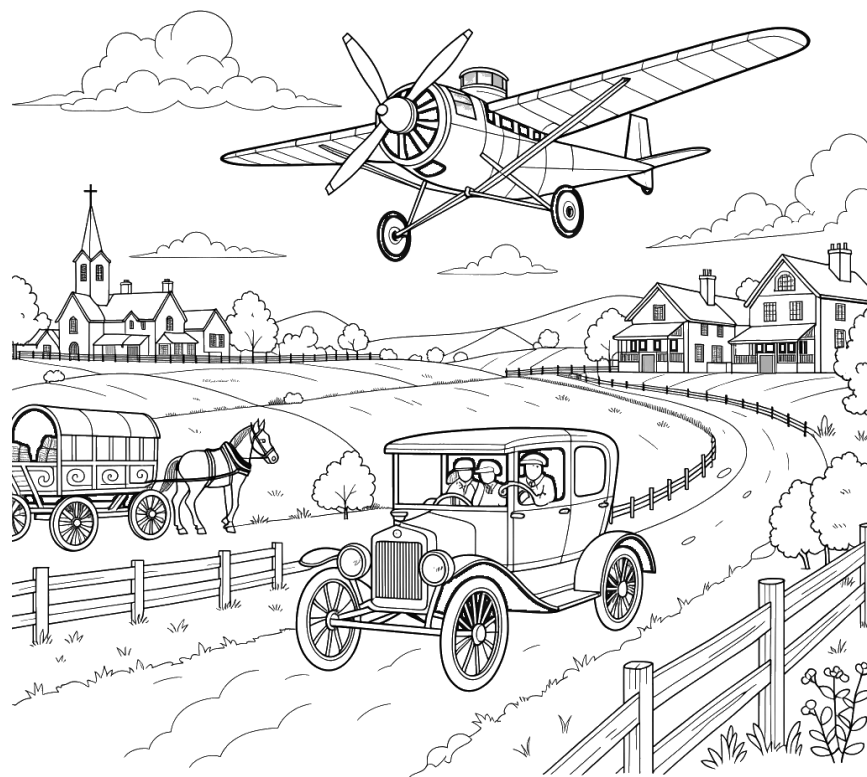
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *Henry Ford: Visionary of Travel*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 3.6I, 3.7C, 3.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 3.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *Crash*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 3.6I, 3.7C, 3.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 3.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

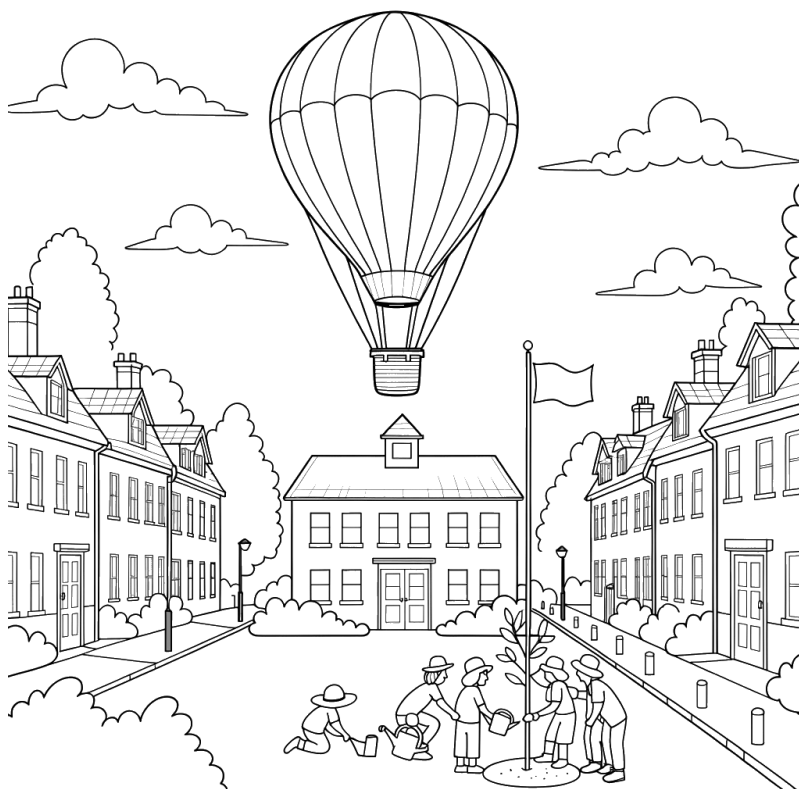
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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *A Dream Can Grow*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 3.6I, 3.7C, 3.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 3.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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Name: _____

Date: _____



Detective Directions: Find the Extra Detail

1. Reread *A Place to Grow*. This picture shows one thing that is **NOT** in the passage. Find it and cross it out with an X.
2. Name the extra detail. Then explain how you know it is not in the passage.

3. Color only the parts of the picture that match the passage.

TEKS Connection: 3.6I, 3.7C, 3.7E. **Why It Matters:** Students check the picture against the source and notice when a detail is not supported by the text.

TEKS 3.6(I): Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

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TEKS SECTION

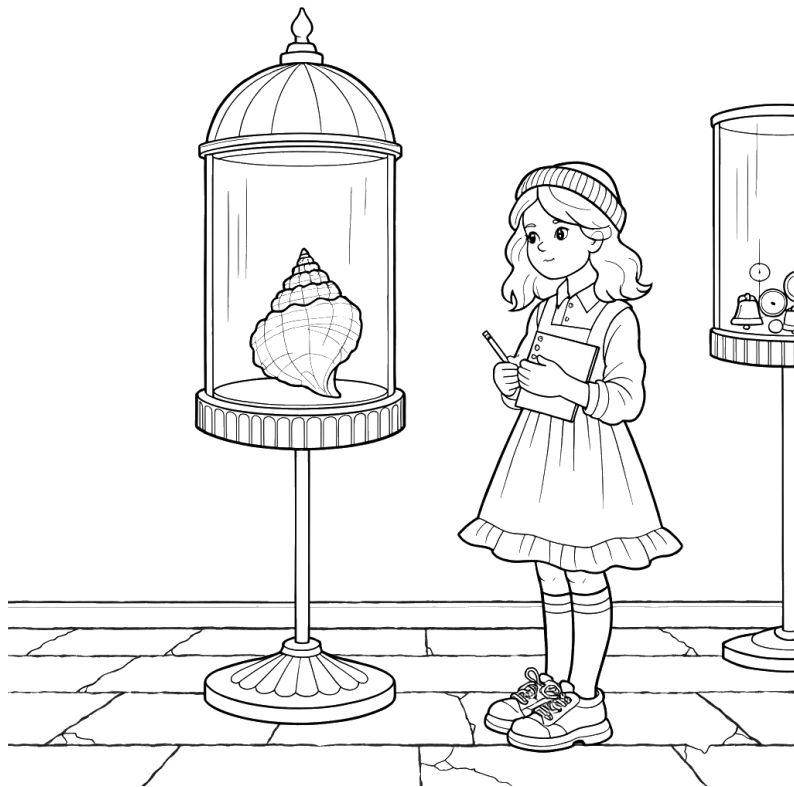
TEKS 3.7(C)

Use text evidence to support an appropriate response.

Activity	Passage (Cluster)	Page
Find the Missing Detail	The Mystery of the Traveling Shell (Prepare)	73
Find the Missing Detail	The Pilgrims Chose Plymouth (Cluster 1)	74
Find the Missing Detail	Laura Ingalls Wilder (Cluster 2)	75
Find the Missing Detail	Why We Need Laws (Poem) (Cluster 3)	76
Find the Missing Detail	Benjamin Franklin and Electricity (Cluster 4)	77
Find the Missing Detail	Henry Ford: Visionary of Travel (Cluster 5)	78
Find the Missing Detail	Crash (Cluster 6)	79
Find the Missing Detail	A Dream Can Grow (Cluster 7)	80
Find the Missing Detail	A Place to Grow (Cluster 8)	81
Color the Evidence	The Mystery of the Traveling Shell (Prepare)	82
Color Plymouth From the Evidence	The Pilgrims Chose Plymouth (Cluster 1)	83
Color the Evidence	Laura Ingalls Wilder (Cluster 2)	84
Color the Evidence	Why We Need Laws (Poem) (Cluster 3)	85
Color the Evidence	Benjamin Franklin and Electricity (Cluster 4)	86
Color the Evidence	Henry Ford: Visionary of Travel (Cluster 5)	87
Color the Evidence	Crash (Cluster 6)	88
Color the Evidence	A Dream Can Grow (Cluster 7)	89
Color the Evidence	A Place to Grow (Cluster 8)	90
Compare Two Pictures	The Mystery of the Traveling Shell (Prepare)	91
Compare Two Pictures	The Pilgrims Chose Plymouth (Cluster 1)	92
Compare Two Pictures	Laura Ingalls Wilder (Cluster 2)	93
Compare Two Pictures	Why We Need Laws (Poem) (Cluster 3)	94
Compare Two Pictures	Benjamin Franklin and Electricity (Cluster 4)	95
Compare Two Pictures	Henry Ford: Visionary of Travel (Cluster 5)	96
Compare Two Pictures	Crash (Cluster 6)	97
Compare Two Pictures	A Dream Can Grow (Cluster 7)	98
Compare Two Pictures	A Place to Grow (Cluster 8)	99

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *The Mystery of the Traveling Shell*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 3.7C, 3.7E, 3.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *The Pilgrims Chose Plymouth*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

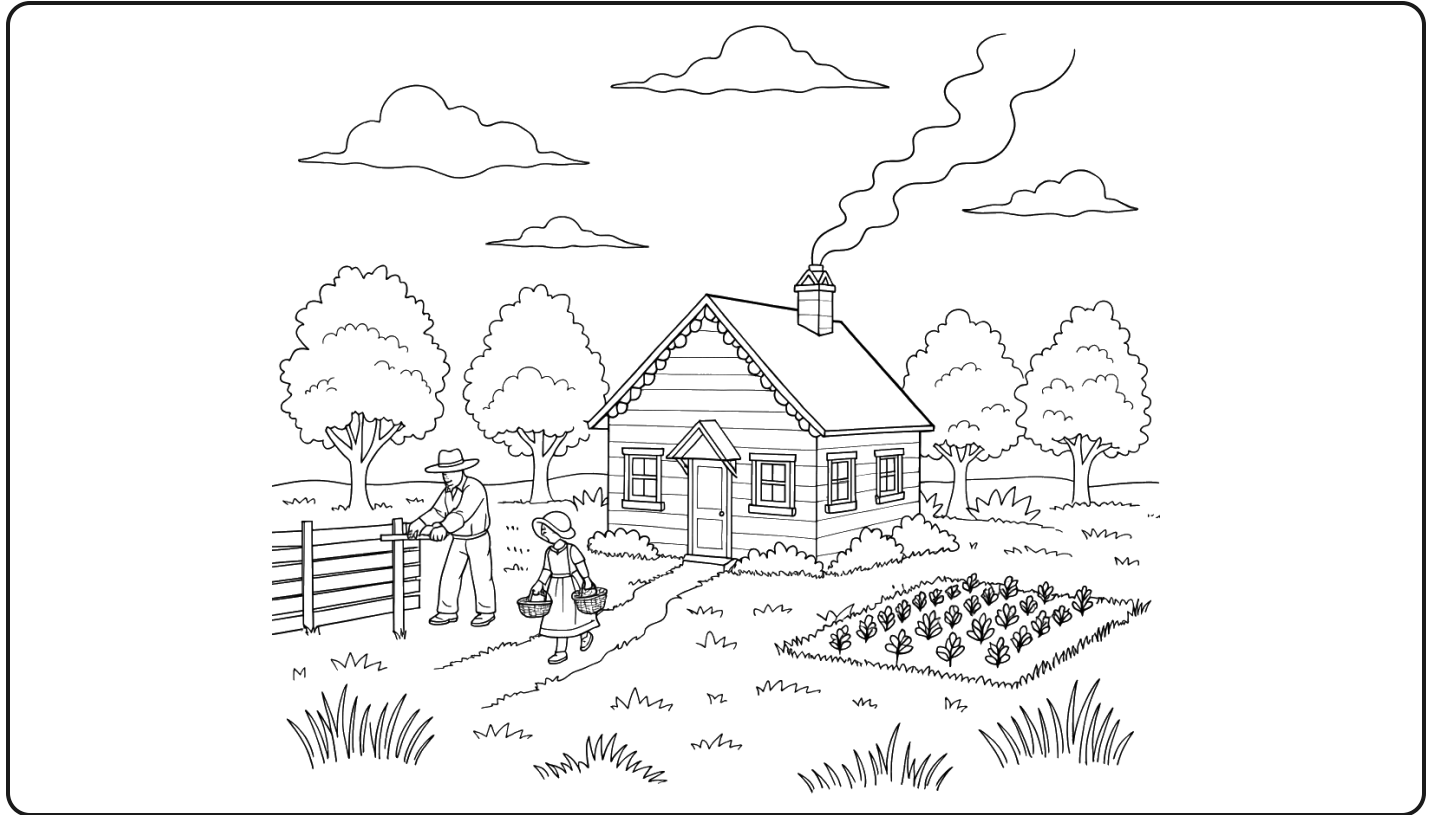
TEKS Connection: 3.7C, 3.7E, 3.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *Laura Ingalls Wilder*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 3.7C, 3.7E, 3.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *Why We Need Laws (Poem)*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

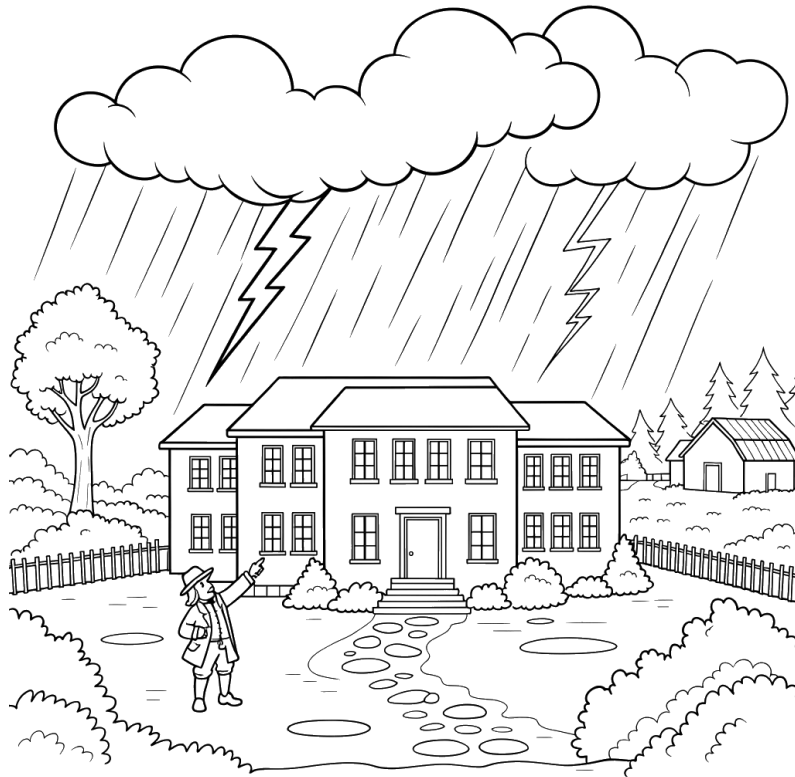
TEKS Connection: 3.7C, 3.7E, 3.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *Benjamin Franklin and Electricity*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 3.7C, 3.7E, 3.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *Henry Ford: Visionary of Travel*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

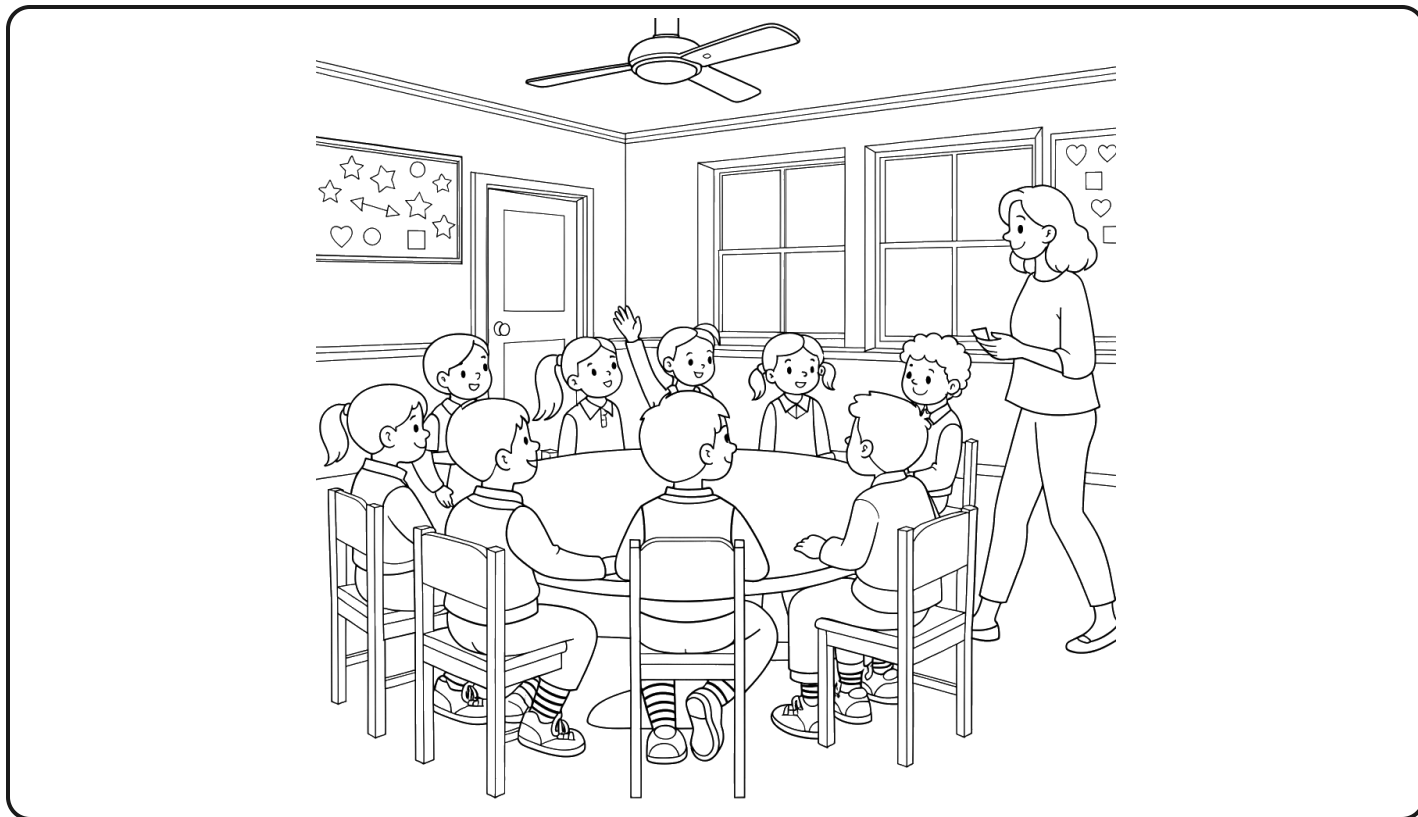
TEKS Connection: 3.7C, 3.7E, 3.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *Crash*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 3.7C, 3.7E, 3.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *A Dream Can Grow*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

TEKS Connection: 3.7C, 3.7E, 3.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Detective Directions: Find the Missing Detail

1. Reread *A Place to Grow*. One important detail from the passage is **missing** from this picture. Find it.
2. Copy the sentence from the passage that proves what is missing.

3. Draw the missing detail into the picture where it belongs. Then color the scene.

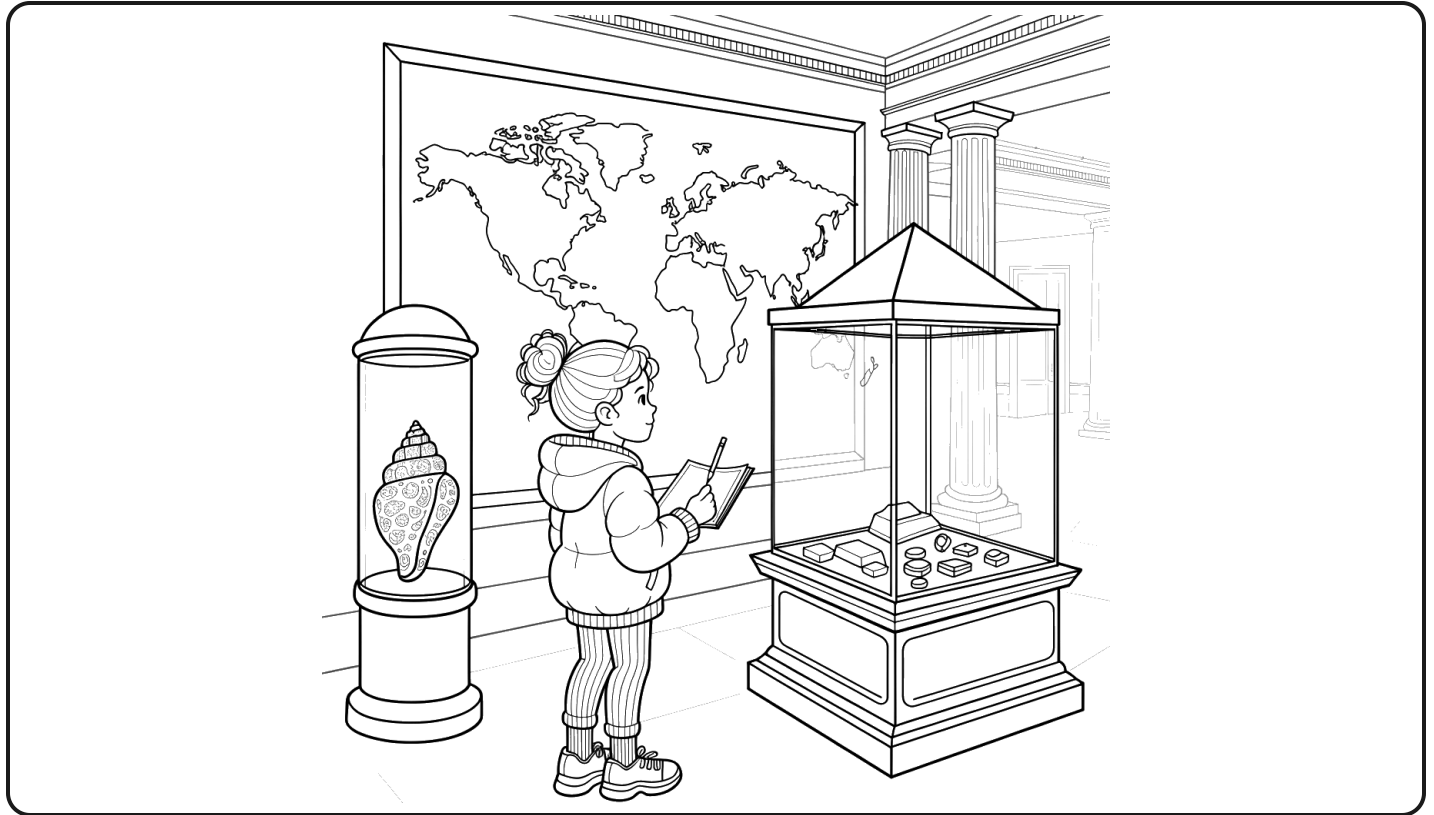
TEKS Connection: 3.7C, 3.7E, 3.6F. **Why It Matters:** Students return to the source, find the detail the picture leaves out, and prove it with the exact sentence before they draw it.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *The Mystery of the Traveling Shell*. Color ONLY the clues that helped Emsy solve the mystery.
2. Leave Emsy, the floor, and the walls uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

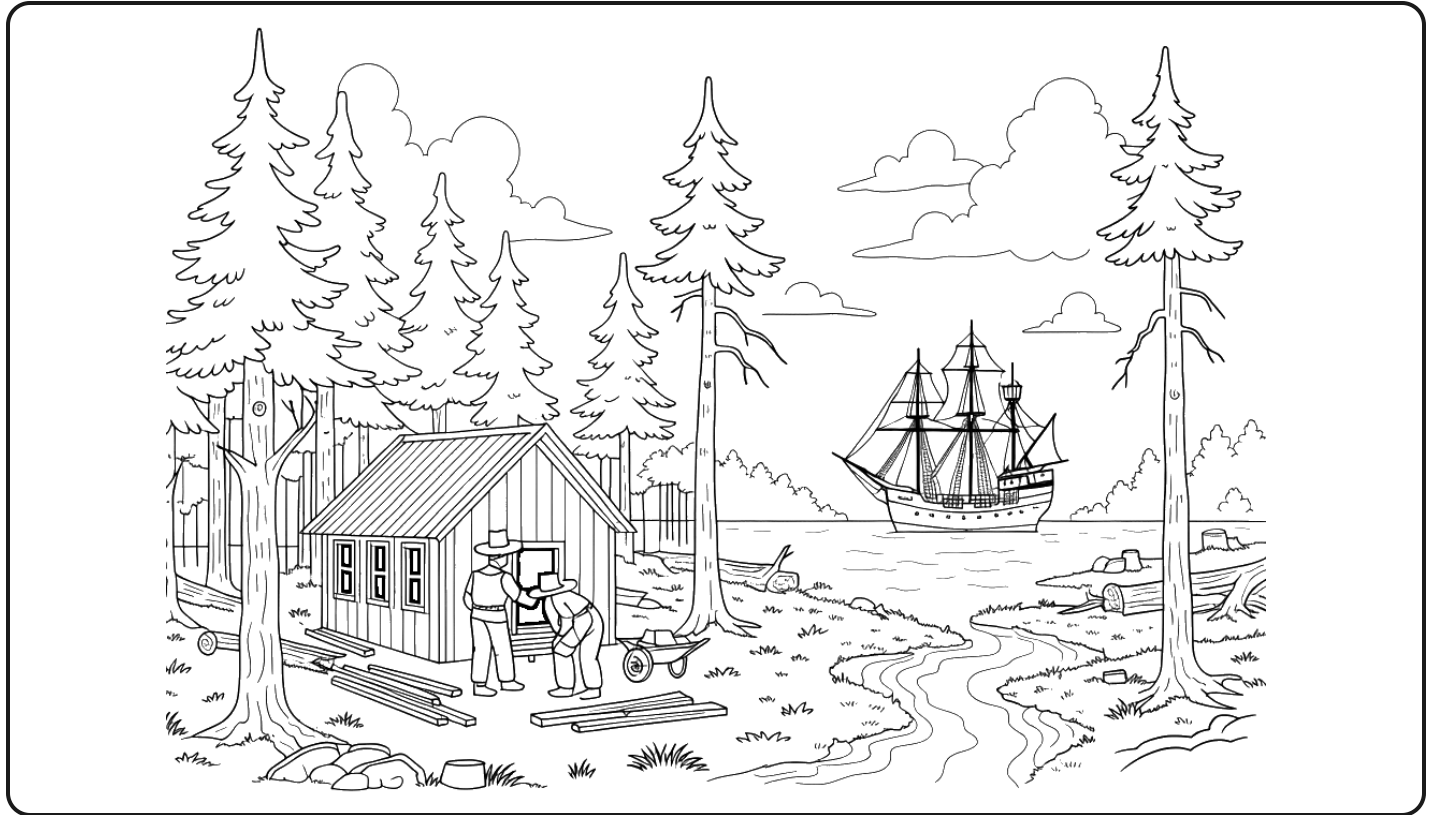
TEKS Connection: 3.7C, 3.7E, 3.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color Plymouth From the Evidence

1. Reread *The Pilgrims Chose Plymouth*. Color **ONLY** the things that show why the Pilgrims chose Plymouth.
2. Leave the Pilgrims and the clouds uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 3.7C, 3.7E, 3.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 3.7(C): Use text evidence to support an appropriate response.

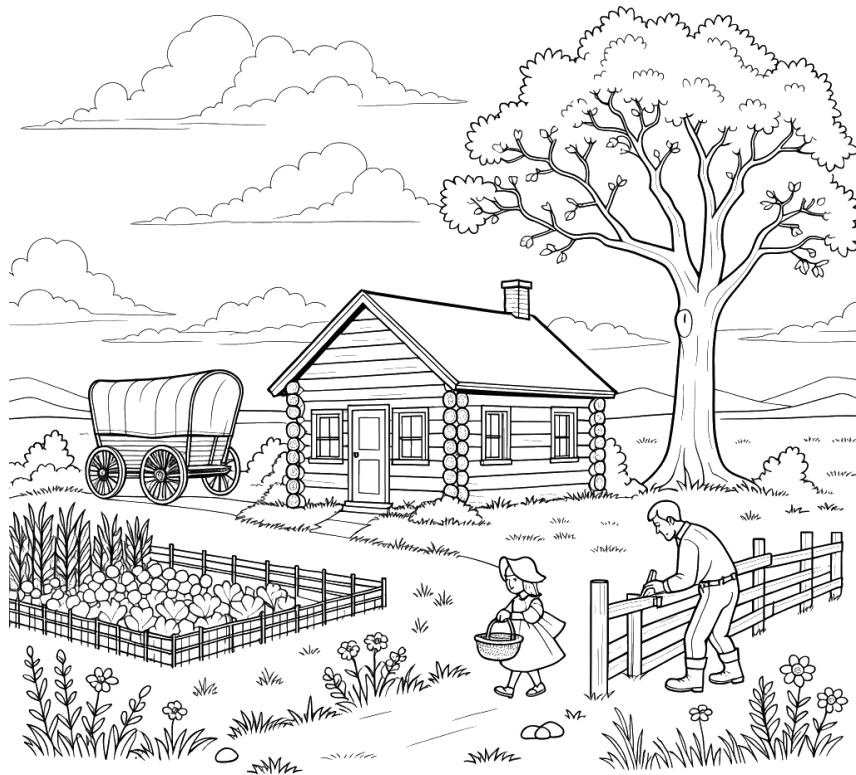
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



Color the Evidence

1. Reread *Laura Ingalls Wilder*. Color ONLY the details that show what life on the prairie was like for Laura's family.
2. Leave the sky and the clouds uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 3.7C, 3.7E, 3.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Color the Evidence

1. Reread *Why We Need Laws (Poem)*. Color ONLY the details that show the problems people had before there were laws.
2. Leave the sky, the buildings, and the ground uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 3.7C, 3.7E, 3.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *Benjamin Franklin and Electricity*. Color **ONLY** the parts that keep the building safe from lightning.
2. Leave Franklin, the barn, and the clouds uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 3.7C, 3.7E, 3.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 3.7(C): Use text evidence to support an appropriate response.

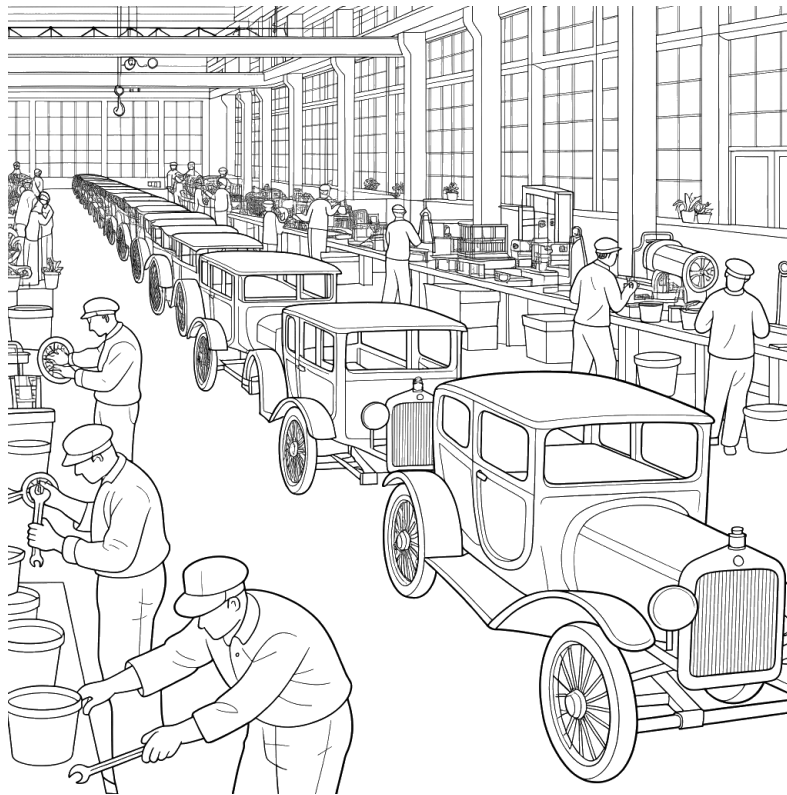
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



Color the Evidence

1. Reread *Henry Ford: Visionary of Travel*. Color ONLY the details that show how an assembly line works.
2. Leave the windows and the walls uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 3.7C, 3.7E, 3.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *Crash*. Color **ONLY** the characters who helped clean up after the accident.
2. Leave Amina, the teacher, and the classroom uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 3.7C, 3.7E, 3.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____



Color the Evidence

1. Reread *A Dream Can Grow*. Color **ONLY** the places the poem says a dream can travel.
2. Leave the people, the tree, and the sky uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 3.7C, 3.7E, 3.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____



Color the Evidence

1. Reread *A Place to Grow*. Color **ONLY** the resources the Nile River gave the people.
2. Leave the desert, the sky, and the people uncolored.
3. Choose one detail you colored. Copy the sentence from the passage that proves it belongs.

TEKS Connection: 3.7C, 3.7E, 3.6G. **Why It Matters:** Students return to the source, identify relevant textual information, and represent that information visually.

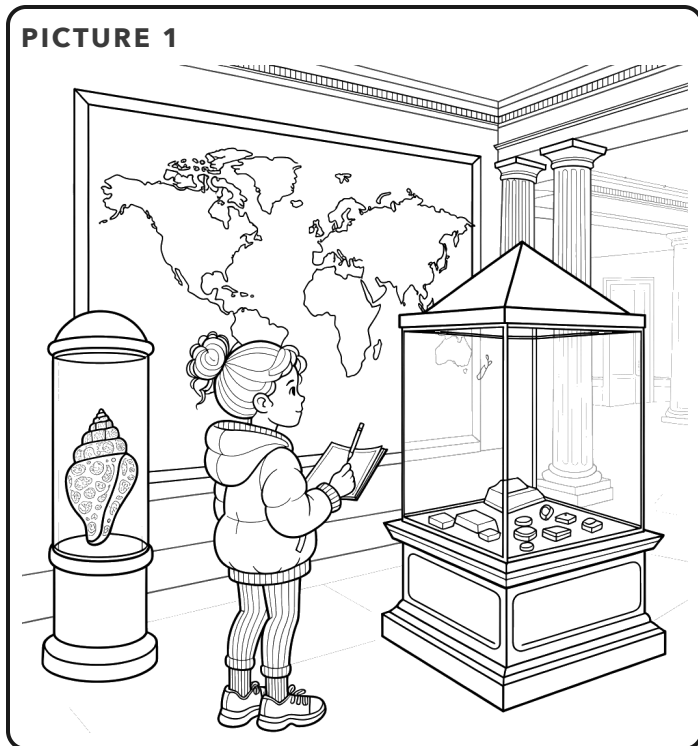
TEKS 3.7(C): Use text evidence to support an appropriate response.

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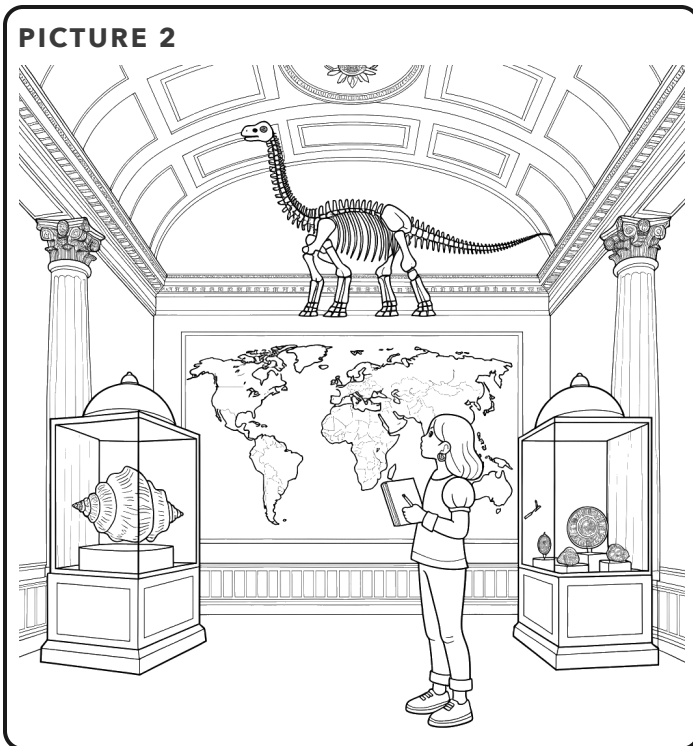
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *The Mystery of the Traveling Shell*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 3.7C, 3.7E, 3.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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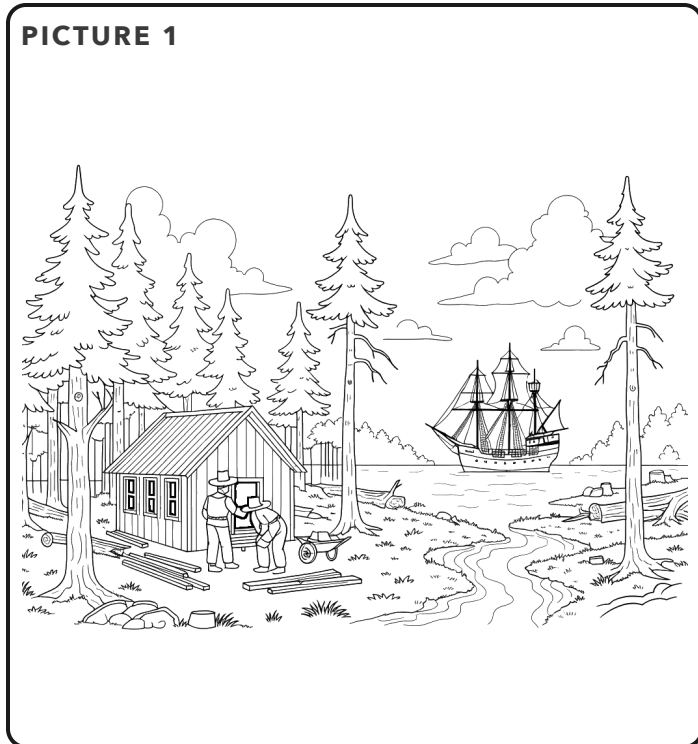
Coloring with Purpose

Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

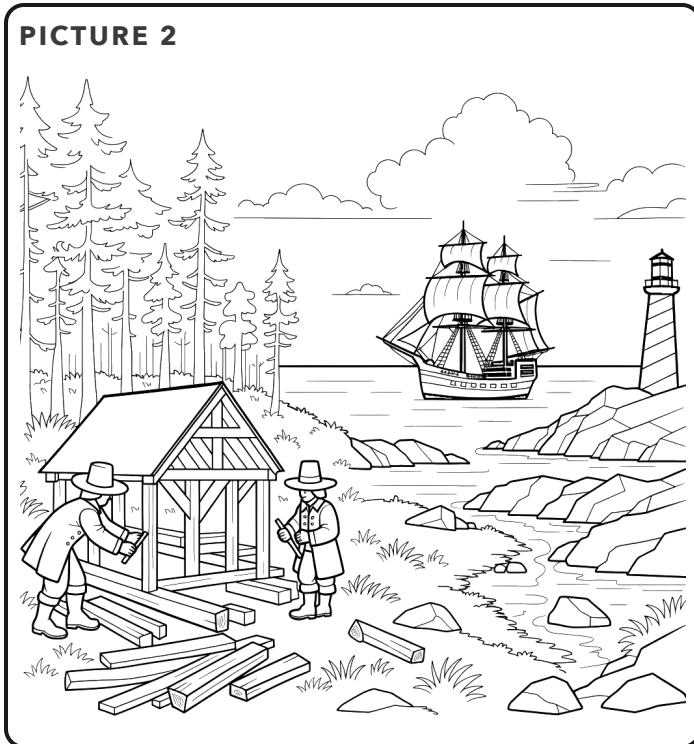
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *The Pilgrims Chose Plymouth*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 3.7C, 3.7E, 3.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

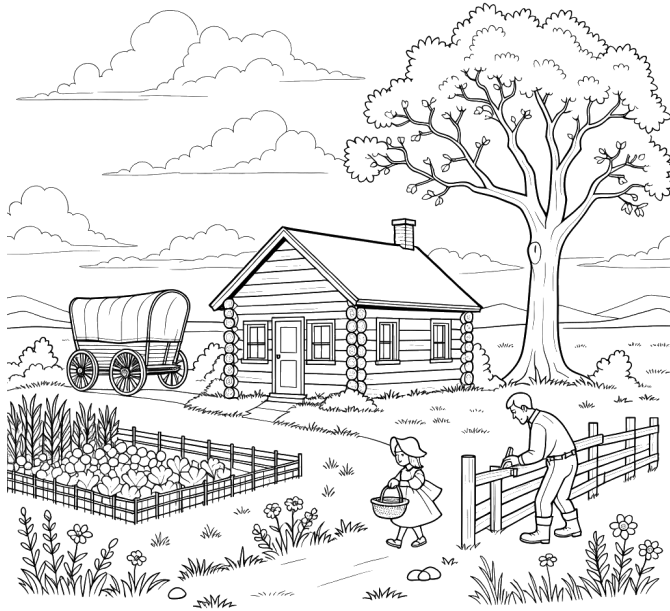
TEKS 3.7(C): Use text evidence to support an appropriate response.

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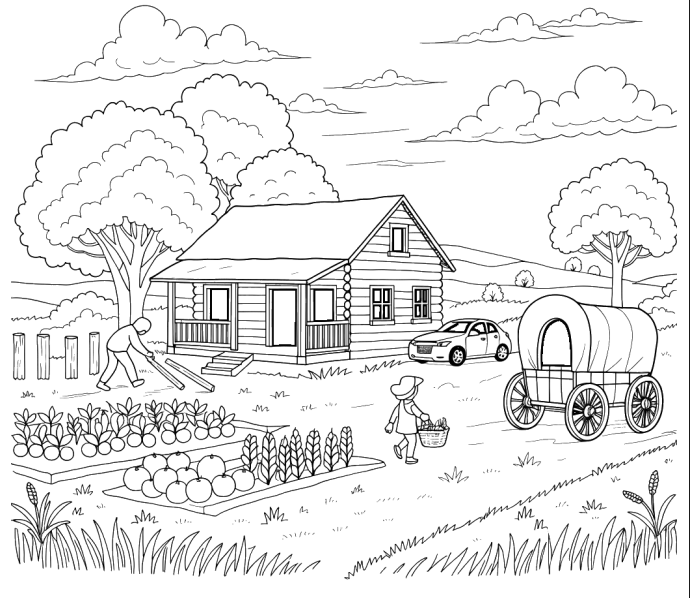
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *Laura Ingalls Wilder*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 3.7C, 3.7E, 3.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

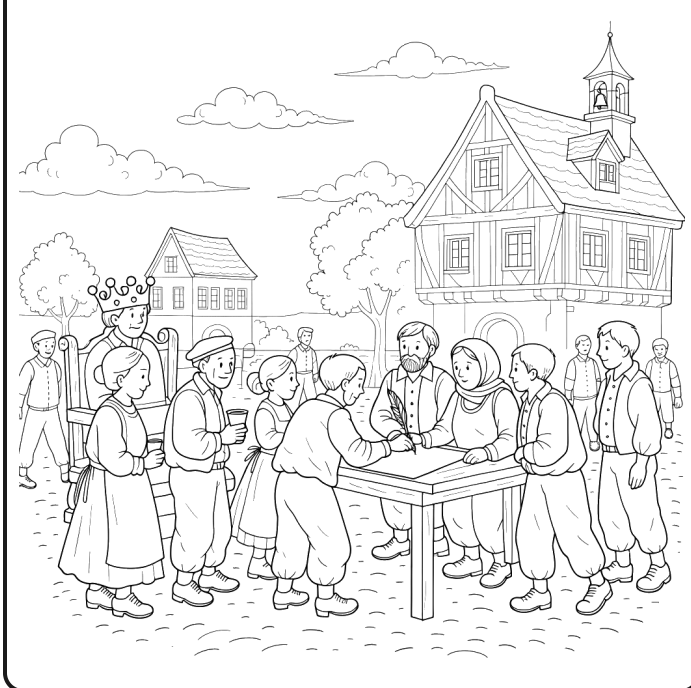
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *Why We Need Laws (Poem)*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 3.7C, 3.7E, 3.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

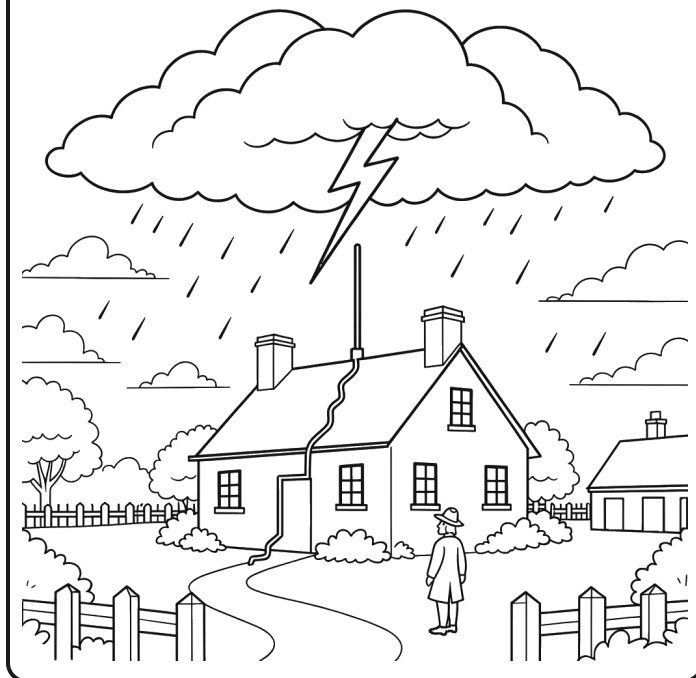
TEKS 3.7(C): Use text evidence to support an appropriate response.

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Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *Benjamin Franklin and Electricity*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 3.7C, 3.7E, 3.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

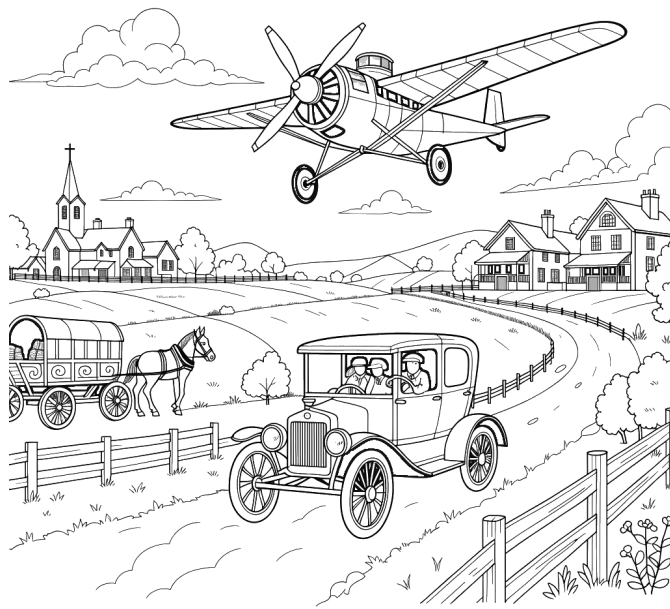
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *Henry Ford: Visionary of Travel*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 3.7C, 3.7E, 3.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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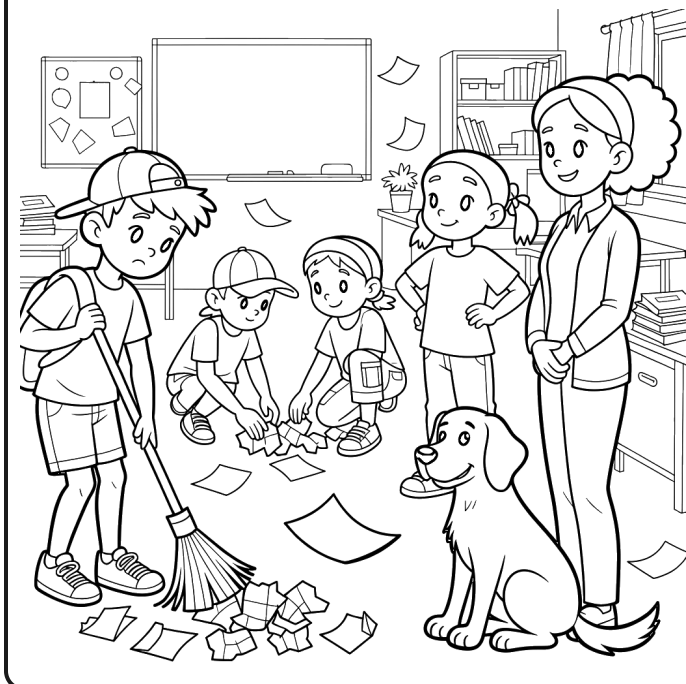
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *Crash*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 3.7C, 3.7E, 3.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

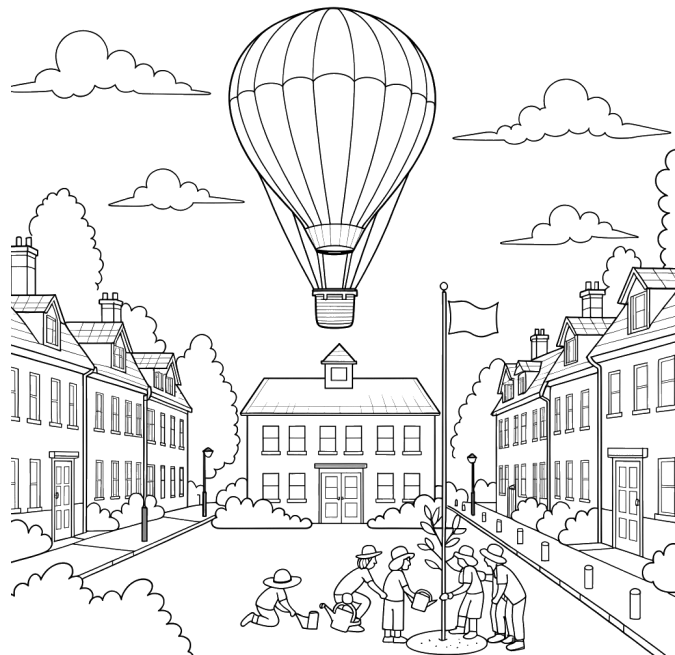
Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *A Dream Can Grow*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 3.7C, 3.7E, 3.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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Coloring with Purpose

Grade 3 • Cluster 8
A Place to Grow

Name: _____

Date: _____

PICTURE 1



PICTURE 2



Compare Two Pictures

1. Reread *A Place to Grow*. Circle three things that are different in the two pictures.
2. Only one picture matches the passage. Which one? Write the detail that does not belong in the other picture and the evidence that proves it.

3. Color the picture that matches the passage.

TEKS Connection: 3.7C, 3.7E, 3.6I. **Why It Matters:** Students compare two images to the source and use evidence to decide which one is accurate.

TEKS 3.7(C): Use text evidence to support an appropriate response.

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TEKS SECTION

TEKS 3.7(D)

Retell and paraphrase texts in ways that maintain meaning and logical order.

Activity	Passage (Cluster)	Page
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Comic Strip Retell	A Place to Grow (Cluster 8)	125

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *The Mystery of the Traveling Shell* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

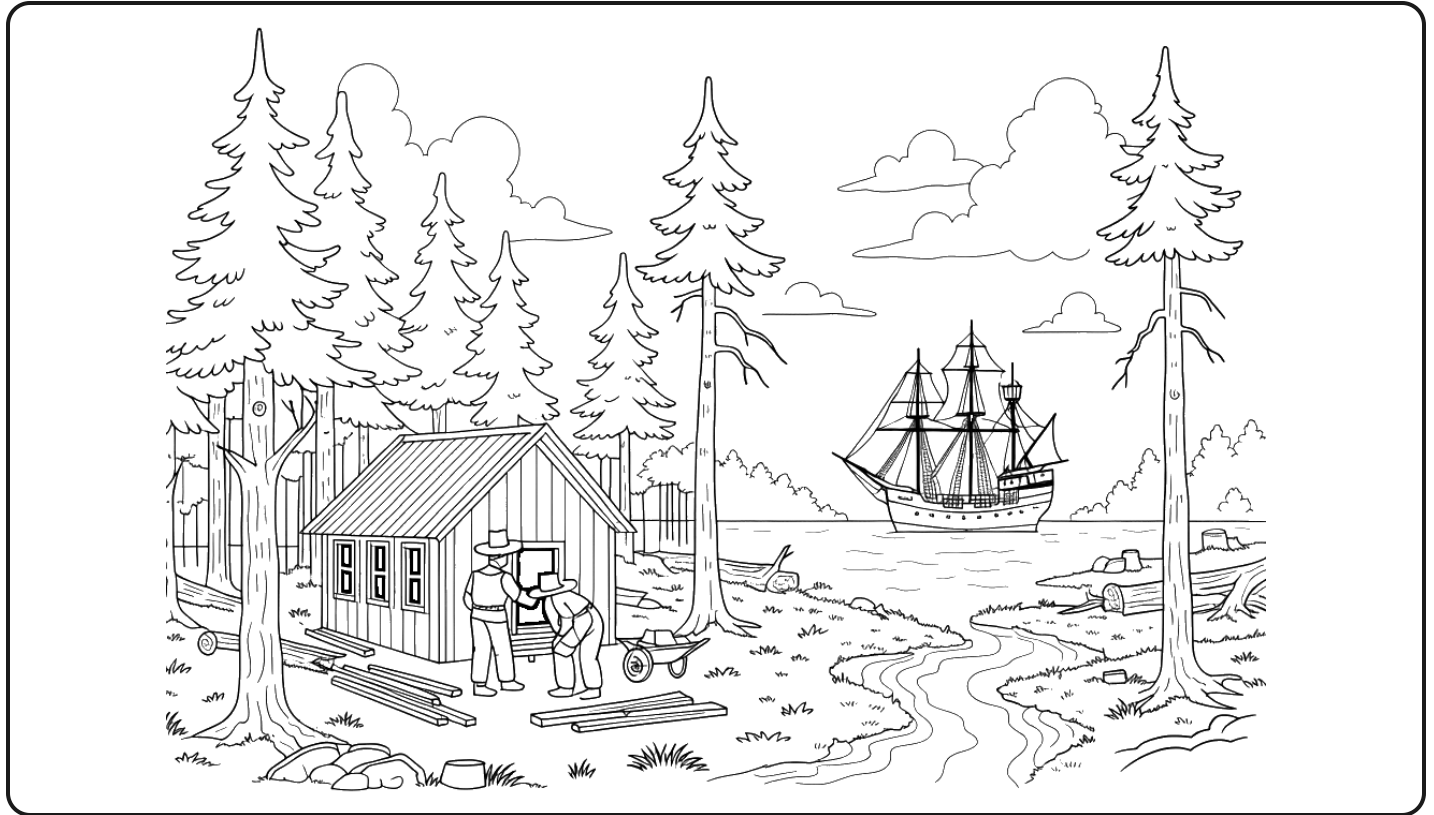
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Coloring with Purpose

Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *The Pilgrims Chose Plymouth* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

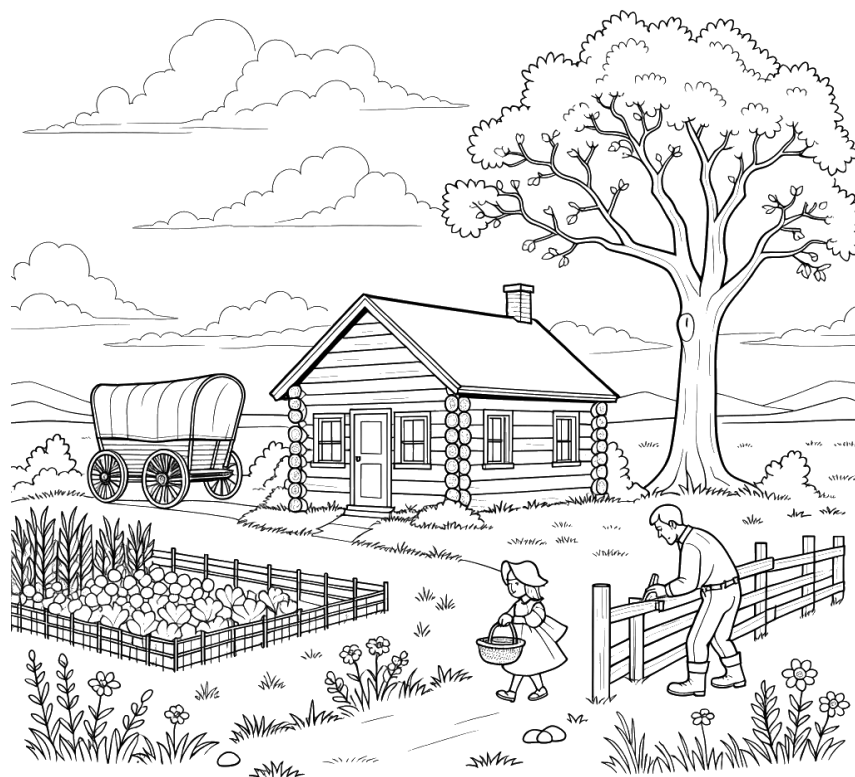
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *Laura Ingalls Wilder* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *Why We Need Laws (Poem)* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *Benjamin Franklin and Electricity* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

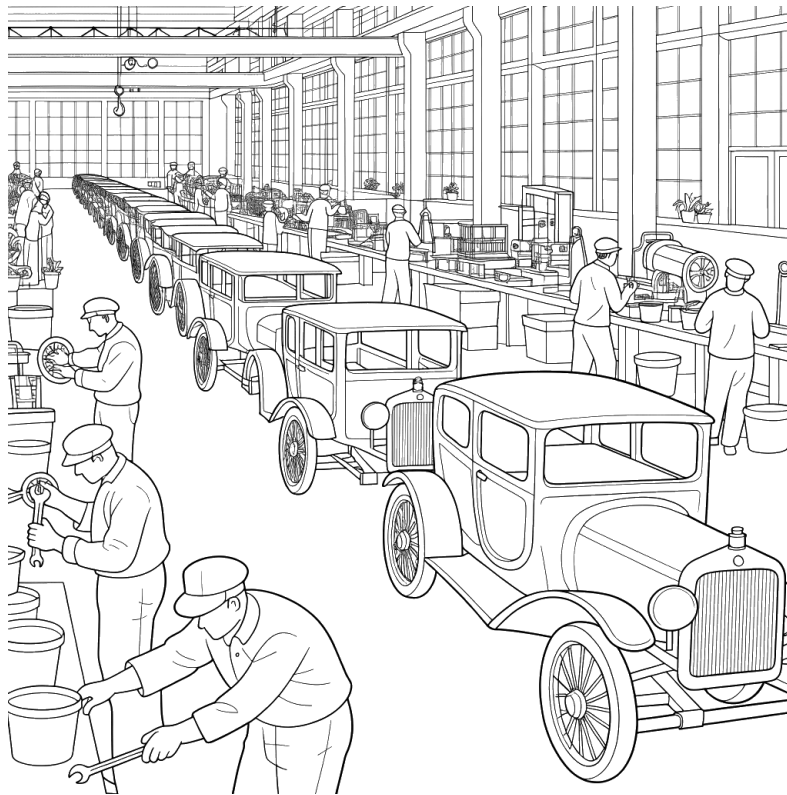
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *Henry Ford: Visionary of Travel* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

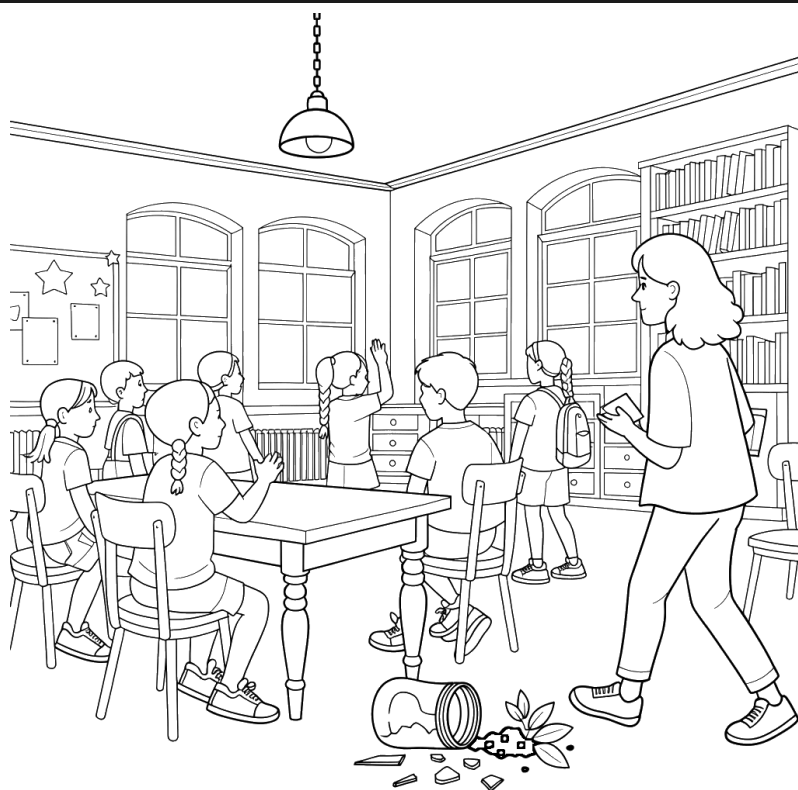
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Coloring with Purpose

Grade 3 • Cluster 6
Crash

Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *Crash* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *A Dream Can Grow* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Name: _____

Date: _____



Paraphrase the Picture

1. Color the picture. As you color, think about what *A Place to Grow* is mostly about.
2. Use the picture to tell what the passage says **in your own words**. Do not copy sentences from the passage.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students restate the source in their own words while keeping its meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

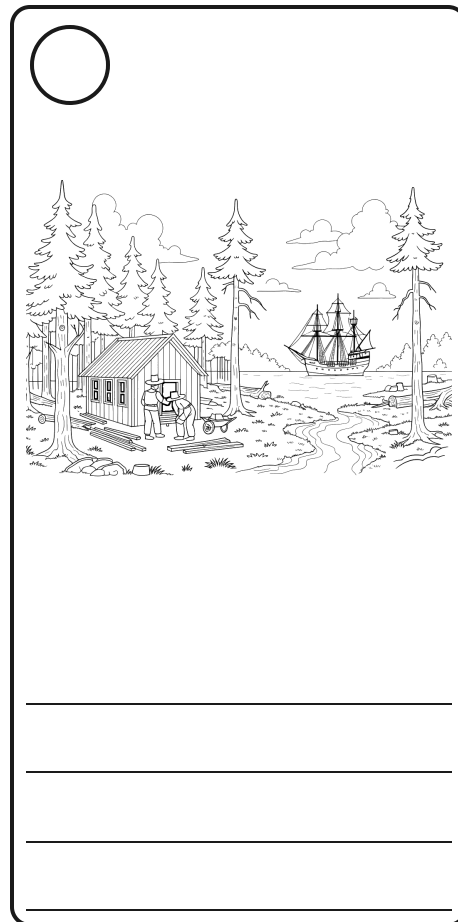
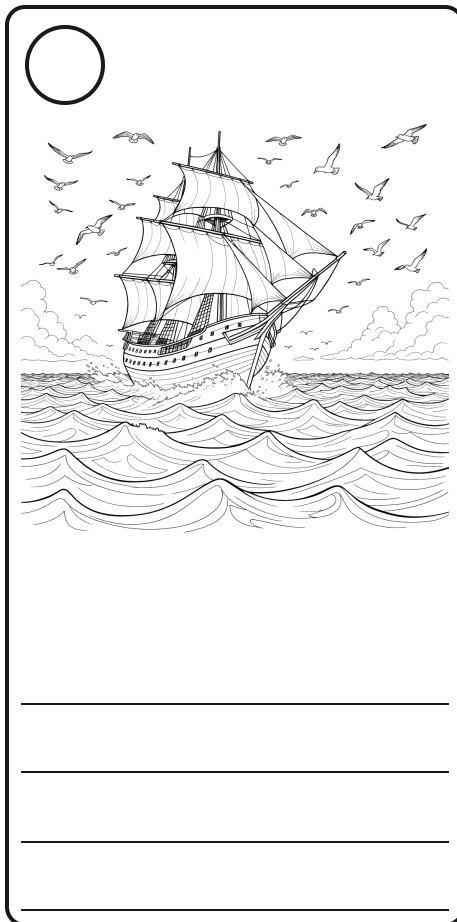
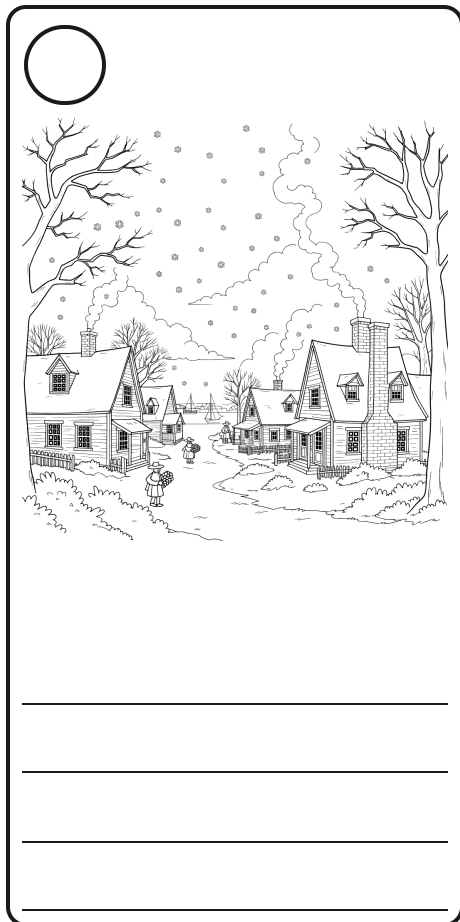
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Coloring with Purpose

Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

Name: _____

Date: _____



Sequence the Scene

1. Reread *The Pilgrims Chose Plymouth*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 3.7D, 3.7C, 3.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

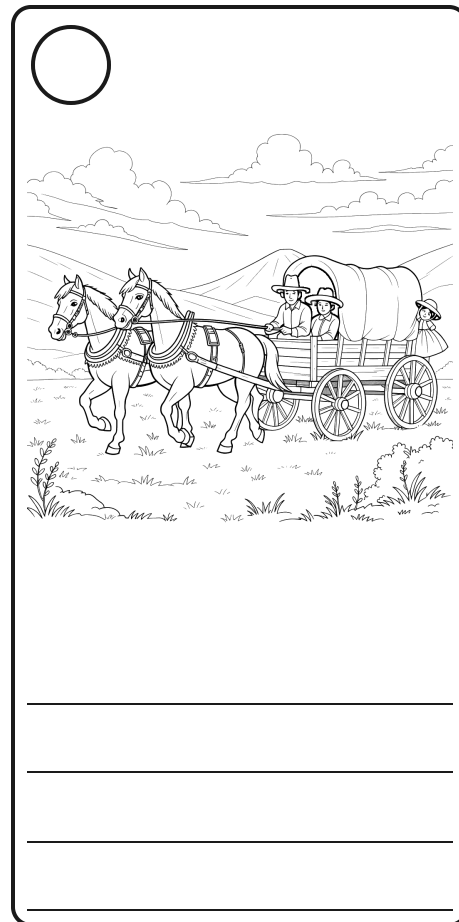
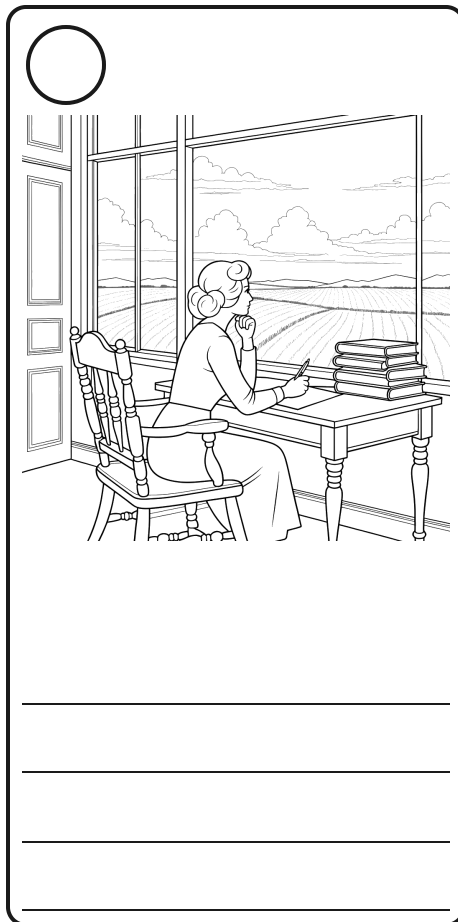
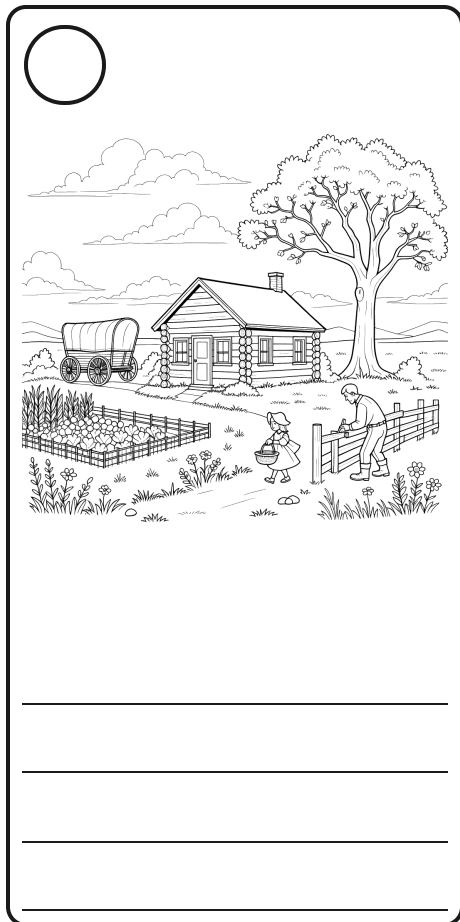
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



Sequence the Scene

1. Reread *Laura Ingalls Wilder*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 3.7D, 3.7C, 3.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

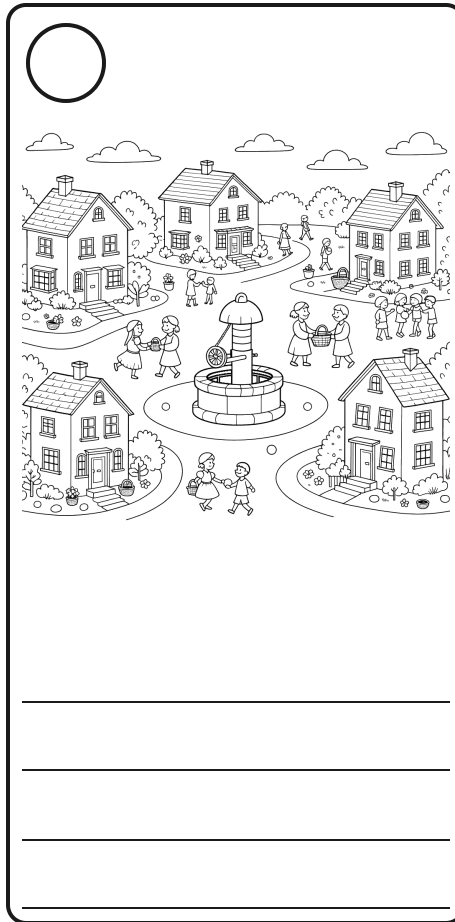
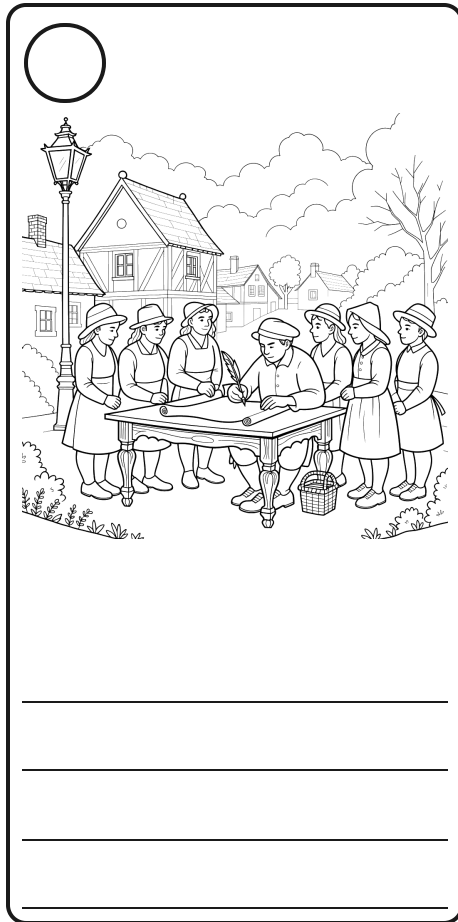
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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Sequence the Scene

1. Reread *Why We Need Laws (Poem)*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 3.7D, 3.7C, 3.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

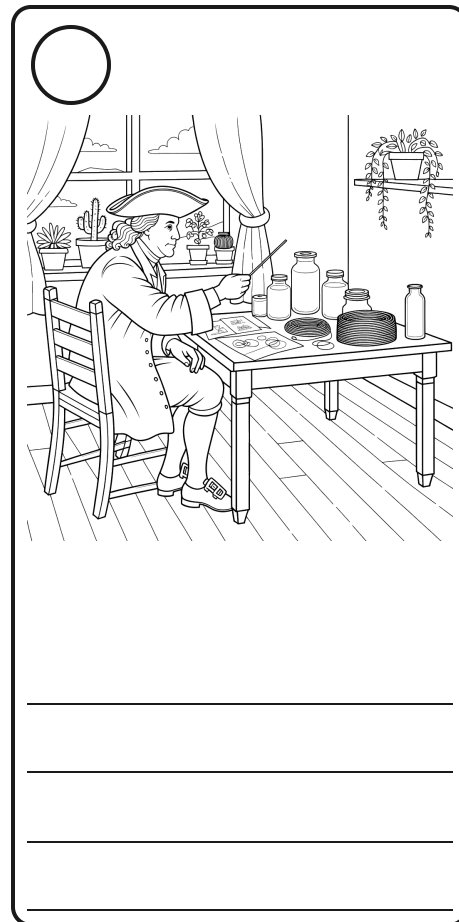
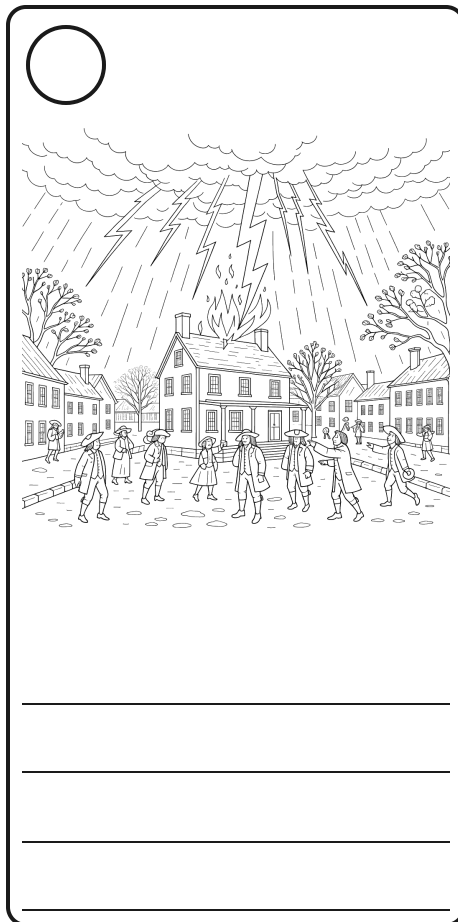
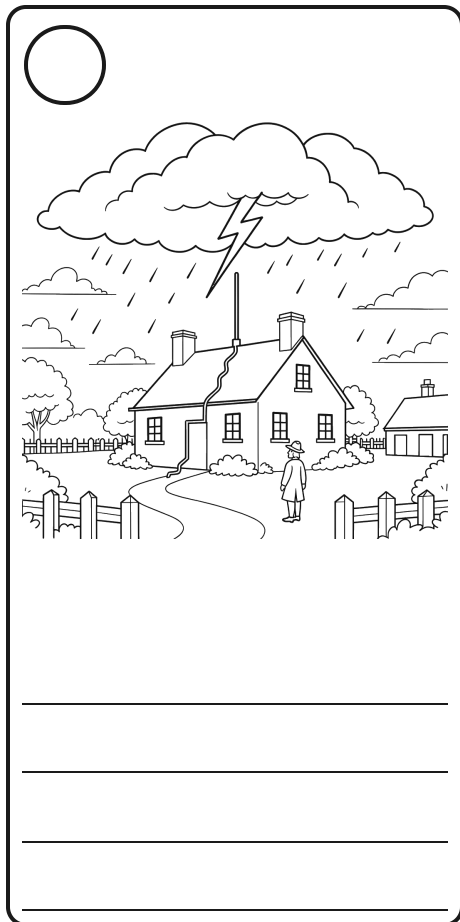
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Coloring with Purpose

Grade 3 • Cluster 4
Benjamin Franklin and Electricity

Name: _____

Date: _____



Sequence the Scene

1. Reread *Benjamin Franklin and Electricity*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 3.7D, 3.7C, 3.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

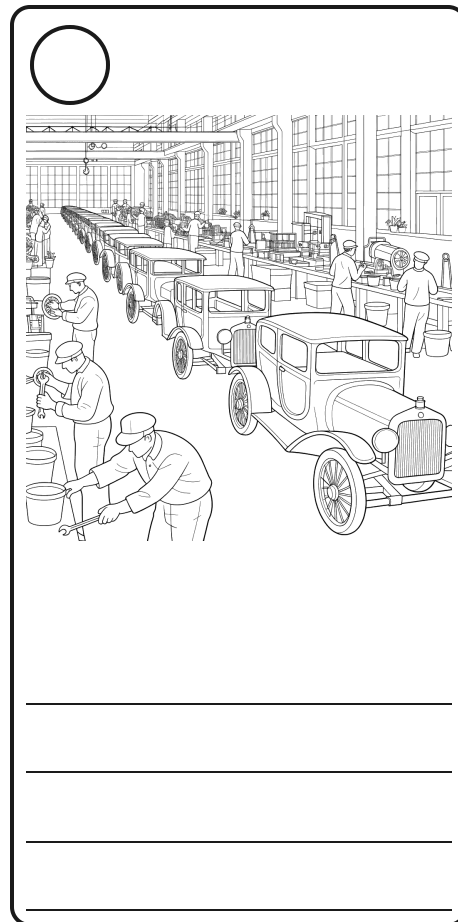
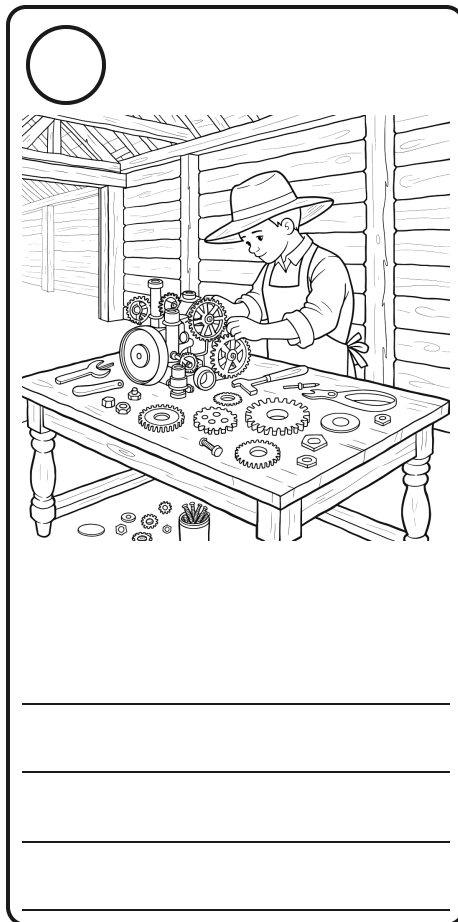
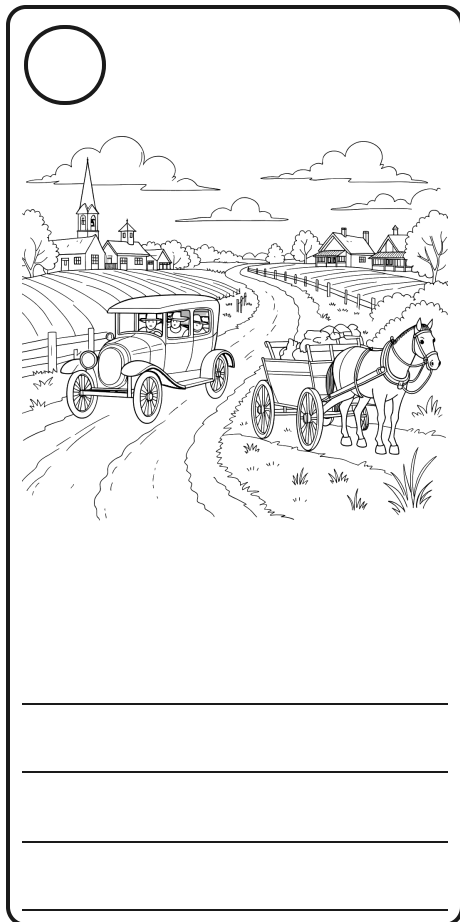
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



Sequence the Scene

1. Reread *Henry Ford: Visionary of Travel*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 3.7D, 3.7C, 3.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

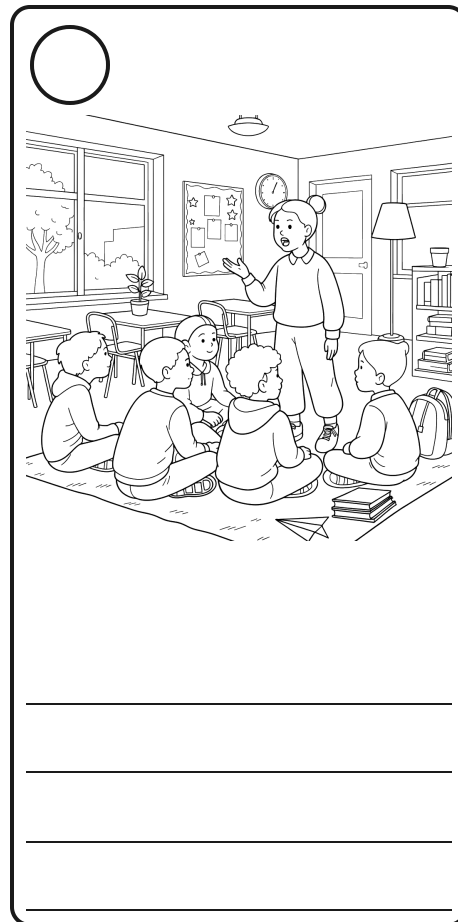
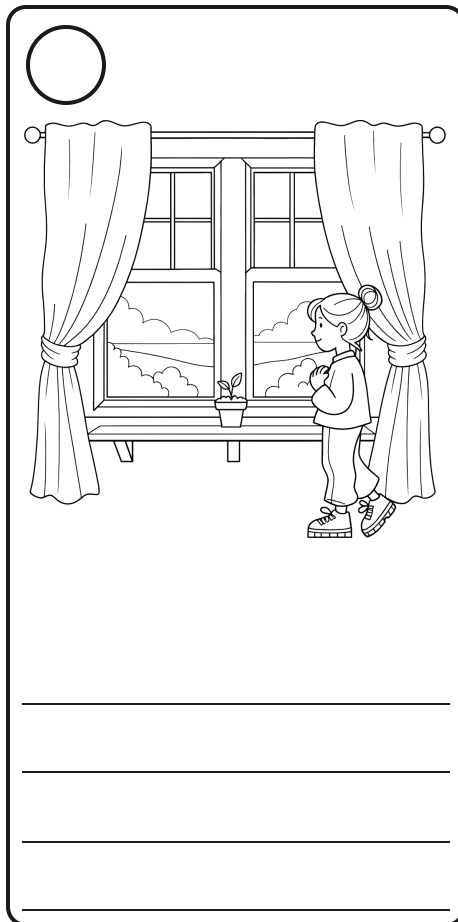
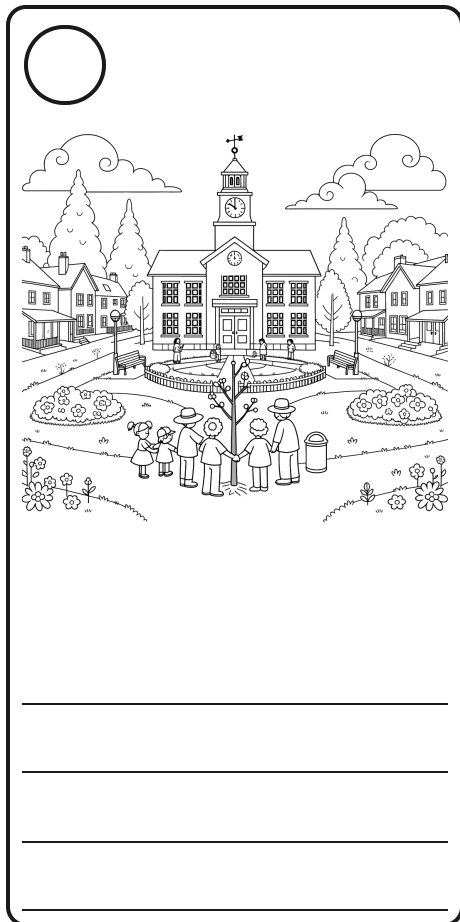
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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____



Sequence the Scene

1. Reread *A Dream Can Grow*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 3.7D, 3.7C, 3.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

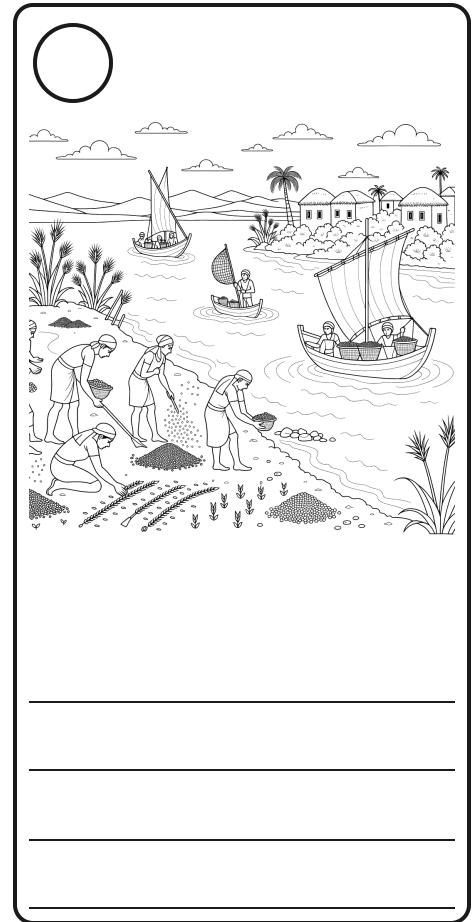
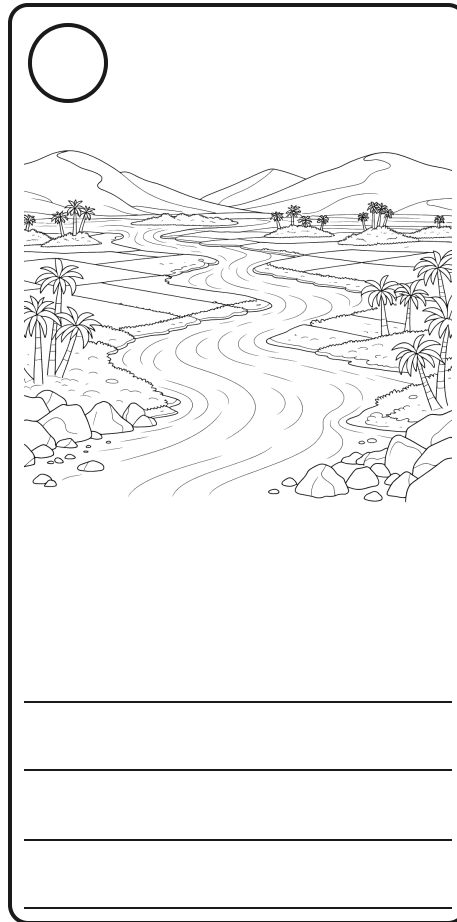
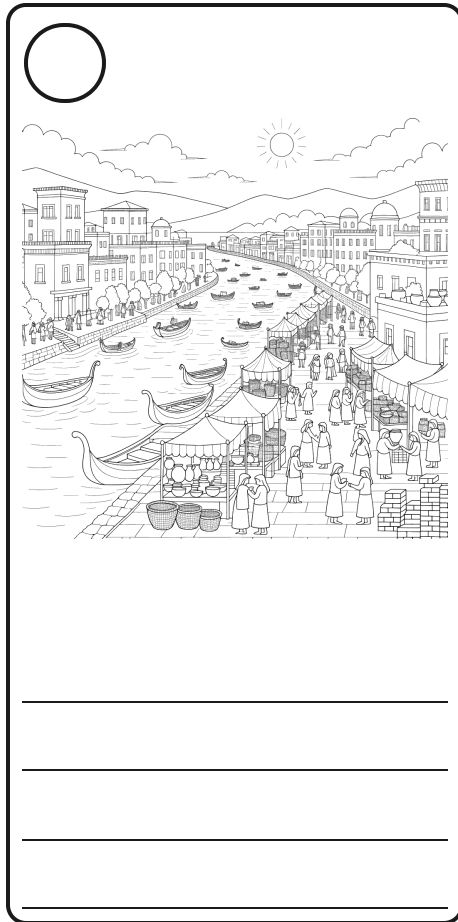
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Coloring with Purpose

Grade 3 • Cluster 8
A Place to Grow

Name: _____

Date: _____



Sequence the Scene

1. Reread *A Place to Grow*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 3.7D, 3.7C, 3.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 3 · Prepare
The Mystery of the Traveling Shell

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *The Mystery of the Traveling Shell*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *The Pilgrims Chose Plymouth*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____

BEGINNING	MIDDLE	END
		
_____	_____	_____
_____	_____	_____
_____	_____	_____

Comic Strip Retell

1. Reread *Laura Ingalls Wilder*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *Why We Need Laws (Poem)*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 3 • Cluster 4
**Benjamin Franklin and
Electricity**

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *Benjamin Franklin and Electricity*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *Henry Ford: Visionary of Travel*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *Crash*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *A Dream Can Grow*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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Coloring with Purpose

Grade 3 • Cluster 8
A Place to Grow

Name: _____

Date: _____

BEGINNING	MIDDLE	END

Comic Strip Retell

1. Reread *A Place to Grow*. Draw the beginning, the middle, and the end in the three boxes.
2. Under each box, write one sentence in your own words. Keep the events in order.
3. Color your comic strip.

TEKS Connection: 3.7D, 3.7E. **Why It Matters:** Students transform source information into sequential illustrations and captions while maintaining meaning and logical order.

TEKS 3.7(D): Retell and paraphrase texts in ways that maintain meaning and logical order.

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TEKS SECTION

TEKS 3.7(E)

Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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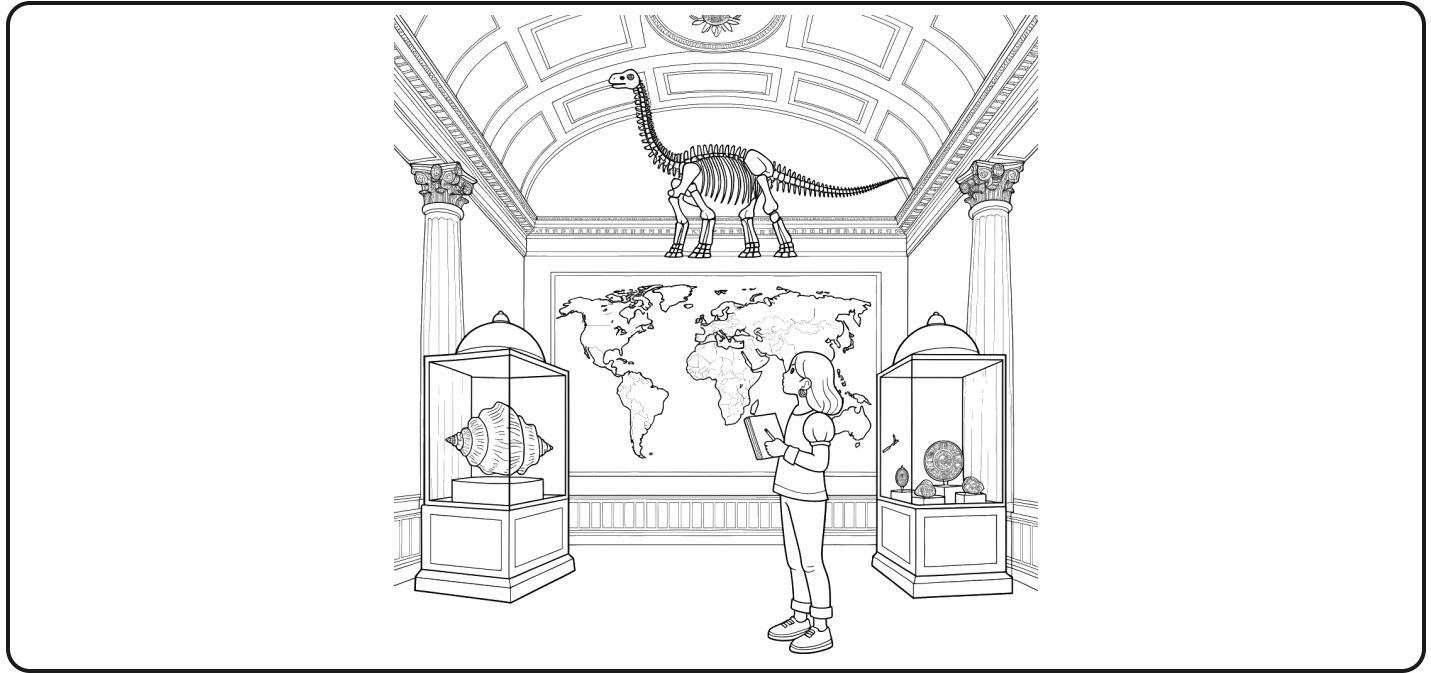
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Coloring with Purpose

Grade 3 · Prepare
The Mystery of the Traveling Shell

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from <i>The Mystery of the Traveling Shell</i>
The seashell in the case	Yes No	
The dinosaur skeleton	Yes No	
The map on the wall	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *The Mystery of the Traveling Shell*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 3.7C, 3.7E, 3.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from <i>The Pilgrims Chose Plymouth</i>
The lighthouse	Yes No	
The ship in the harbor	Yes No	
The tall trees	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *The Pilgrims Chose Plymouth*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 3.7C, 3.7E, 3.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

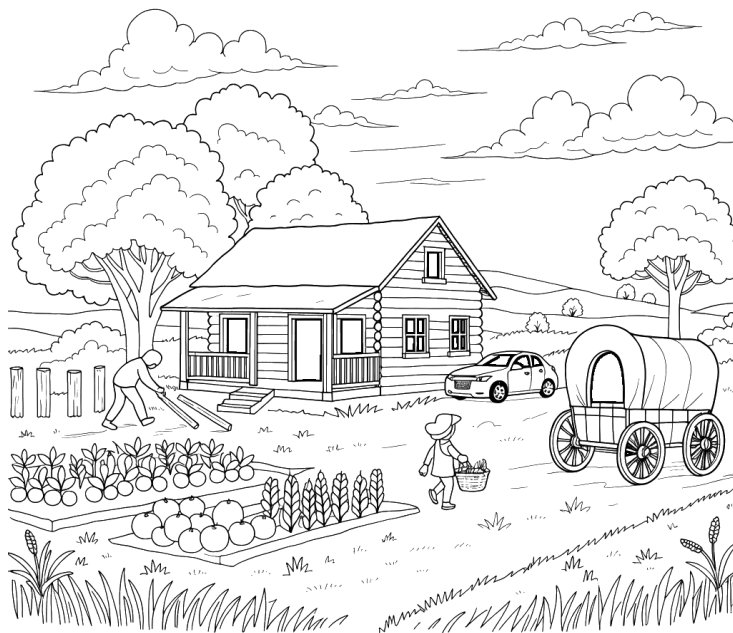
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from Laura Ingalls Wilder
The covered wagon	Yes No	
The car	Yes No	
The garden	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *Laura Ingalls Wilder*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 3.7C, 3.7E, 3.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from Why We Need Laws (Poem)
The king on the throne	Yes No	
The people gathered together	Yes No	
The person writing the rules	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *Why We Need Laws (Poem)*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 3.7C, 3.7E, 3.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 3 • Cluster 4
Benjamin Franklin and
Electricity

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from Benjamin Franklin and Electricity
The lightning rod on the roof	Yes No	
The kite	Yes No	
The lightning striking the rod	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *Benjamin Franklin and Electricity*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 3.7C, 3.7E, 3.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

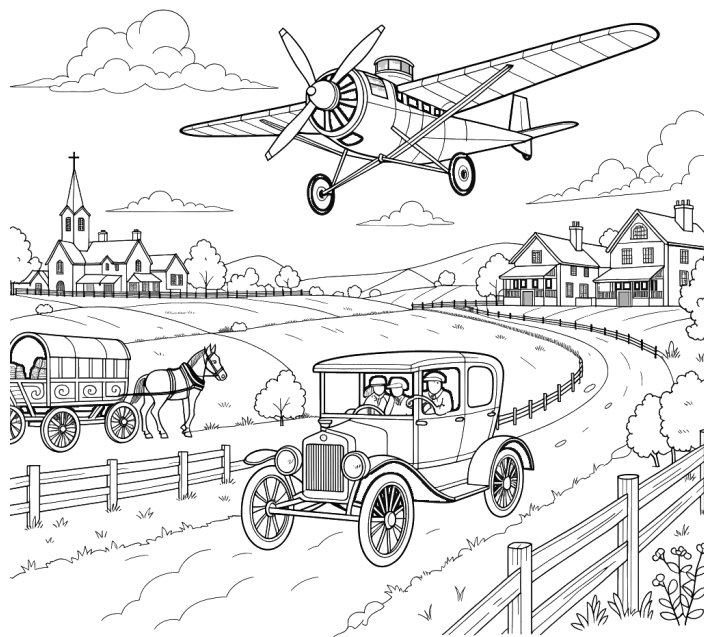
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from Henry Ford: Visionary of Travel
The airplane	Yes No	
The car on the road	Yes No	
The horse and wagon	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *Henry Ford: Visionary of Travel*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 3.7C, 3.7E, 3.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from Crash
The student with the broom	Yes No	
The dog	Yes No	
The students picking up papers	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *Crash*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 3.7C, 3.7E, 3.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

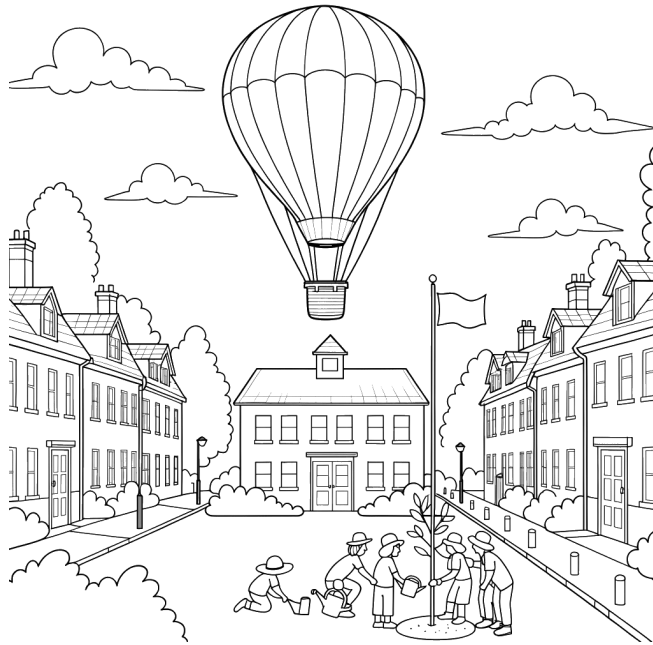
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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from A Dream Can Grow
The hot air balloon	Yes No	
The school, homes, and town	Yes No	
The people helping the tree grow	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *A Dream Can Grow*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 3.7C, 3.7E, 3.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Coloring with Purpose

Grade 3 • Cluster 8
A Place to Grow

Name: _____

Date: _____



Detail in the picture	In the passage?	Proof words from A Place to Grow
The boats on the river	Yes No	
The pyramids	Yes No	
The farmers planting crops	Yes No	

Illustrator Alert!

1. The illustrator made this picture for *A Place to Grow*, but one detail is not supported by the text. Check each detail in the chart. Circle Yes or No and write proof words.
2. Fix it: cross out the unsupported detail and draw what the passage really describes in its place. Then color the corrected picture.

TEKS Connection: 3.7C, 3.7E, 3.7G. **Why It Matters:** Students compare an illustration against the source, identify unsupported details, and cite information from the text to correct them.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the seashell
- ☐ the map
- ☐ the copper pieces

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *The Mystery of the Traveling Shell*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 3.7C, 3.7E, 3.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the tall trees of the forest
- ☐ the fresh water (stream)
- ☐ the harbor and the anchored ship
- ☐ the open land for crops

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *The Pilgrims Chose Plymouth*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 3.7C, 3.7E, 3.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the small house
- ☐ the wagon
- ☐ the garden (growing food)
- ☐ the wide fields

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *Laura Ingalls Wilder*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 3.7C, 3.7E, 3.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the people arguing and pointing
- ☐ the basket full of food
- ☐ the empty basket

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *Why We Need Laws (Poem)*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 3.7C, 3.7E, 3.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the metal rod on the roof
- ☐ the wire running down the wall
- ☐ the ground where the wire ends

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *Benjamin Franklin and Electricity*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 3.7C, 3.7E, 3.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the workers standing in their places
- ☐ the car parts moving down the line
- ☐ the cars being built step by step

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *Henry Ford: Visionary of Travel*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 3.7C, 3.7E, 3.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the two students picking up papers (Diego and Mei)
- ☐ the student with the broom (Jamal)

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *Crash*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 3.7C, 3.7E, 3.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the school (classrooms)
- ☐ the houses (homes)
- ☐ the town

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Scene

1. Reread *A Dream Can Grow*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 3.7C, 3.7E, 3.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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Name: _____

Date: _____

Scene checklist

- ☐ the river water
- ☐ the rich soil and the crops
- ☐ the fish
- ☐ the boats that moved people and goods

Draw and label each detail. Check it off when it is in your scene.

Build your scene here.

Build the Nile Scene

1. Reread *A Place to Grow*. Draw a scene that shows every detail on the checklist. Label each one.
2. Write a caption that retells what the scene shows, using a sentence from the passage as proof.

3. Color your scene.

TEKS Connection: 3.7C, 3.7E, 3.7D. **Why It Matters:** Students use passage evidence to construct the scene, so every detail they draw is tied to the text.

TEKS 3.7(E): Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

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TEKS SECTION

TEKS 3.7(F)

Respond using newly acquired vocabulary as appropriate.

Activity	Passage (Cluster)	Page
Vocabulary Doodle Detective	The Mystery of the Traveling Shell (Prepare)	146
Vocabulary Doodle Detective	The Pilgrims Chose Plymouth (Cluster 1)	147
Vocabulary Doodle Detective	Laura Ingalls Wilder (Cluster 2)	148
Vocabulary Doodle Detective	Why We Need Laws (Poem) (Cluster 3)	149
Vocabulary Doodle Detective	Benjamin Franklin and Electricity (Cluster 4)	150
Vocabulary Doodle Detective	Henry Ford: Visionary of Travel (Cluster 5)	151
Vocabulary Doodle Detective	Crash (Cluster 6)	152
Vocabulary Doodle Detective	A Dream Can Grow (Cluster 7)	153
Vocabulary Doodle Detective	A Place to Grow (Cluster 8)	154

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Coloring with Purpose

Grade 3 · Prepare
The Mystery of the Traveling Shell

Name: _____

Date: _____

coastal



inland



archaeologists



scarcity



Vocabulary Doodle Detective

1. Find each word in *The Mystery of the Traveling Shell*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 3.7F, 3.7E, 3.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 3.7(F): Respond using newly acquired vocabulary as appropriate.

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Name: _____

Date: _____

harbor



anchor



shelters



crops



Vocabulary Doodle Detective

1. Find each word in *The Pilgrims Chose Plymouth*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 3.7F, 3.7E, 3.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 3.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____

prairie



frontier



wagon



journeys



Vocabulary Doodle Detective

1. Find each word in *Laura Ingalls Wilder*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 3.7F, 3.7E, 3.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 3.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____

gathered



rules



obey



communities



Vocabulary Doodle Detective

1. Find each word in *Why We Need Laws (Poem)*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 3.7F, 3.7E, 3.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 3.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 3 • Cluster 4
**Benjamin Franklin and
Electricity**

Name: _____

Date: _____

conduct



invention



damage



rooftops



Vocabulary Doodle Detective

1. Find each word in *Benjamin Franklin and Electricity*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 3.7F, 3.7E, 3.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 3.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____

assembly line



affordable



mechanic



transportation



Vocabulary Doodle Detective

1. Find each word in *Henry Ford: Visionary of Travel*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 3.7F, 3.7E, 3.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 3.7(F): Respond using newly acquired vocabulary as appropriate.

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Name: _____

Date: _____

responsibility



citizen



calmly



honesty



Vocabulary Doodle Detective

1. Find each word in *Crash*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 3.7F, 3.7E, 3.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 3.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____

journey



hopeful



kindness



future



Vocabulary Doodle Detective

1. Find each word in *A Dream Can Grow*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 3.7F, 3.7E, 3.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 3.7(F): Respond using newly acquired vocabulary as appropriate.

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Coloring with Purpose

Grade 3 • Cluster 8
A Place to Grow

Name: _____

Date: _____

fertile



resources



merchants



transportation



Vocabulary Doodle Detective

1. Find each word in *A Place to Grow*. Use clues in the passage to figure out what it means.
2. Doodle a picture of the meaning in the box. On the lines, write a sentence that uses the word to explain your doodle.
3. Color your doodles.

TEKS Connection: 3.7F, 3.7E, 3.3B. **Why It Matters:** Students illustrate vocabulary from the source and use the new words to explain their drawings.

TEKS 3.7(F): Respond using newly acquired vocabulary as appropriate.

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TEKS SECTION

TEKS 3.8(A)

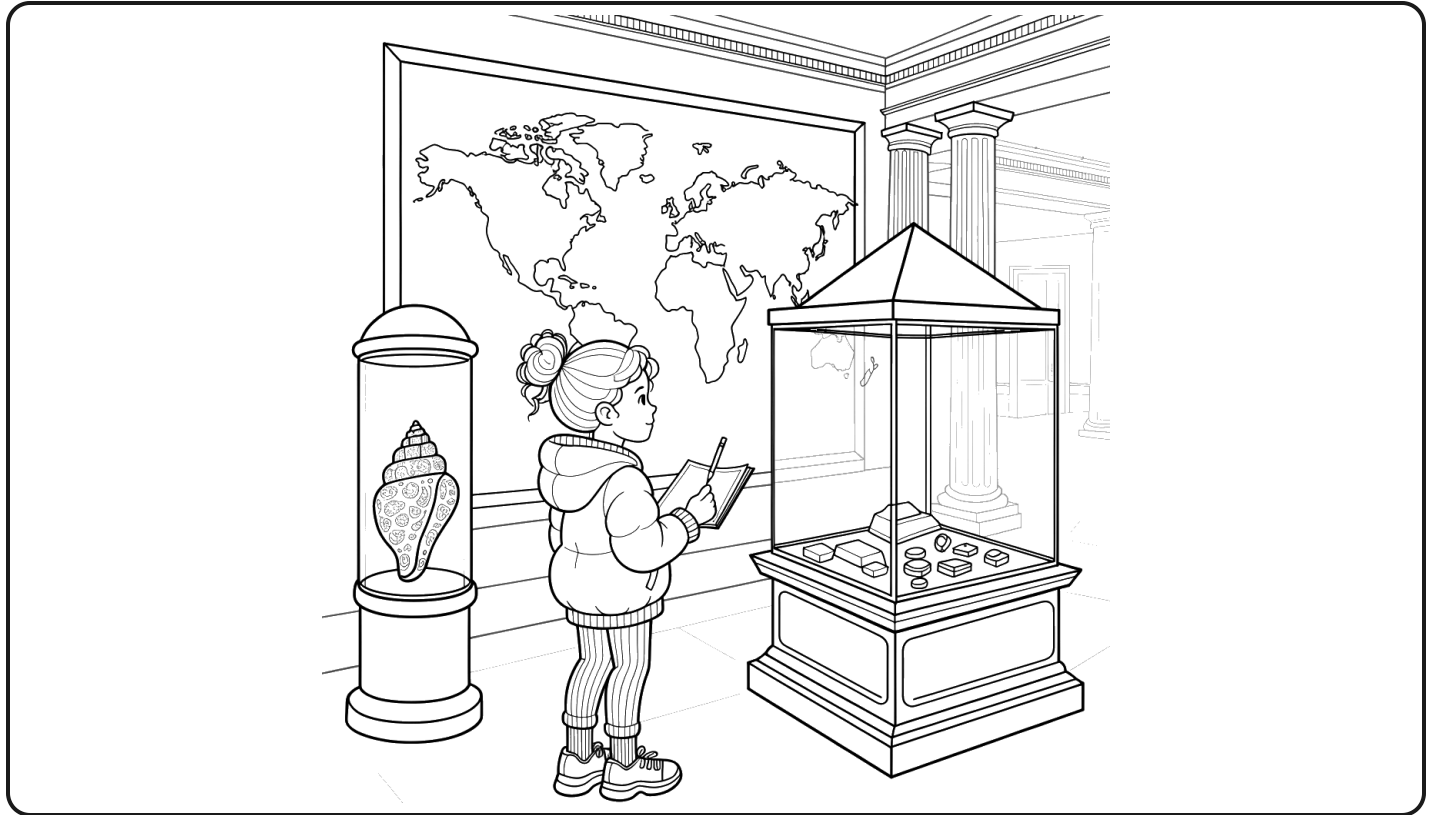
Infer the theme of a work, distinguishing theme from topic.

Activity	Passage (Cluster)	Page
Theme Caption	The Mystery of the Traveling Shell (Prepare)	156
Theme Caption	Why We Need Laws (Poem) (Cluster 3)	157
Theme Caption	Crash (Cluster 6)	158
Theme Caption	A Dream Can Grow (Cluster 7)	159

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Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *The Mystery of the Traveling Shell*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 3.8A, 3.7C, 3.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 3.8(A): Infer the theme of a work, distinguishing theme from topic.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *Why We Need Laws (Poem)*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

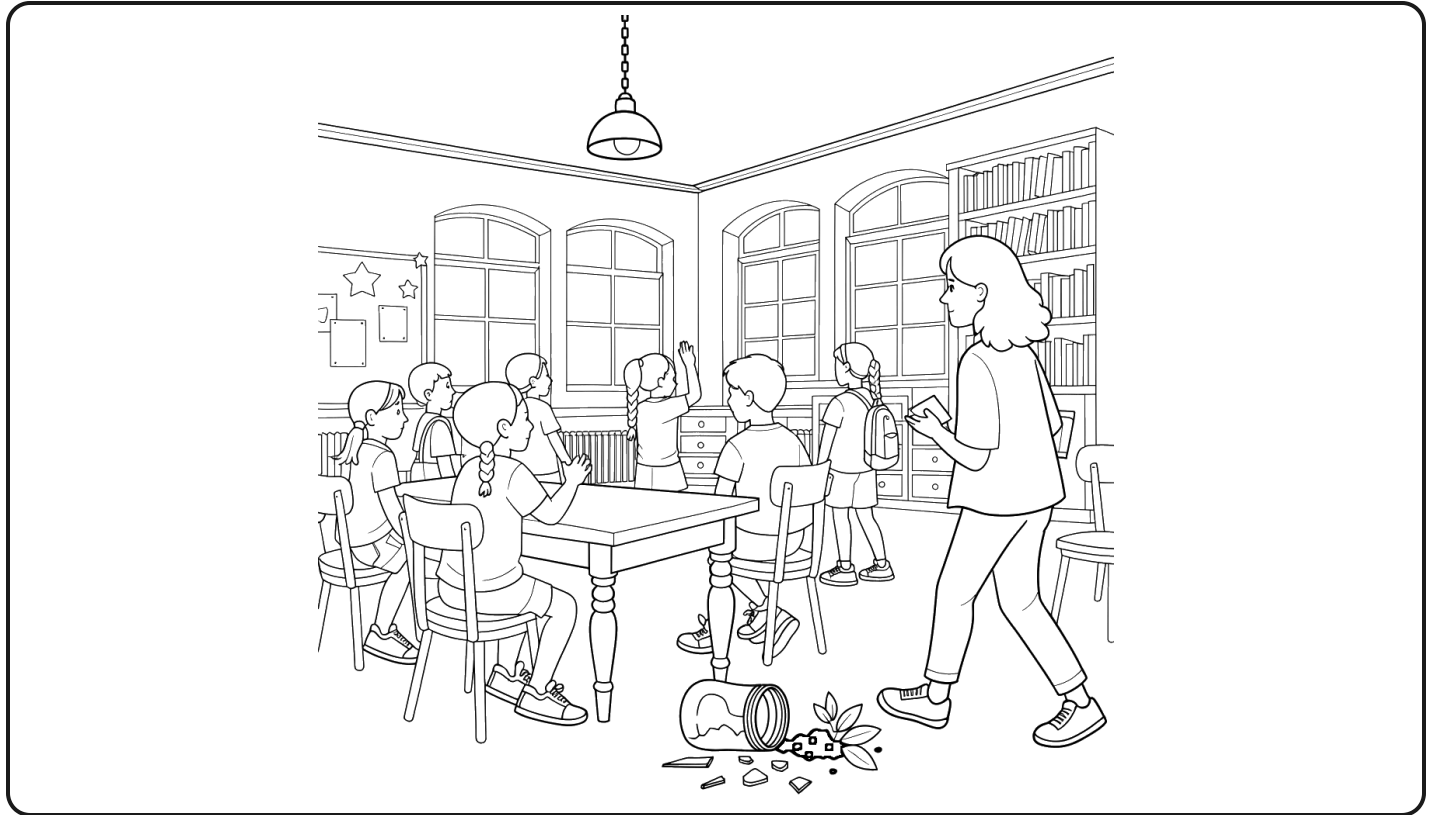
TEKS Connection: 3.8A, 3.7C, 3.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 3.8(A): Infer the theme of a work, distinguishing theme from topic.

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Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *Crash*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 3.8A, 3.7C, 3.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 3.8(A): Infer the theme of a work, distinguishing theme from topic.

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Name: _____

Date: _____



Caption: _____

Theme Caption

1. Color the scene from *A Dream Can Grow*.
2. Write a one-sentence caption under the picture that tells the **theme** (the lesson or big message, not just the topic).
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 3.8A, 3.7C, 3.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 3.8(A): Infer the theme of a work, distinguishing theme from topic.

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TEKS SECTION

TEKS 3.8(B)

Explain the relationships among the major and minor characters.

Activity	Passage (Cluster)	Page
Feelings Faces	Crash (Cluster 6)	161

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Name: _____

Date: _____



Feeling word:

Feelings Faces

1. Reread *Crash*. Think about how Amina feels.
2. Draw the face to show the feeling. Write the feeling word in the box.
3. Copy the words from the passage that show the feeling. Tell how another character responds to this feeling.

4. Color the picture.

TEKS Connection: 3.8B, 3.6F, 3.7C, 3.7E. **Why It Matters:** Students infer a feeling and support the inference with words from the text.

TEKS 3.8(B): Explain the relationships among the major and minor characters.

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TEKS SECTION

TEKS 3.8(C)

Analyze plot elements, including the sequence of events, the conflict, and the resolution.

Activity	Passage (Cluster)	Page
Sequence the Scene	The Mystery of the Traveling Shell (Prepare)	163
Sequence the Scene	Crash (Cluster 6)	164

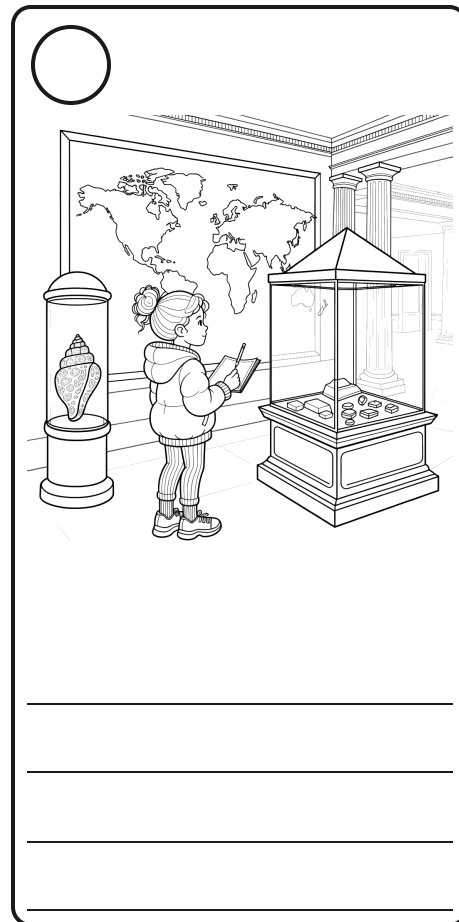
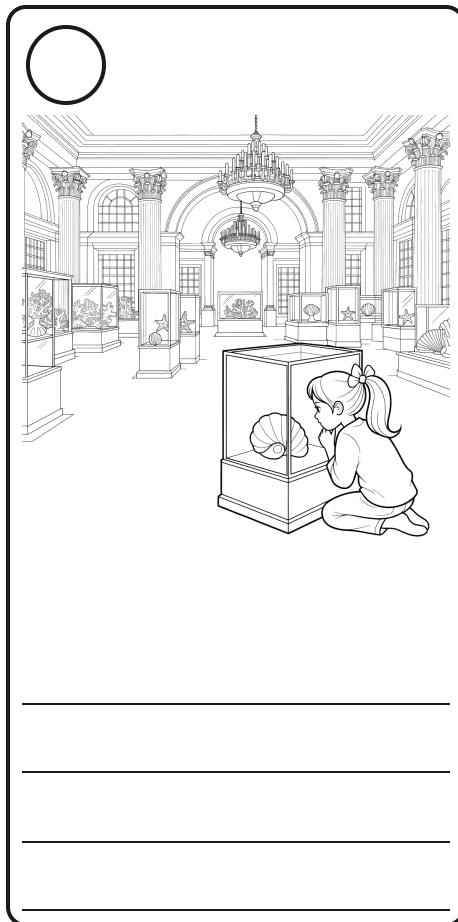
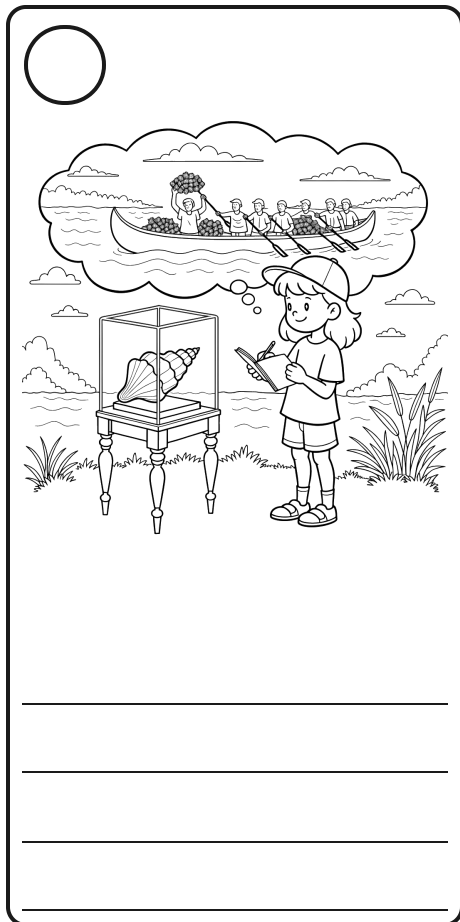
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Coloring with Purpose

Grade 3 · Prepare
The Mystery of the Traveling Shell

Name: _____

Date: _____



Sequence the Scene

1. Reread *The Mystery of the Traveling Shell*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 3.8C, 3.7C, 3.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 3.8(C): Analyze plot elements, including the sequence of events, the conflict, and the resolution.

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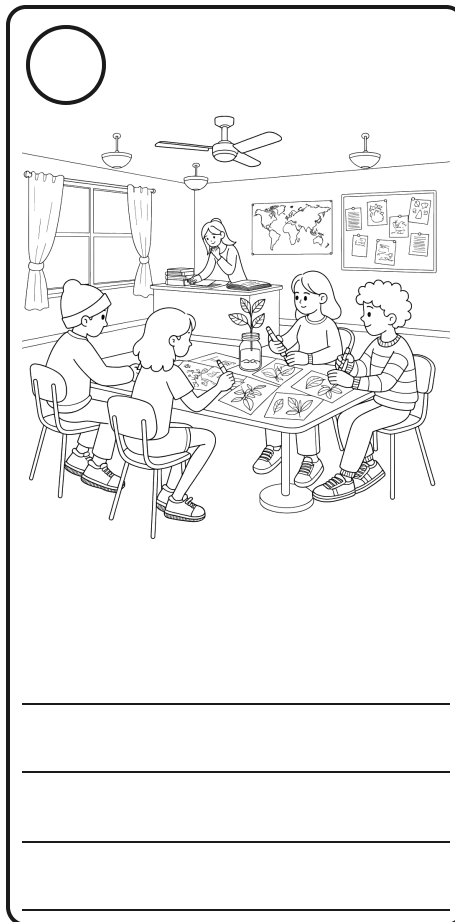
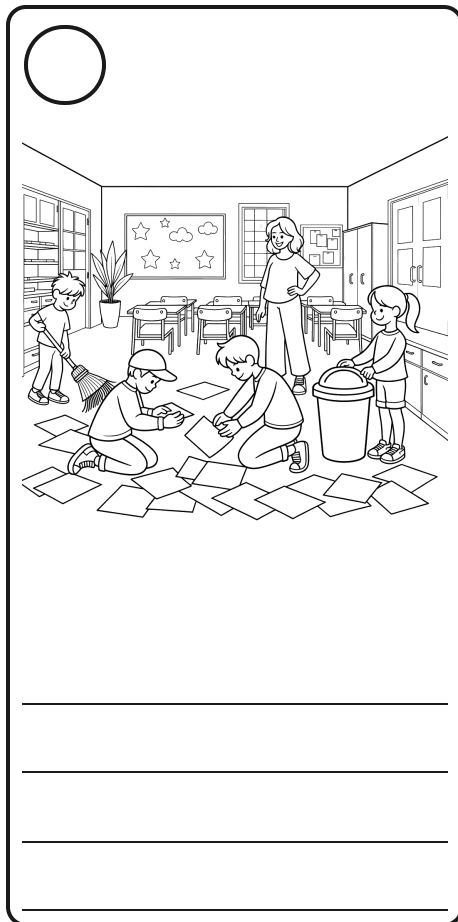
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Grade 3 • Cluster 6

Crash

Name: _____

Date: _____



Sequence the Scene

1. Reread *Crash*. These panels are out of order. Write 1, 2, or 3 in each box to show the order.
2. On the lines under each panel, copy a signal word or a few words from the passage that prove the step.
3. Color the panels.

TEKS Connection: 3.8C, 3.7C, 3.7E. **Why It Matters:** Students use words from the source to put the events in logical order and show each step visually.

TEKS 3.8(C): Analyze plot elements, including the sequence of events, the conflict, and the resolution.

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TEKS SECTION

TEKS 3.8(D)

Explain the influence of the setting on the plot.

Activity	Passage (Cluster)	Page
Setting Labeling	The Mystery of the Traveling Shell (Prepare)	166
Setting Labeling	Crash (Cluster 6)	167

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Name: _____

Date: _____



Setting Labeling

1. Reread *The Mystery of the Traveling Shell*. Label **where** the story happens and two setting details in the picture.
2. How does the setting affect what happens in the story? Copy a sentence that describes the setting, then explain.

3. Color the setting.

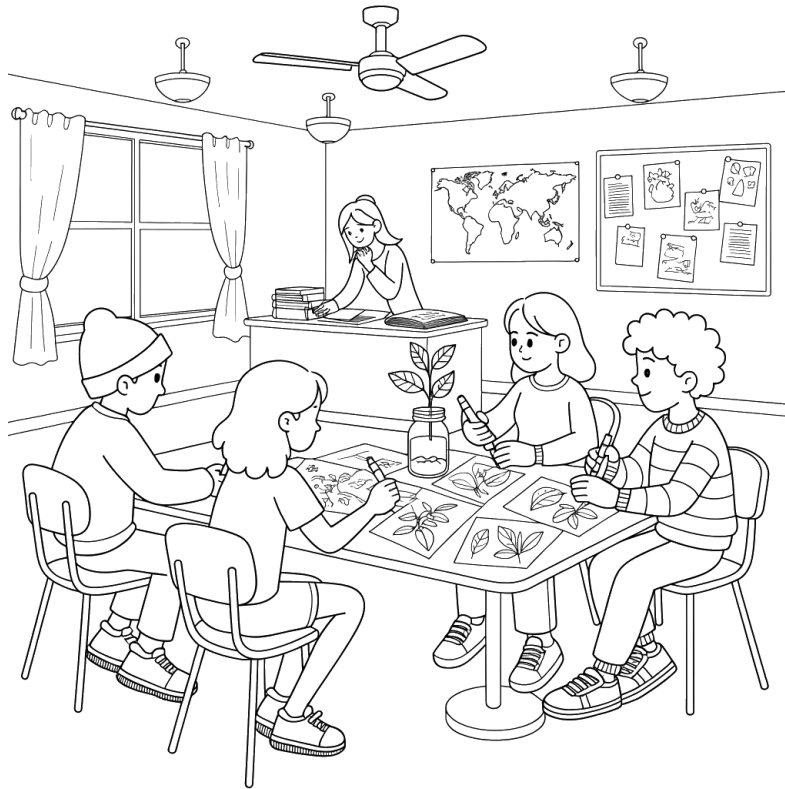
TEKS Connection: 3.8D, 3.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 3.8(D): Explain the influence of the setting on the plot.

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Name: _____

Date: _____



Setting Labeling

1. Reread *Crash*. Label **where** the story happens and two setting details in the picture.
2. How does the setting affect what happens in the story? Copy a sentence that describes the setting, then explain.

3. Color the setting.

TEKS Connection: 3.8D, 3.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 3.8(D): Explain the influence of the setting on the plot.

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TEKS SECTION

TEKS 3.9(B)

Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.

Activity	Passage (Cluster)	Page
Poem Parts Labeling	Why We Need Laws (Poem) (Cluster 3)	169
Poem Parts Labeling	A Dream Can Grow (Cluster 7)	170

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Poem Parts Labeling

1. Reread the poem *Why We Need Laws (Poem)*. Find the words at the ends of the lines that rhyme.
2. Write three rhyming pairs.

3. How many lines are in the poem? Which lines rhyme with each other? Label the rhyme pattern (for example, AABB).

4. Color the picture.

TEKS Connection: 3.9B, 3.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 3.9(B): Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.

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Name: _____

Date: _____



Poem Parts Labeling

1. Reread the poem *A Dream Can Grow*. Find the words at the ends of the lines that rhyme.
2. Write three rhyming pairs.

3. How many lines are in the poem? Which lines rhyme with each other? Label the rhyme pattern (for example, AABB).

4. Color the picture.

TEKS Connection: 3.9B, 3.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 3.9(B): Explain rhyme scheme, sound devices, and structural elements such as stanzas in a variety of poems.

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TEKS SECTION

TEKS 3.9(D)(i)

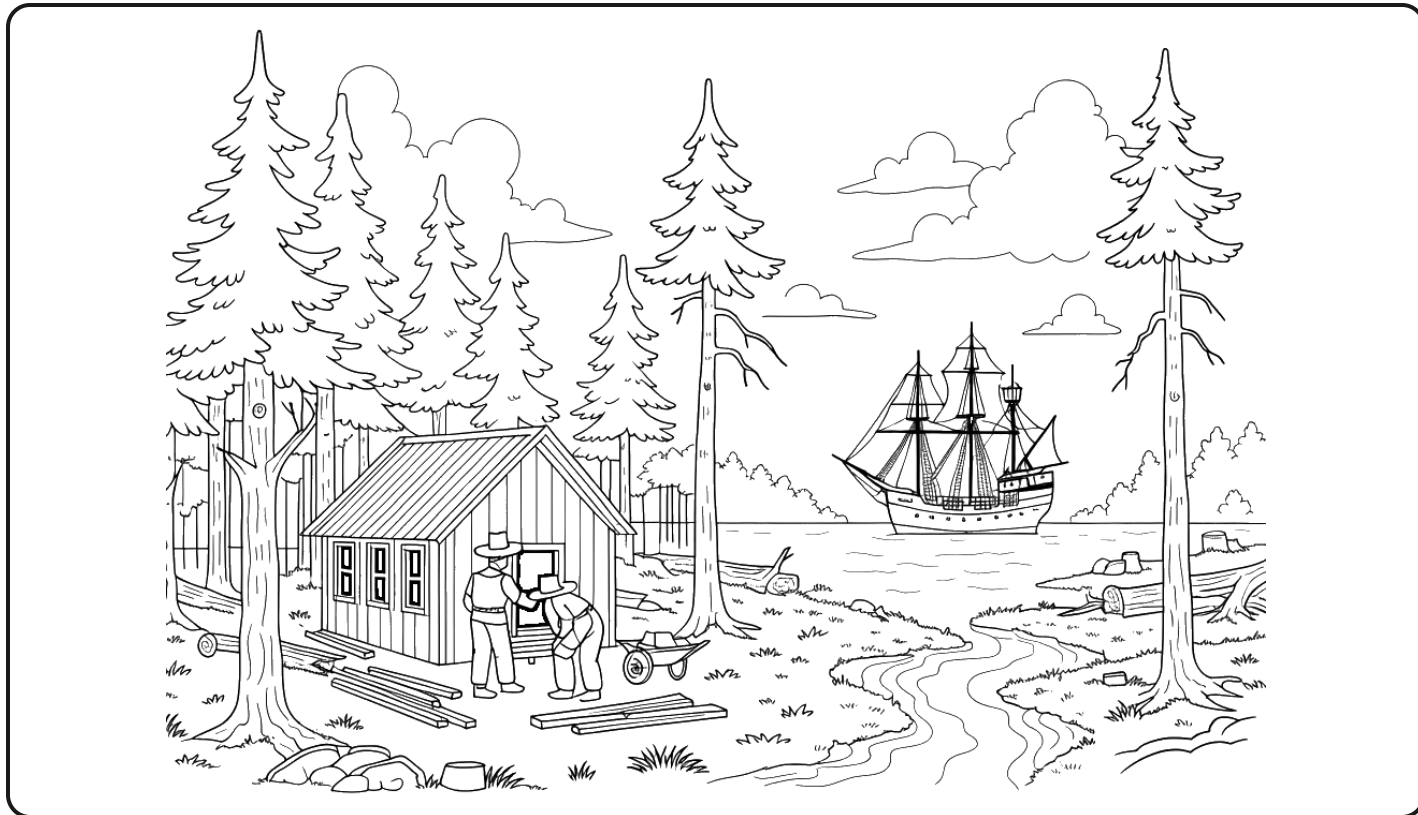
Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

Activity	Passage (Cluster)	Page
Main Idea Caption	The Pilgrims Chose Plymouth (Cluster 1)	172
Main Idea Caption	Laura Ingalls Wilder (Cluster 2)	173
Main Idea Caption	Benjamin Franklin and Electricity (Cluster 4)	174
Main Idea Caption	Henry Ford: Visionary of Travel (Cluster 5)	175
Main Idea Caption	A Place to Grow (Cluster 8)	176

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Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *The Pilgrims Chose Plymouth*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 3.9D(i), 3.7C, 3.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 3.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

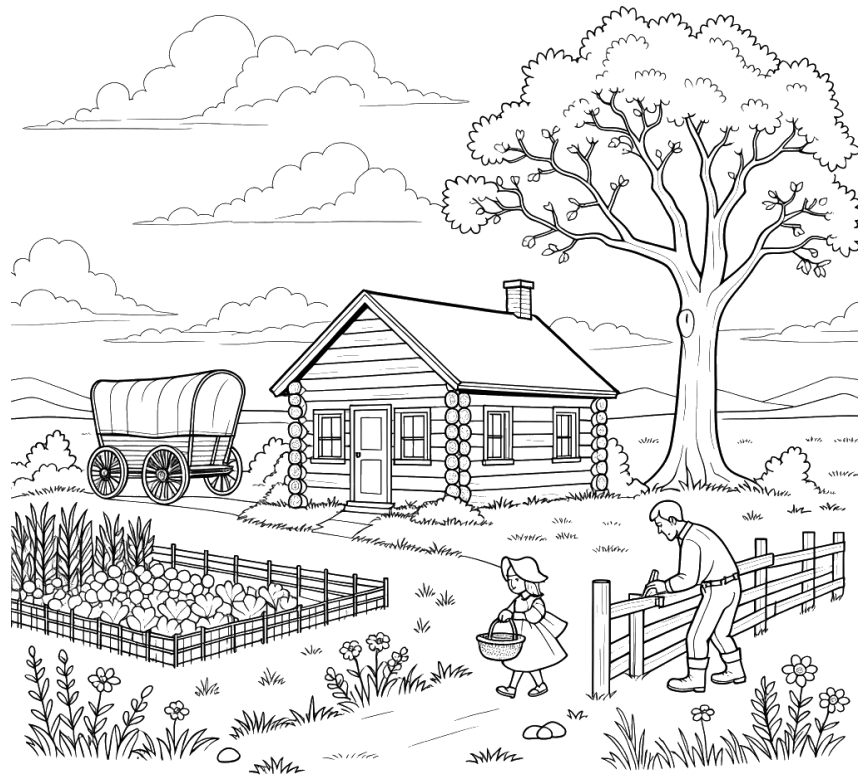
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *Laura Ingalls Wilder*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 3.9D(i), 3.7C, 3.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 3.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *Benjamin Franklin and Electricity*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

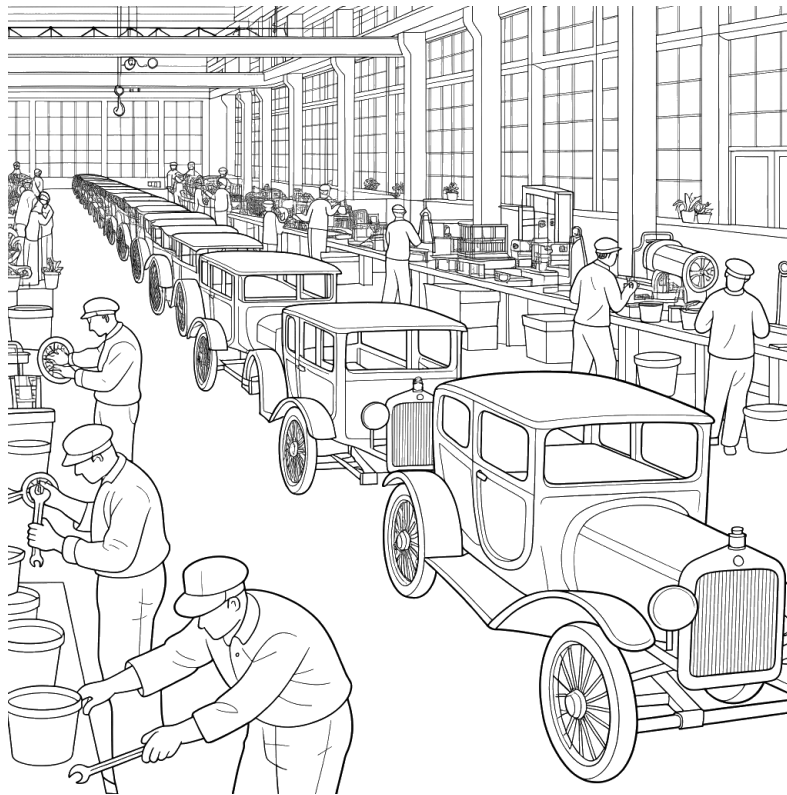
TEKS Connection: 3.9D(i), 3.7C, 3.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 3.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *Henry Ford: Visionary of Travel*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 3.9D(i), 3.7C, 3.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 3.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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Name: _____

Date: _____



Caption: _____

Main Idea Caption

1. Color the scene from *A Place to Grow*.
2. Write a one-sentence caption under the picture that tells the **main idea**.
3. Copy one sentence from the passage that supports your caption.

TEKS Connection: 3.9D(i), 3.7C, 3.7E. **Why It Matters:** Students state the big idea in one sentence and support it with evidence from the source.

TEKS 3.9(D)(i): Recognize characteristics and structures of informational text, including the central idea with supporting evidence.

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TEKS SECTION

TEKS 3.9(D)(ii)

Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

Activity	Passage (Cluster)	Page
Text Feature Labeling	The Pilgrims Chose Plymouth (Cluster 1)	178
Text Feature Labeling	Laura Ingalls Wilder (Cluster 2)	179
Text Feature Labeling	Benjamin Franklin and Electricity (Cluster 4)	180
Text Feature Labeling	Henry Ford: Visionary of Travel (Cluster 5)	181
Text Feature Labeling	A Place to Grow (Cluster 8)	182

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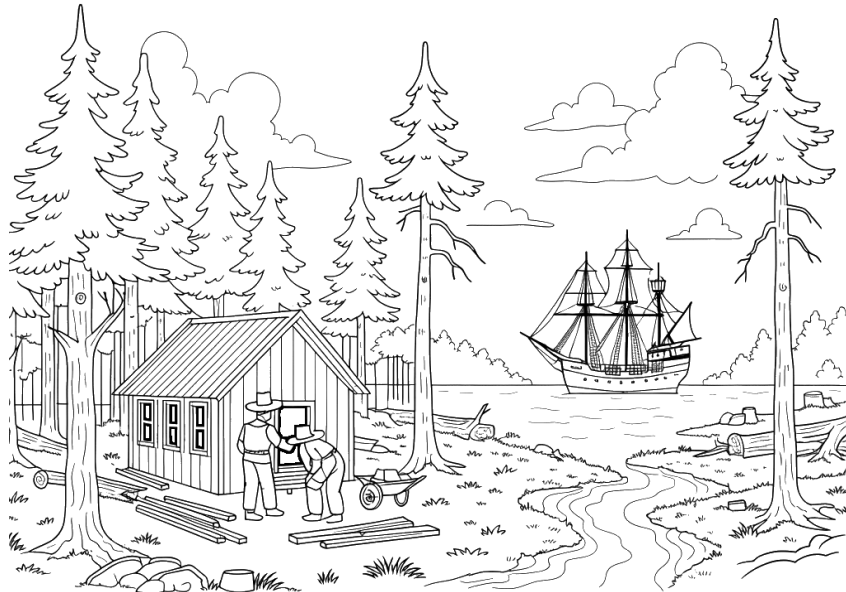
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Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

Name: _____

Date: _____

Heading:



Caption: _____

Bold word from the passage:

Number or date from the passage:

Text Feature Labeling

1. Turn this page into an informational text page about *The Pilgrims Chose Plymouth*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Pick one important word to show in **bold**. Write it darkly. Add a number or date from the passage.
4. Color the picture.

TEKS Connection: 3.9D(ii), 3.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 3.9(D)(ii): Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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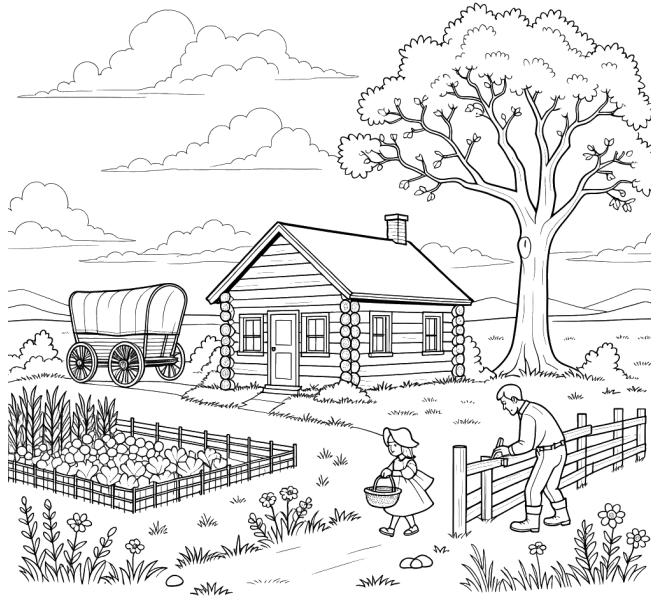
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Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____

Heading:



Caption: _____

Bold word from the passage:

Number or date from the passage:

Text Feature Labeling

1. Turn this page into an informational text page about *Laura Ingalls Wilder*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Pick one important word to show in **bold**. Write it darkly. Add a number or date from the passage.
4. Color the picture.

TEKS Connection: 3.9D(ii), 3.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 3.9(D)(ii): Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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Grade 3 • Cluster 4
**Benjamin Franklin and
Electricity**

Name: _____

Date: _____

Heading:



Caption:

Bold word from the passage:

Number or date from the passage:

Text Feature Labeling

1. Turn this page into an informational text page about *Benjamin Franklin and Electricity*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Pick one important word to show in **bold**. Write it darkly. Add a number or date from the passage.
4. Color the picture.

TEKS Connection: 3.9D(ii), 3.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 3.9(D)(ii): Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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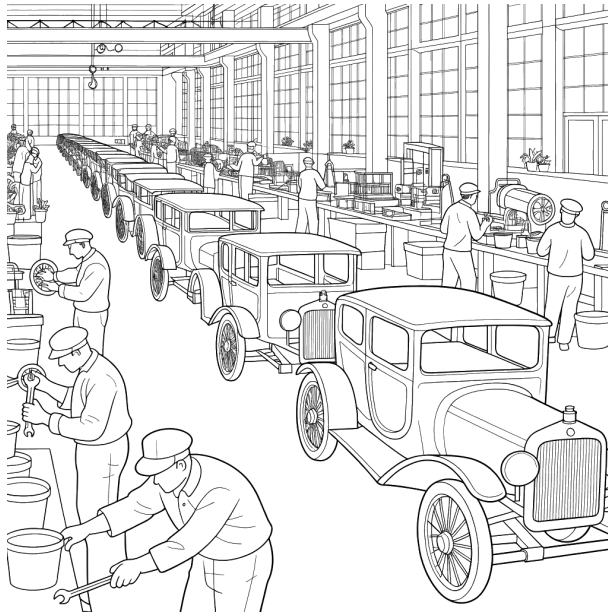
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Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____

Heading:



Caption: _____

Bold word from the passage:

Number or date from the passage:

Text Feature Labeling

1. Turn this page into an informational text page about *Henry Ford: Visionary of Travel*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Pick one important word to show in **bold**. Write it darkly. Add a number or date from the passage.
4. Color the picture.

TEKS Connection: 3.9D(ii), 3.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 3.9(D)(ii): Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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Name: _____

Date: _____

Heading:



Caption:

Bold word from the passage:

Number or date from the passage:

Text Feature Labeling

1. Turn this page into an informational text page about *A Place to Grow*.
2. Write a **heading** in the top box and a **caption** under the picture.
3. Pick one important word to show in **bold**. Write it darkly. Add a number or date from the passage.
4. Color the picture.

TEKS Connection: 3.9D(ii), 3.7E. **Why It Matters:** Students see how text features, poem structure, or setting help a reader understand the source.

TEKS 3.9(D)(ii): Recognize characteristics and structures of informational text, including features such as sections, tables, graphs, timelines, bullets, numbers, and bold and italicized font to support understanding.

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TEKS SECTION

TEKS 3.9(D)(iii)

Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

Activity	Passage (Cluster)	Page
Cause and Effect Panels	The Pilgrims Chose Plymouth (Cluster 1)	184
Cause and Effect Panels	Laura Ingalls Wilder (Cluster 2)	185
Cause and Effect Panels	Benjamin Franklin and Electricity (Cluster 4)	186
Cause and Effect Panels	Henry Ford: Visionary of Travel (Cluster 5)	187
Cause and Effect Panels	A Place to Grow (Cluster 8)	188

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Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

Name: _____

Date: _____

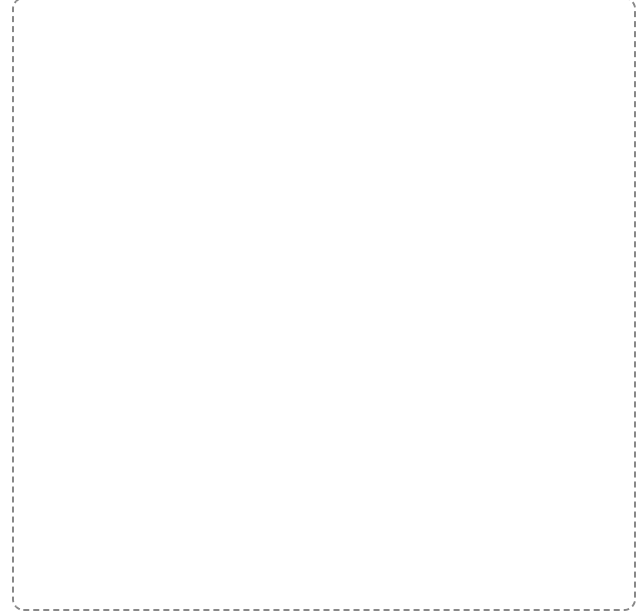
CAUSE



Winter was coming.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *The Pilgrims Chose Plymouth*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 3.9D(iii), 3.7C, 3.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 3.9(D)(iii): Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

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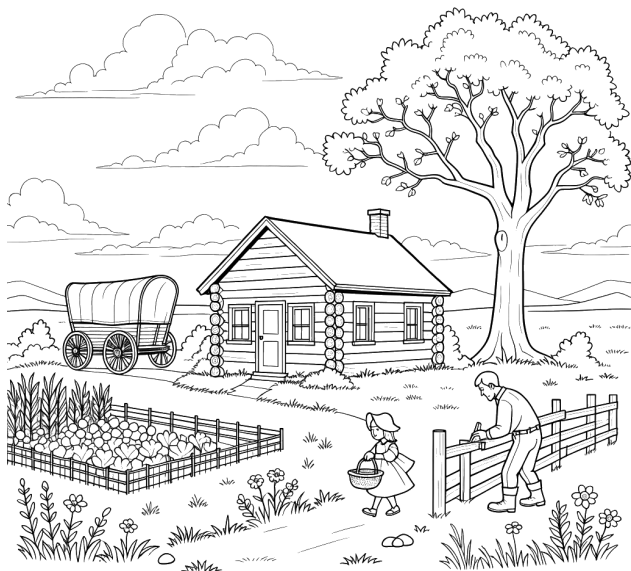
Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____

CAUSE



Laura wanted people to understand what life was like for families long ago.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *Laura Ingalls Wilder*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 3.9D(iii), 3.7C, 3.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 3.9(D)(iii): Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

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Coloring with Purpose

Grade 3 • Cluster 4
**Benjamin Franklin and
Electricity**

Name: _____

Date: _____

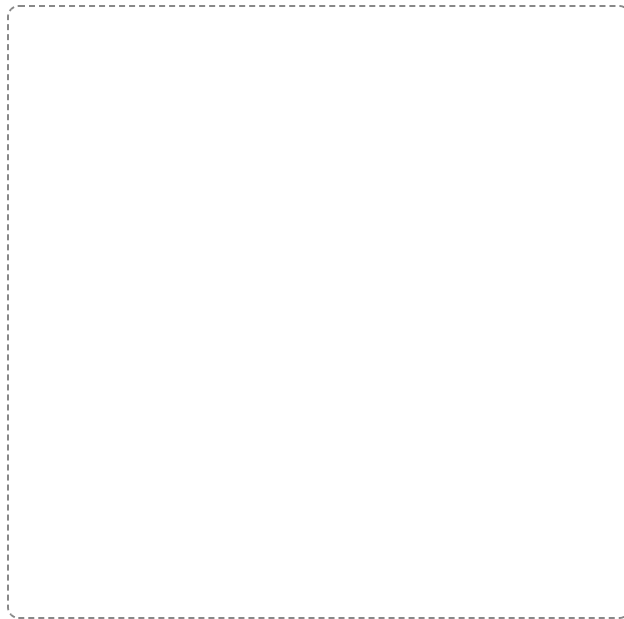
CAUSE



Lightning strikes the rod.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *Benjamin Franklin and Electricity*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 3.9D(iii), 3.7C, 3.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 3.9(D)(iii): Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

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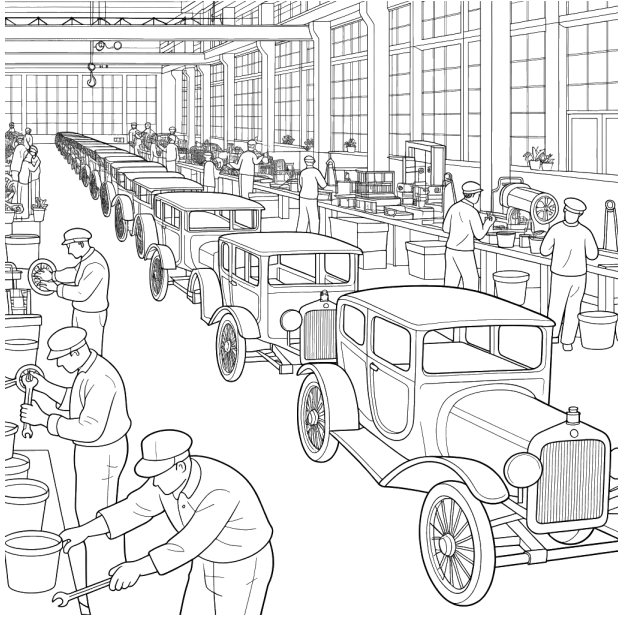
Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____

CAUSE



Henry Ford used an assembly line.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *Henry Ford: Visionary of Travel*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 3.9D(iii), 3.7C, 3.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 3.9(D)(iii): Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

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Coloring with Purpose

Grade 3 • Cluster 8
A Place to Grow

Name: _____

Date: _____

CAUSE



The Nile flooded the nearby land.



EFFECT



Draw what happened because of this.

Cause and Effect Panels

1. Reread *A Place to Grow*. Look at the cause. Draw the effect in the empty box.
2. Copy the sentence from the passage that tells the effect.

3. Color both panels.

TEKS Connection: 3.9D(iii), 3.7C, 3.7E. **Why It Matters:** Students illustrate how one event leads to another and prove the link with text evidence.

TEKS 3.9(D)(iii): Recognize characteristics and structures of informational text, including organizational patterns such as cause and effect and problem and solution.

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TEKS SECTION

TEKS 3.10(A)

Explain the author's purpose and message within a text.

Activity	Passage (Cluster)	Page
Author's Purpose Palette	The Mystery of the Traveling Shell (Prepare)	190
Author's Purpose Palette	The Pilgrims Chose Plymouth (Cluster 1)	191
Author's Purpose Palette	Laura Ingalls Wilder (Cluster 2)	192
Author's Purpose Palette	Why We Need Laws (Poem) (Cluster 3)	193
Author's Purpose Palette	Benjamin Franklin and Electricity (Cluster 4)	194
Author's Purpose Palette	Henry Ford: Visionary of Travel (Cluster 5)	195
Author's Purpose Palette	Crash (Cluster 6)	196
Author's Purpose Palette	A Dream Can Grow (Cluster 7)	197
Author's Purpose Palette	A Place to Grow (Cluster 8)	198

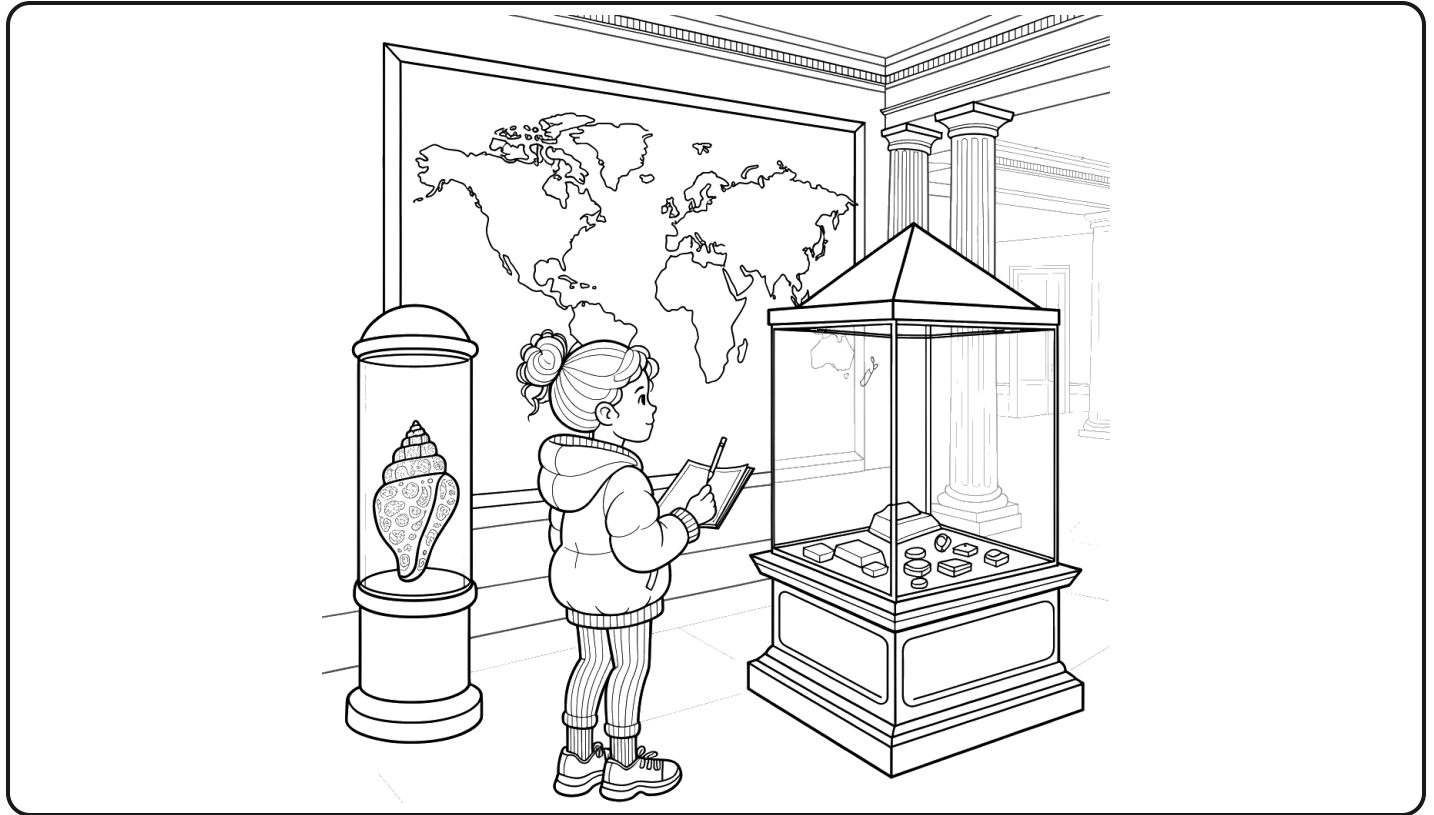
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Coloring with Purpose

Grade 3 · Prepare
The Mystery of the Traveling Shell

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *The Mystery of the Traveling Shell*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 3.10A, 3.7C, 3.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 3.10(A): Explain the author's purpose and message within a text.

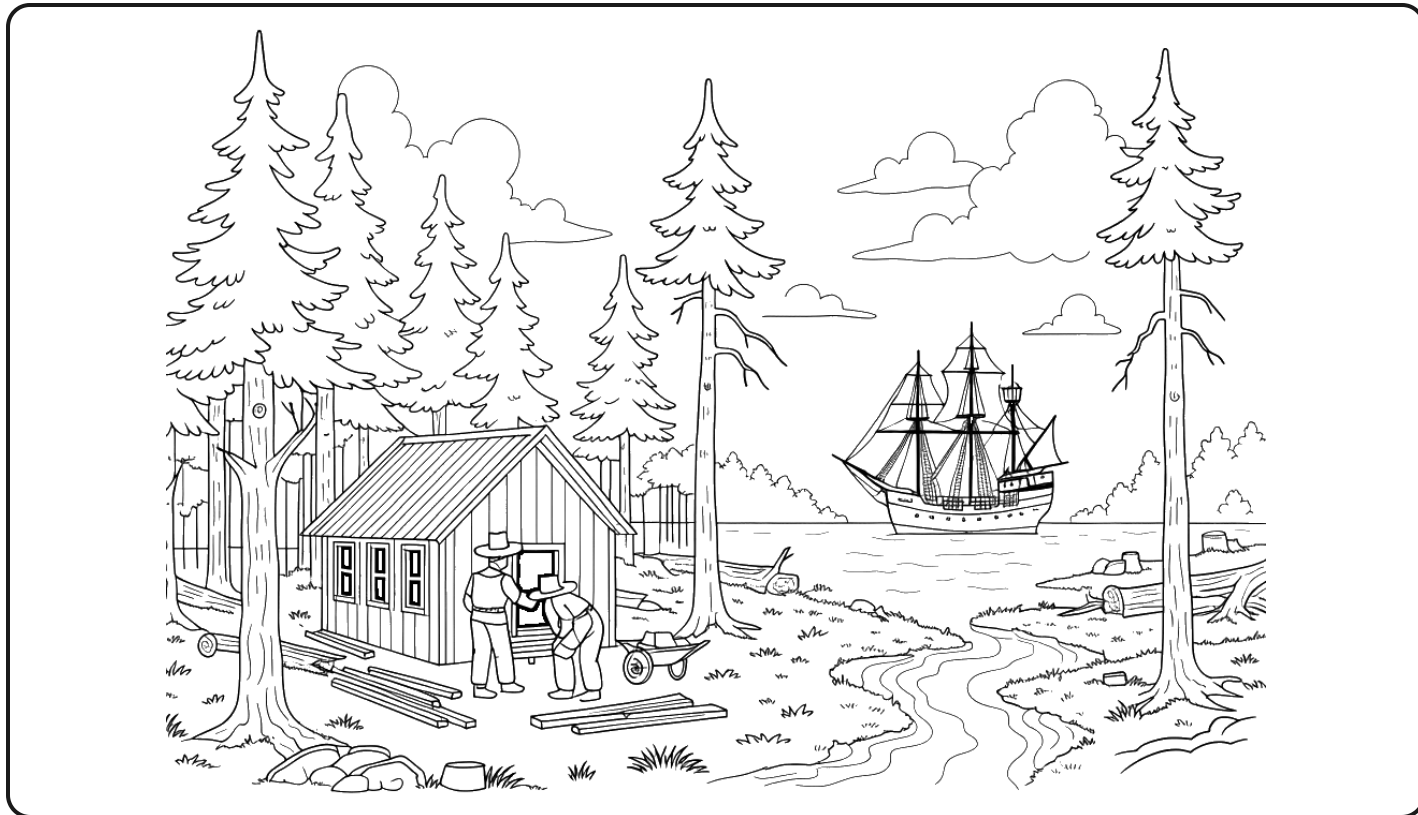
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Coloring with Purpose

Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *The Pilgrims Chose Plymouth*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 3.10A, 3.7C, 3.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 3.10(A): Explain the author's purpose and message within a text.

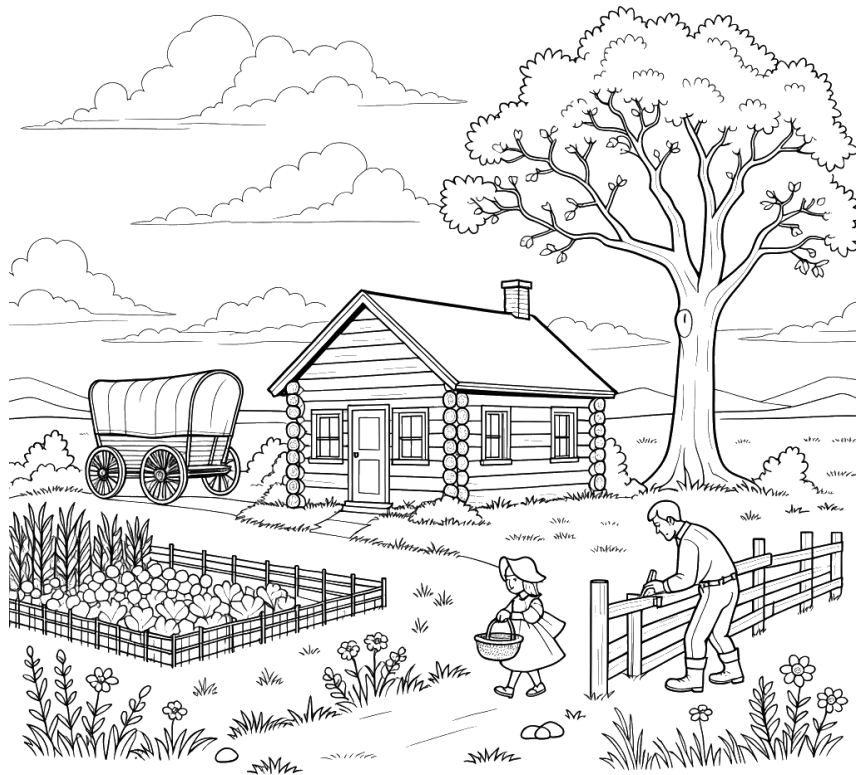
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *Laura Ingalls Wilder*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 3.10A, 3.7C, 3.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 3.10(A): Explain the author's purpose and message within a text.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *Why We Need Laws (Poem)*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 3.10A, 3.7C, 3.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 3.10(A): Explain the author's purpose and message within a text.

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Coloring with Purpose

Grade 3 • Cluster 4
**Benjamin Franklin and
Electricity**

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *Benjamin Franklin and Electricity*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 3.10A, 3.7C, 3.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 3.10(A): Explain the author's purpose and message within a text.

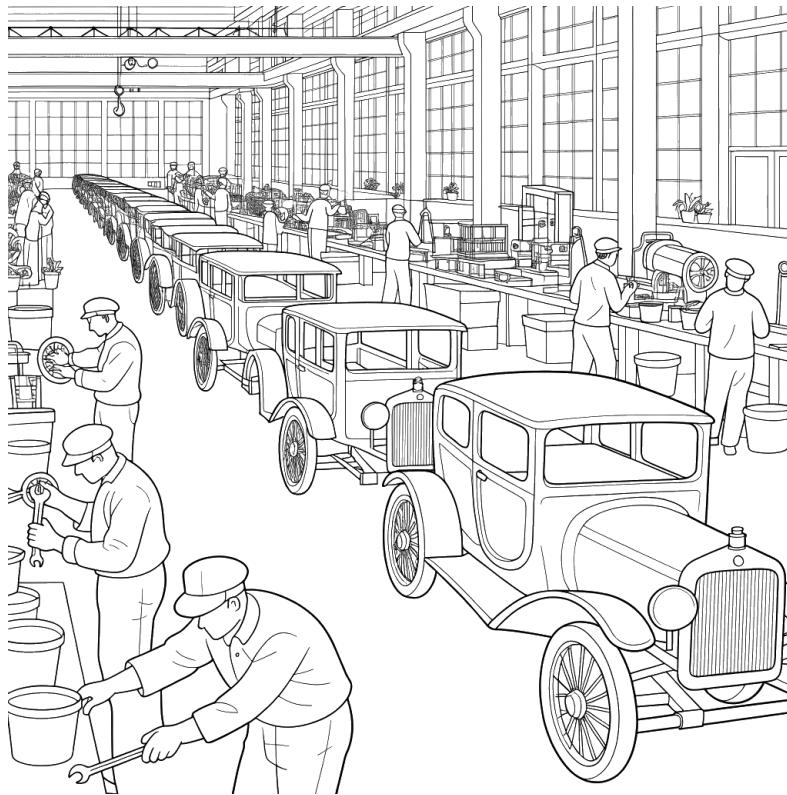
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *Henry Ford: Visionary of Travel*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 3.10A, 3.7C, 3.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 3.10(A): Explain the author's purpose and message within a text.

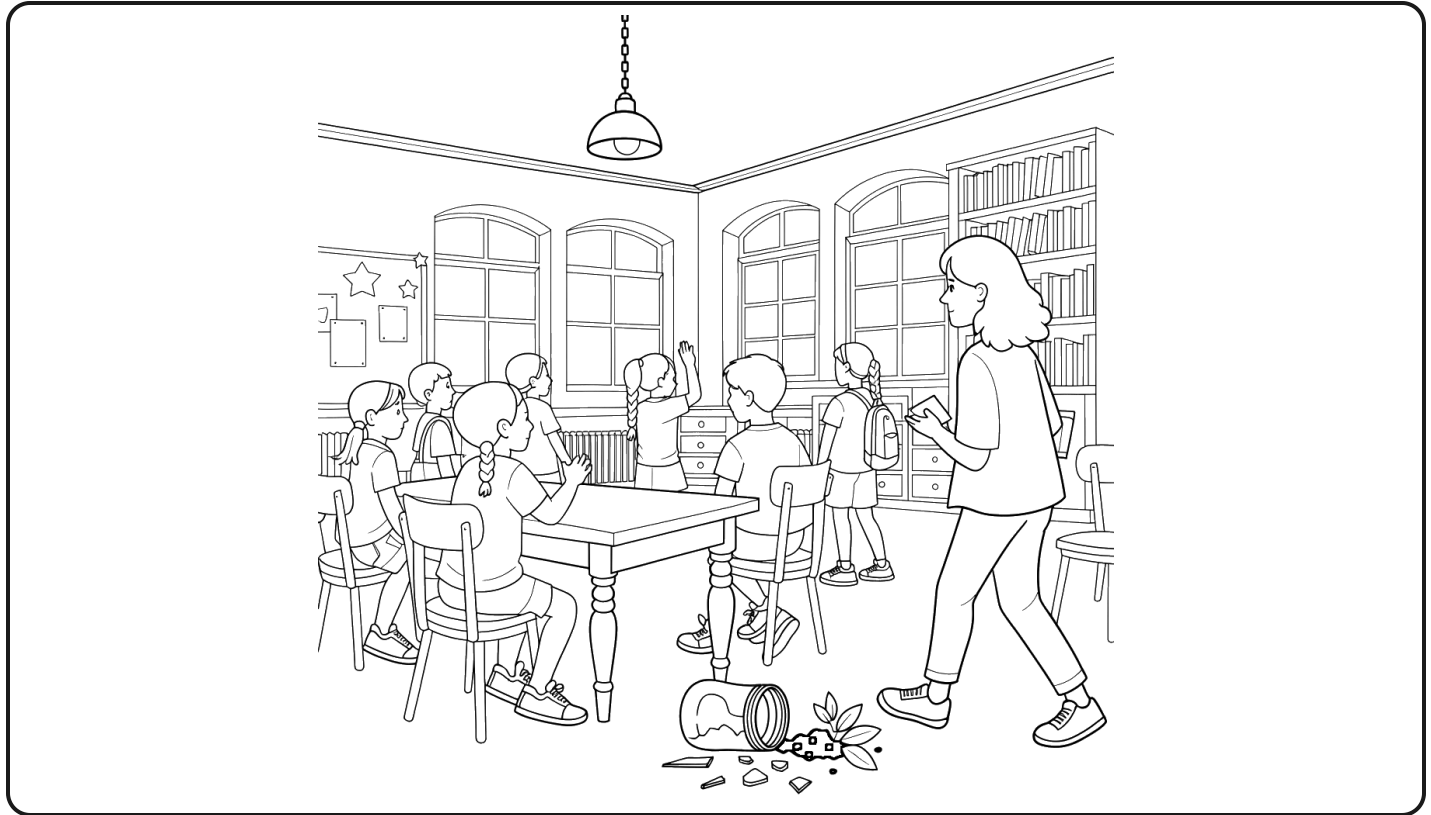
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Coloring with Purpose

Grade 3 • Cluster 6
Crash

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *Crash*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 3.10A, 3.7C, 3.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 3.10(A): Explain the author's purpose and message within a text.

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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *A Dream Can Grow*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 3.10A, 3.7C, 3.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 3.10(A): Explain the author's purpose and message within a text.

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Coloring with Purpose

Grade 3 • Cluster 8
A Place to Grow

Name: _____

Date: _____



to inform

to entertain

to persuade

to explain

Author's Purpose Palette

1. Reread *A Place to Grow*. Color the paint spot that shows the author's main purpose.
2. What message does the author want readers to remember? Copy a sentence that shows it.

3. Color the picture.

TEKS Connection: 3.10A, 3.7C, 3.7E. **Why It Matters:** Students name why the author wrote the text and find the sentence that carries the message.

TEKS 3.10(A): Explain the author's purpose and message within a text.

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TEKS SECTION

TEKS 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.

Activity	Passage (Cluster)	Page
Word Picture	The Mystery of the Traveling Shell (Prepare)	200
Word Picture	The Pilgrims Chose Plymouth (Cluster 1)	201
Word Picture	Laura Ingalls Wilder (Cluster 2)	202
Word Picture	Why We Need Laws (Poem) (Cluster 3)	203
Word Picture	Benjamin Franklin and Electricity (Cluster 4)	204
Word Picture	Henry Ford: Visionary of Travel (Cluster 5)	205
Word Picture	Crash (Cluster 6)	206
Word Picture	A Dream Can Grow (Cluster 7)	207
Word Picture	A Place to Grow (Cluster 8)	208

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Name: _____

Date: _____



Word Picture

1. Reread *The Mystery of the Traveling Shell*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 3.10D, 3.7C, 3.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 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.

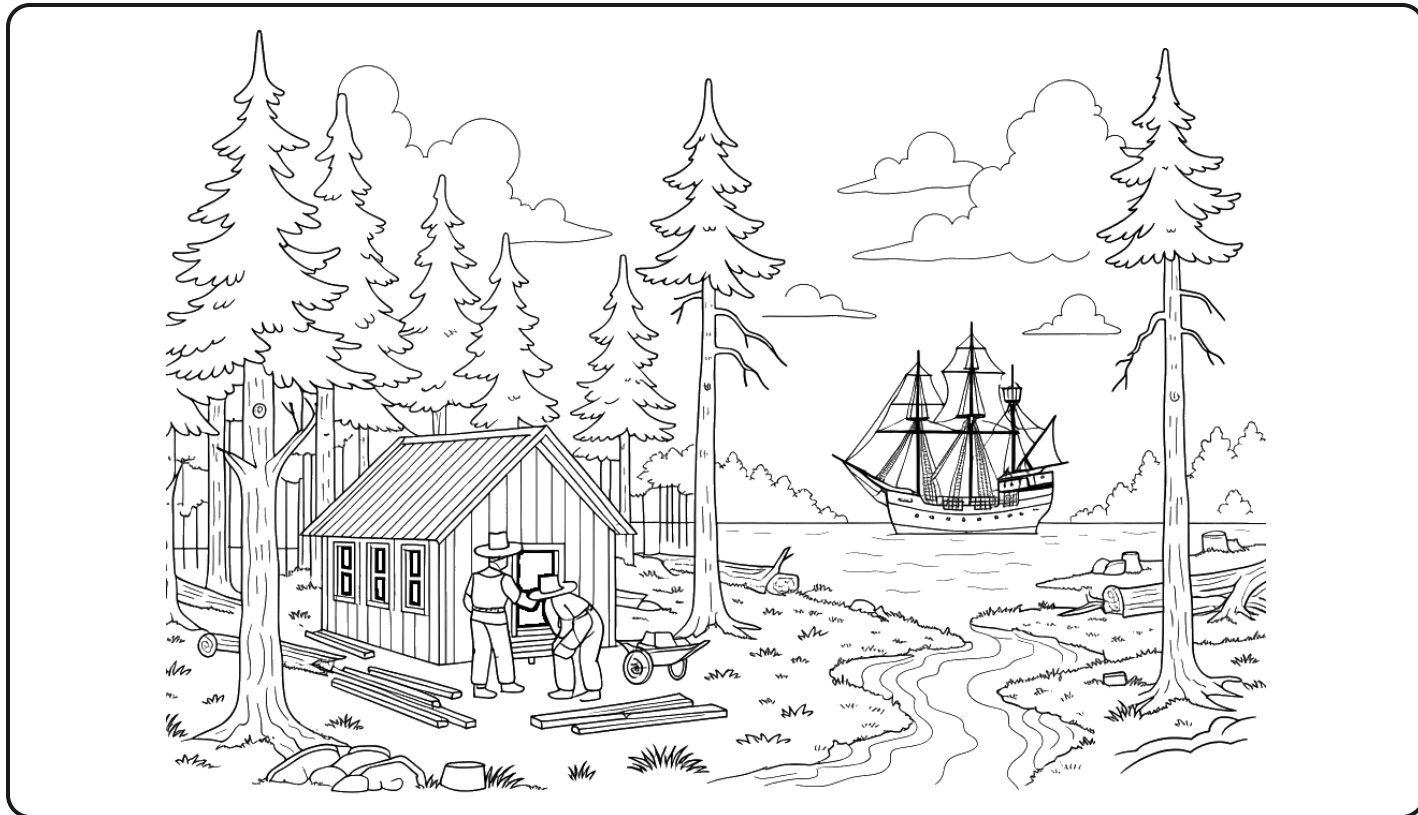
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Coloring with Purpose

Grade 3 • Cluster 1
The Pilgrims Chose Plymouth

Name: _____

Date: _____



Word Picture

1. Reread *The Pilgrims Chose Plymouth*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 3.10D, 3.7C, 3.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 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.

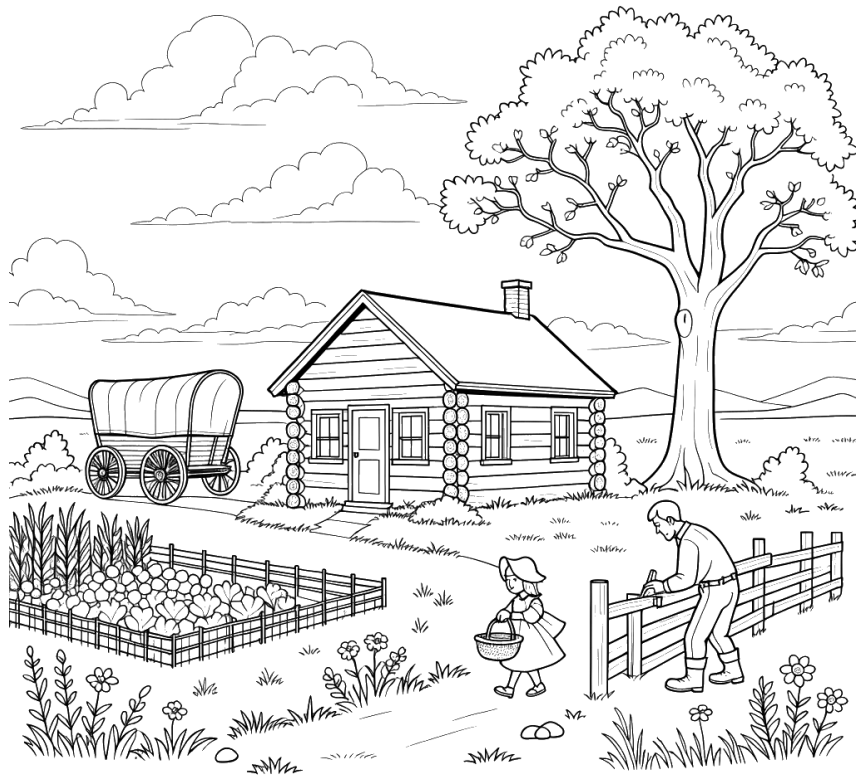
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Coloring with Purpose

Grade 3 • Cluster 2
Laura Ingalls Wilder

Name: _____

Date: _____



Word Picture

1. Reread *Laura Ingalls Wilder*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 3.10D, 3.7C, 3.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 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.

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Coloring with Purpose

Grade 3 • Cluster 3
Why We Need Laws (Poem)

Name: _____

Date: _____



Word Picture

1. Reread *Why We Need Laws (Poem)*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 3.10D, 3.7C, 3.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 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.

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Coloring with Purpose

Grade 3 • Cluster 4
**Benjamin Franklin and
Electricity**

Name: _____

Date: _____



Word Picture

1. Reread *Benjamin Franklin and Electricity*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 3.10D, 3.7C, 3.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 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.

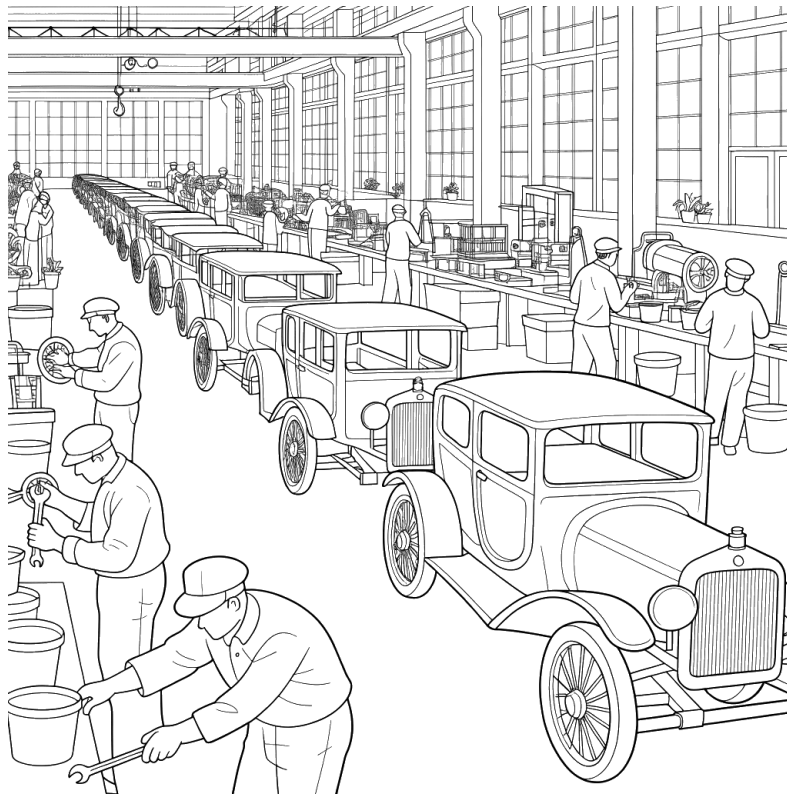
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Coloring with Purpose

Grade 3 • Cluster 5
Henry Ford: Visionary of Travel

Name: _____

Date: _____



Word Picture

1. Reread *Henry Ford: Visionary of Travel*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 3.10D, 3.7C, 3.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 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.

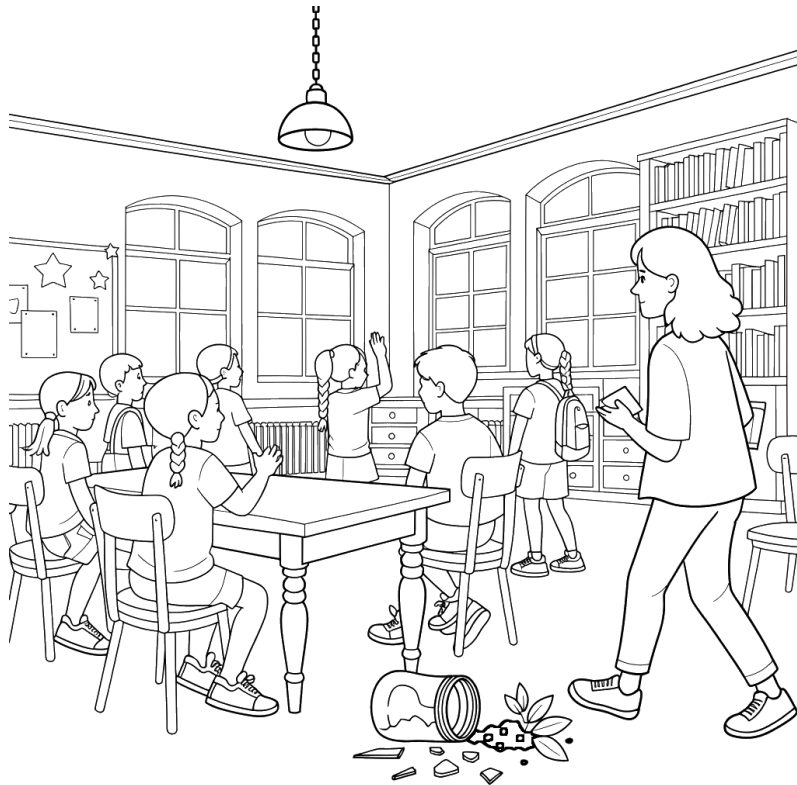
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Coloring with Purpose

Grade 3 • Cluster 6
Crash

Name: _____

Date: _____



Word Picture

1. Reread *Crash*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 3.10D, 3.7C, 3.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 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.

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Coloring with Purpose

Grade 3 • Cluster 7
A Dream Can Grow

Name: _____

Date: _____



Word Picture

1. Reread *A Dream Can Grow*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 3.10D, 3.7C, 3.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 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.

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Name: _____

Date: _____



Word Picture

1. Reread *A Place to Grow*. Find two phrases that help you **see, hear, or feel** what is happening.
2. Copy each phrase. Tell what it helps you picture.

3. Color the picture so it matches the words you chose.

TEKS Connection: 3.10D, 3.7C, 3.7E. **Why It Matters:** Students notice how the author's words create pictures in the reader's mind and show those pictures visually.

TEKS 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.

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Page 10 • Vocabulary Labeling • TEKS 3.3(B) • The Mystery of the Traveling Shell (Prepare)

Meanings: coastal = near the ocean shore; inland = far from the ocean; archaeologists = scientists who study objects from the past; scarcity = not having enough of something. Labels: coastal: the seashell (it came from the coast); archaeologists: the copper pieces they found; inland: Poverty Point on the map; scarcity: the idea behind trading, shown by the objects from far away.

Page 11 • Vocabulary Labeling • TEKS 3.3(B) • The Pilgrims Chose Plymouth (Cluster 1)

Meanings: harbor = a safe place for ships near the shore; anchor = to hold a ship in place; shelters = places that keep people safe from weather; crops = plants grown for food. Labels: harbor: the calm water by the shore; anchor: the ship resting in the harbor; shelters: the house being built; crops: the open land.

Page 12 • Vocabulary Labeling • TEKS 3.3(B) • Laura Ingalls Wilder (Cluster 2)

Meanings: prairie = wide, flat land covered with grass; frontier = the edge of settled land where few people lived; wagon = a cart with wheels pulled by horses; journeys = long trips. Labels: prairie: the wide grassy fields; frontier: the open land around the house; wagon: the covered wagon; journeys: the wagon trips the family took.

Page 13 • Vocabulary Labeling • TEKS 3.3(B) • Why We Need Laws (Poem) (Cluster 3)

Meanings: gathered = came together in one place; rules = what people agree to follow; obey = to follow a rule; communities = places where people live and work together. Labels: gathered: the group around the table; rules: the scroll being written; obey: the people nodding in agreement; communities: the village around them.

Page 14 • Vocabulary Labeling • TEKS 3.3(B) • Benjamin Franklin and Electricity (Cluster 4)

Meanings: conduct = to carry electricity; invention = something new that someone makes; damage = harm to something; rooftops = the tops of buildings. Labels: conduct: the wire carrying the lightning; invention: the lightning rod; damage: what the rod stops; rooftops: the tops of the church and houses.

Page 15 • Vocabulary Labeling • TEKS 3.3(B) • Henry Ford: Visionary of Travel (Cluster 5)

Meanings: assembly line = a line where parts move and are added step by step; affordable = cheap enough to buy; mechanic = a person who fixes machines; transportation = ways people travel. Labels: assembly line: the moving line of cars; affordable: the finished Model T; mechanic: a worker adding parts; transportation: the cars that carry people.

Page 16 • Vocabulary Labeling • TEKS 3.3(B) • Crash (Cluster 6)

Meanings: responsibility = owning what you do; citizen = a member of a group or community; calmly = in a quiet, peaceful way; honesty = telling the truth. Labels: responsibility: Amina owning her mistake; citizen: the students helping their class; calmly: the teacher; honesty: Amina telling the truth.

Page 17 • Vocabulary Labeling • TEKS 3.3(B) • A Dream Can Grow (Cluster 7)

Meanings: journey = a trip from one place to another; hopeful = feeling that good things can happen; kindness = being caring and helpful; future = the time that is still to come. Labels: journey: the dream moving through the town; hopeful: the smiling helpers; kindness: people helping the tree; future: the young tree that will grow tall.

Page 18 • Vocabulary Labeling • TEKS 3.3(B) • A Place to Grow (Cluster 8)

Meanings: fertile = good for growing plants; resources = things people use to live; merchants = people who buy and sell goods; transportation = ways to move people and goods. Labels: fertile: the rich soil in the fields; resources: the water, fish, and crops; merchants: the people with baskets of goods; transportation: the boats.

Answer Key (continued)

Page 20 • Ask the Picture • TEKS 3.6(B) • The Mystery of the Traveling Shell (Prepare)

Model question: How did the seashell travel so far from the ocean? Answer sentence: "The seashell probably reached Poverty Point through long-distance trade." Accept any question answered by the passage.

Page 21 • Ask the Picture • TEKS 3.6(B) • The Pilgrims Chose Plymouth (Cluster 1)

Model question: Why did the Pilgrims choose Plymouth? Answer sentence: "There was also fresh water and land where crops could be planted." Accept any question answered by the passage.

Page 22 • Ask the Picture • TEKS 3.6(B) • Laura Ingalls Wilder (Cluster 2)

Model question: What did Laura write about in her stories? Answer sentence: "Her stories described building homes, growing food, going to school, and helping neighbors." Accept any question answered by the passage.

Page 23 • Ask the Picture • TEKS 3.6(B) • Why We Need Laws (Poem) (Cluster 3)

Model question: Why did people gather together? Answer sentence: "To write fair rules that everyone would obey." Accept any question answered by the passage.

Page 24 • Ask the Picture • TEKS 3.6(B) • Benjamin Franklin and Electricity (Cluster 4)

Model question: How does a lightning rod keep a building safe? Answer sentence: "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building." Accept any question answered by the passage.

Page 25 • Ask the Picture • TEKS 3.6(B) • Henry Ford: Visionary of Travel (Cluster 5)

Model question: Why could only a few people buy cars at first? Answer sentence: "Cars were very rare and very expensive, so only a few people could afford them." Accept any question answered by the passage.

Page 26 • Ask the Picture • TEKS 3.6(B) • Crash (Cluster 6)

Model question: What did Mrs. Ramirez say when Amina told the truth? Answer sentence: "Thank you for telling the truth, Amina." Accept any question answered by the passage.

Page 27 • Ask the Picture • TEKS 3.6(B) • A Dream Can Grow (Cluster 7)

Model question: What do dreams need to grow? Answer sentence: "For dreams need helping hands there too." Accept any question answered by the passage.

Page 28 • Ask the Picture • TEKS 3.6(B) • A Place to Grow (Cluster 8)

Model question: Why did most ancient Egyptians live near the Nile? Answer sentence: "Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert." Accept any question answered by the passage.

Page 30 • What Happens Next • TEKS 3.6(C) • The Mystery of the Traveling Shell (Prepare)

Model prediction: Emsy figures out that people traded goods and wrote her claim that the shell traveled through long-distance trade. Clue: "People at Poverty Point traveled along rivers, which could have helped them move from place to place." Confirming sentence: "The seashell probably reached Poverty Point through long-distance trade."

Page 31 • What Happens Next • TEKS 3.6(C) • The Pilgrims Chose Plymouth (Cluster 1)

Model prediction: The Pilgrims finish their homes and Plymouth becomes their new colony. Clue: "Winter was coming, and the Pilgrims needed to begin building shelters quickly." Confirming sentence: "Soon, Plymouth became the place where they settled and built their new colony."

Page 32 • What Happens Next • TEKS 3.6(C) • Laura Ingalls Wilder (Cluster 2)

Model prediction: Laura grows up and writes books about her life on the prairie. Clue: "She wanted people to understand what life was like for families living long ago." Confirming sentence: "Laura Ingalls Wilder became famous for writing the Little House books."

Answer Key (continued)

Page 33 • What Happens Next • TEKS 3.6(C) • Why We Need Laws (Poem) (Cluster 3)

Model prediction: The people follow their new fair laws, and the town becomes calm and safe. Clue: "To write fair rules that everyone would obey." Confirming sentence: "Communities could grow more safe and true."

Page 34 • What Happens Next • TEKS 3.6(C) • Benjamin Franklin and Electricity (Cluster 4)

Model prediction: Franklin invents the lightning rod and puts it on buildings to keep them safe. Clue: "Franklin studied electricity and wondered if there was a way to guide lightning safely into the ground." Confirming sentence: "He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground."

Page 35 • What Happens Next • TEKS 3.6(C) • Henry Ford: Visionary of Travel (Cluster 5)

Model prediction: Many families buy cars and drive on roads between towns. Clue: "Henry Ford believed that cars should be available for everyday families." Confirming sentence: "Many families who had never owned a car before were finally able to buy one."

Page 36 • What Happens Next • TEKS 3.6(C) • Crash (Cluster 6)

Model prediction: Amina tells the truth, and her teacher thanks her. Clue: "For a moment, Amina wondered if she should stay quiet." Confirming sentence: "Amina took a deep breath and raised her hand."

Page 37 • What Happens Next • TEKS 3.6(C) • A Dream Can Grow (Cluster 7)

Model prediction: The dream spreads to many people who work together to help it grow. Clue: "Until another dreams it too." Confirming sentence: "But many hearts can help it grow."

Page 38 • What Happens Next • TEKS 3.6(C) • A Place to Grow (Cluster 8)

Model prediction: Villages grow into cities along the Nile. Clue: "Farmers, merchants, builders, and families all benefited from the river." Confirming sentence: "Over time, villages and cities grew near the Nile."

Page 40 • Connection Corner • TEKS 3.6(E) • The Mystery of the Traveling Shell (Prepare)

Look-fors: Personal: a time the student solved a puzzle or found a clue. Other text: A Place to Grow (Cluster 8) also explains trade at Poverty Point. Society: people still trade today to get things they do not have.

Page 41 • Connection Corner • TEKS 3.6(E) • The Pilgrims Chose Plymouth (Cluster 1)

Look-fors: Personal: a time the student moved or chose a place to play or sit. Other text: Life Along the Nile River and A Place to Grow (Cluster 8) also show people settling near water. Society: towns today still grow near water and roads.

Page 42 • Connection Corner • TEKS 3.6(E) • Laura Ingalls Wilder (Cluster 2)

Look-fors: Personal: a story the student's family tells about the past. Other text: Carmen Lomas Garza also shares family life through art and books. Society: museums, books, and families keep history alive.

Page 43 • Connection Corner • TEKS 3.6(E) • Why We Need Laws (Poem) (Cluster 3)

Look-fors: Personal: a classroom or game rule that keeps things fair. Other text: Crash and The Good Citizen (Cluster 6) show people doing the right thing. Society: towns and states make laws today.

Page 44 • Connection Corner • TEKS 3.6(E) • Benjamin Franklin and Electricity (Cluster 4)

Look-fors: Personal: a time the student solved a problem in a new way. Other text: The Founding Fathers also names Benjamin Franklin as a leader. Society: buildings today still use lightning rods.

Page 45 • Connection Corner • TEKS 3.6(E) • Henry Ford: Visionary of Travel (Cluster 5)

Look-fors: Personal: how the student's family travels today. Other text: Sam Walton also had an idea that helped everyday families. Society: roads and cars connect towns today.

Page 46 • Connection Corner • TEKS 3.6(E) • Crash (Cluster 6)

Look-fors: Personal: a time the student told the truth about a mistake. Other text: The Good Citizen also shows a student making things right. Society: good citizens are honest in their communities.

Answer Key (continued)

Page 47 • Connection Corner • TEKS 3.6(E) • A Dream Can Grow (Cluster 7)

Look-fors: Personal: a dream or goal the student shares with a friend. Other text: What Will You Give? also asks readers to help others. Society: people work together on community projects.

Page 48 • Connection Corner • TEKS 3.6(E) • A Place to Grow (Cluster 8)

Look-fors: Personal: where the student's own town gets its water. Other text: Life Along the Nile River and The Pilgrims Chose Plymouth (Cluster 1) also show people settling near water. Society: cities today still grow near rivers and coasts.

Page 50 • Cause and Effect Panels • TEKS 3.6(F) • The Mystery of the Traveling Shell (Prepare)

Effect: They traded what they had for valuable goods from other places, so a seashell could travel far inland. Sentence: "They could trade what they had for valuable goods from other places."

Page 51 • Cause and Effect Panels • TEKS 3.6(F) • Why We Need Laws (Poem) (Cluster 3)

Effect: Communities grew safer and fairer. Sentence: "Communities could grow more safe and true."

Page 52 • Cause and Effect Panels • TEKS 3.6(F) • Crash (Cluster 6)

Effect: The glass jar fell to the floor and broke. Sentence: "The glass jar fell to the floor and broke."

Page 53 • Cause and Effect Panels • TEKS 3.6(F) • A Dream Can Grow (Cluster 7)

Effect: Another person begins to dream it too. Sentence: "Until another dreams it too."

Page 54 • Feelings Faces • TEKS 3.6(F) • The Mystery of the Traveling Shell (Prepare)

Feeling: curious and puzzled. Evidence: "'That's strange,' she whispered."

Page 55 • Feelings Faces • TEKS 3.6(F) • The Pilgrims Chose Plymouth (Cluster 1)

Feeling: worried or in a hurry, because winter was near. Evidence: "Winter was coming, and the Pilgrims needed to begin building shelters quickly."

Page 56 • Feelings Faces • TEKS 3.6(F) • Laura Ingalls Wilder (Cluster 2)

Feeling: happy and interested (enjoying the story). Evidence: "Many readers enjoyed learning about Laura, her sisters, and her parents."

Page 57 • Feelings Faces • TEKS 3.6(F) • Why We Need Laws (Poem) (Cluster 3)

Feeling: sad or left out, because strong voices always won. Evidence: "Strong voices won while quiet ones stayed brittle."

Page 58 • Feelings Faces • TEKS 3.6(F) • Benjamin Franklin and Electricity (Cluster 4)

Feeling: curious. Evidence: "He was born in 1706 in Boston and grew up curious about how things worked."

Page 59 • Feelings Faces • TEKS 3.6(F) • Henry Ford: Visionary of Travel (Cluster 5)

Feeling: interested and determined. Evidence: "He was especially interested in engines and tools."

Page 60 • Feelings Faces • TEKS 3.6(F) • A Dream Can Grow (Cluster 7)

Feeling: hopeful and lifted up. Evidence: "And lifts our hearts when we feel down."

Page 61 • Feelings Faces • TEKS 3.6(F) • A Place to Grow (Cluster 8)

Feeling: thankful for the river. Evidence: "Farmers, merchants, builders, and families all benefited from the river."

Page 63 • Find the Extra Detail • TEKS 3.6(I) • The Mystery of the Traveling Shell (Prepare)

Extra detail: the dinosaur skeleton. The passage names a seashell, a map, and copper, but never a dinosaur.

Page 64 • Find the Extra Detail • TEKS 3.6(I) • The Pilgrims Chose Plymouth (Cluster 1)

Extra detail: the lighthouse. The passage names forests, fresh water, land for crops, and the harbor, but never a lighthouse.

Page 65 • Find the Extra Detail • TEKS 3.6(I) • Laura Ingalls Wilder (Cluster 2)

Extra detail: the car. The passage says the family traveled by wagon. It never mentions a car.

Answer Key (continued)

Page 66 • Find the Extra Detail • TEKS 3.6(I) • Why We Need Laws (Poem) (Cluster 3)

Extra detail: the king on the throne. The poem says the people gathered to write rules together. It never mentions a king.

Page 67 • Find the Extra Detail • TEKS 3.6(I) • Benjamin Franklin and Electricity (Cluster 4)

Extra detail: the kite. Many people know a kite story about Franklin, but this passage never mentions a kite.

Page 68 • Find the Extra Detail • TEKS 3.6(I) • Henry Ford: Visionary of Travel (Cluster 5)

Extra detail: the airplane. The passage tells about cars, horses, and wagons, but never an airplane.

Page 69 • Find the Extra Detail • TEKS 3.6(I) • Crash (Cluster 6)

Extra detail: the dog. The story names Amina, Diego, Mei, Jamal, and Mrs. Ramirez, but never a dog.

Page 70 • Find the Extra Detail • TEKS 3.6(I) • A Dream Can Grow (Cluster 7)

Extra detail: the hot air balloon. The poem tells about hearts, voices, classrooms, homes, and towns, but never a balloon.

Page 71 • Find the Extra Detail • TEKS 3.6(I) • A Place to Grow (Cluster 8)

Extra detail: the pyramids. Many people know about pyramids, but this passage never mentions them.

Page 73 • Find the Missing Detail • TEKS 3.7(C) • The Mystery of the Traveling Shell (Prepare)

Missing detail: the map (draw it on the museum wall behind Emsy). Proof sentence: "Her second clue was a map."

Page 74 • Find the Missing Detail • TEKS 3.7(C) • The Pilgrims Chose Plymouth (Cluster 1)

Missing detail: the ship anchored in the harbor (draw it in the harbor on the water). Proof sentence: "The harbor made it possible for their ship to anchor safely."

Page 75 • Find the Missing Detail • TEKS 3.7(C) • Laura Ingalls Wilder (Cluster 2)

Missing detail: the wagon (draw it beside the small house). Proof sentence: "They traveled by wagon and lived in small houses on the prairie."

Page 76 • Find the Missing Detail • TEKS 3.7(C) • Why We Need Laws (Poem) (Cluster 3)

Missing detail: the paper or scroll where the rules are written (draw it in the middle of the gathered people). Proof sentence: "To write fair rules that everyone would obey."

Page 77 • Find the Missing Detail • TEKS 3.7(C) • Benjamin Franklin and Electricity (Cluster 4)

Missing detail: the lightning rod and its wire (draw it on top of the house roof, with a wire down the wall into the ground). Proof sentence: "He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground."

Page 78 • Find the Missing Detail • TEKS 3.7(C) • Henry Ford: Visionary of Travel (Cluster 5)

Missing detail: the machine he is taking apart (draw it in young Henry's hands). Proof sentence: "When Henry was young, he enjoyed taking machines apart to see how they worked."

Page 79 • Find the Missing Detail • TEKS 3.7(C) • Crash (Cluster 6)

Missing detail: the broken glass jar on the floor (draw it on the floor beside the table). Proof sentence: "The glass jar fell to the floor and broke."

Page 80 • Find the Missing Detail • TEKS 3.7(C) • A Dream Can Grow (Cluster 7)

Missing detail: the many people helping the dream (the tree) grow (draw it around the young tree in the park). Proof sentence: "But many hearts can help it grow."

Page 81 • Find the Missing Detail • TEKS 3.7(C) • A Place to Grow (Cluster 8)

Missing detail: the boats on the Nile (draw it on the river). Proof sentence: "Instead of struggling across the hot desert, travelers could use boats on the Nile."

Answer Key (continued)

Page 82 • Color the Evidence • TEKS 3.7(C) • The Mystery of the Traveling Shell (Prepare)

Color: the seashell; the map; the copper pieces. Leave Emsy, the floor, and the walls uncolored. Proof sentences may include: "Her first clue was the shell itself." "Her second clue was a map." "Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away."

Page 83 • Color Plymouth From the Evidence • TEKS 3.7(C) • The Pilgrims Chose Plymouth (Cluster 1)

Color: the tall trees of the forest; the fresh water (stream); the harbor and the anchored ship; the open land for crops. Leave the Pilgrims and the clouds uncolored. Proof sentences may include: "Nearby were forests filled with tall trees that could be used to build homes and ships." "There was also fresh water and land where crops could be planted." "The harbor made it possible for their ship to anchor safely."

Page 84 • Color the Evidence • TEKS 3.7(C) • Laura Ingalls Wilder (Cluster 2)

Color: the small house; the wagon; the garden (growing food); the wide fields. Leave the sky and the clouds uncolored. Proof sentences may include: "They traveled by wagon and lived in small houses on the prairie." "Her stories described building homes, growing food, going to school, and helping neighbors." "People could picture the wide fields, the small homes, and the busy days on the farm."

Page 85 • Color the Evidence • TEKS 3.7(C) • Why We Need Laws (Poem) (Cluster 3)

Color: the people arguing and pointing; the basket full of food; the empty basket. Leave the sky, the buildings, and the ground uncolored. Proof sentences may include: "Long ago people argued over land and things," "Some took more food while others had too little," "Disagreements spread like storms across the town,"

Page 86 • Color the Evidence • TEKS 3.7(C) • Benjamin Franklin and Electricity (Cluster 4)

Color: the metal rod on the roof; the wire running down the wall; the ground where the wire ends. Leave Franklin, the barn, and the clouds uncolored. Proof sentences may include: "He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground." "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building."

Page 87 • Color the Evidence • TEKS 3.7(C) • Henry Ford: Visionary of Travel (Cluster 5)

Color: the workers standing in their places; the car parts moving down the line; the cars being built step by step. Leave the windows and the walls uncolored. Proof sentences may include: "Workers stayed in one place while parts moved down a line and were added step by step." "This made building cars faster and less expensive."

Page 88 • Color the Evidence • TEKS 3.7(C) • Crash (Cluster 6)

Color: the two students picking up papers (Diego and Mei); the student with the broom (Jamal). Leave Amina, the teacher, and the classroom uncolored. Proof sentences may include: "Diego and Mei helped pick up the papers while Jamal brought a broom."

Page 89 • Color the Evidence • TEKS 3.7(C) • A Dream Can Grow (Cluster 7)

Color: the school (classrooms); the houses (homes); the town. Leave the people, the tree, and the sky uncolored. Proof sentences may include: "It moves through classrooms, homes, and towns,"

Page 90 • Color the Evidence • TEKS 3.7(C) • A Place to Grow (Cluster 8)

Color: the river water; the rich soil and the crops; the fish; the boats that moved people and goods. Leave the desert, the sky, and the people uncolored. Proof sentences may include: "After the floodwaters went down, fertile soil remained." "The river also provided fish, drinking water, and a way to move people and goods."

Page 91 • Compare Two Pictures • TEKS 3.7(C) • The Mystery of the Traveling Shell (Prepare)

Picture 1 matches the passage. Picture 2 adds the dinosaur skeleton. The passage names a seashell, a map, and copper, but never a dinosaur. Differences circled will vary; accept any three real differences.

Answer Key (continued)

Page 92 • Compare Two Pictures • TEKS 3.7(C) • The Pilgrims Chose Plymouth (Cluster 1)

Picture 1 matches the passage. Picture 2 adds the lighthouse. The passage names forests, fresh water, land for crops, and the harbor, but never a lighthouse. Differences circled will vary; accept any three real differences.

Page 93 • Compare Two Pictures • TEKS 3.7(C) • Laura Ingalls Wilder (Cluster 2)

Picture 1 matches the passage. Picture 2 adds the car. The passage says the family traveled by wagon. It never mentions a car. Differences circled will vary; accept any three real differences.

Page 94 • Compare Two Pictures • TEKS 3.7(C) • Why We Need Laws (Poem) (Cluster 3)

Picture 1 matches the passage. Picture 2 adds the king on the throne. The poem says the people gathered to write rules together. It never mentions a king. Differences circled will vary; accept any three real differences.

Page 95 • Compare Two Pictures • TEKS 3.7(C) • Benjamin Franklin and Electricity (Cluster 4)

Picture 1 matches the passage. Picture 2 adds the kite. Many people know a kite story about Franklin, but this passage never mentions a kite. Differences circled will vary; accept any three real differences.

Page 96 • Compare Two Pictures • TEKS 3.7(C) • Henry Ford: Visionary of Travel (Cluster 5)

Picture 1 matches the passage. Picture 2 adds the airplane. The passage tells about cars, horses, and wagons, but never an airplane. Differences circled will vary; accept any three real differences.

Page 97 • Compare Two Pictures • TEKS 3.7(C) • Crash (Cluster 6)

Picture 1 matches the passage. Picture 2 adds the dog. The story names Amina, Diego, Mei, Jamal, and Mrs. Ramirez, but never a dog. Differences circled will vary; accept any three real differences.

Page 98 • Compare Two Pictures • TEKS 3.7(C) • A Dream Can Grow (Cluster 7)

Picture 1 matches the passage. Picture 2 adds the hot air balloon. The poem tells about hearts, voices, classrooms, homes, and towns, but never a balloon. Differences circled will vary; accept any three real differences.

Page 99 • Compare Two Pictures • TEKS 3.7(C) • A Place to Grow (Cluster 8)

Picture 1 matches the passage. Picture 2 adds the pyramids. Many people know about pyramids, but this passage never mentions them. Differences circled will vary; accept any three real differences.

Page 101 • Paraphrase the Picture • TEKS 3.7(D) • The Mystery of the Traveling Shell (Prepare)

Model paraphrase: Emsy uses clues like the shell, a map of rivers, and copper from far away to figure out that people long ago traded to bring the shell to Poverty Point. Look-fors: own words, key details in logical order, meaning kept.

Page 102 • Paraphrase the Picture • TEKS 3.7(D) • The Pilgrims Chose Plymouth (Cluster 1)

Model paraphrase: The Pilgrims picked Plymouth because it had trees for building, fresh water, land to farm, and a safe harbor, so they built homes there before winter. Look-fors: own words, key details in logical order, meaning kept.

Page 103 • Paraphrase the Picture • TEKS 3.7(D) • Laura Ingalls Wilder (Cluster 2)

Model paraphrase: Laura Ingalls Wilder grew up moving across the prairie in a wagon, and later she wrote the Little House books so readers could learn what life was like long ago. Look-fors: own words, key details in logical order, meaning kept.

Page 104 • Paraphrase the Picture • TEKS 3.7(D) • Why We Need Laws (Poem) (Cluster 3)

Model paraphrase: Long ago people fought over land and food because there were no rules, so they worked together to write fair laws that made their towns safer. Look-fors: own words, key details in logical order, meaning kept.

Page 105 • Paraphrase the Picture • TEKS 3.7(D) • Benjamin Franklin and Electricity (Cluster 4)

Model paraphrase: Benjamin Franklin studied electricity and invented the lightning rod, a metal rod and wire that carry lightning into the ground so buildings do not catch fire. Look-fors: own words, key details in logical order, meaning kept.

Answer Key (continued)

Page 106 • Paraphrase the Picture • TEKS 3.7(D) • Henry Ford: Visionary of Travel (Cluster 5)

Model paraphrase: Henry Ford loved machines, started a car company, and used an assembly line so cars cost less and more families could travel. Look-fors: own words, key details in logical order, meaning kept.

Page 107 • Paraphrase the Picture • TEKS 3.7(D) • Crash (Cluster 6)

Model paraphrase: Amina accidentally broke a jar and told the truth even though no one saw, and her teacher said honesty shows responsibility. Look-fors: own words, key details in logical order, meaning kept.

Page 108 • Paraphrase the Picture • TEKS 3.7(D) • A Dream Can Grow (Cluster 7)

Model paraphrase: A dream starts small in one person's heart, but when people share it with kindness, it spreads and grows through many people. Look-fors: own words, key details in logical order, meaning kept.

Page 109 • Paraphrase the Picture • TEKS 3.7(D) • A Place to Grow (Cluster 8)

Model paraphrase: People settled near the Nile because it gave them water, rich soil for crops, fish, and a way to travel, so villages and cities grew there. Look-fors: own words, key details in logical order, meaning kept.

Page 110 • Sequence the Scene • TEKS 3.7(D) • The Pilgrims Chose Plymouth (Cluster 1)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "After many weeks at sea, they reached the coast of North America." Step 2: "The Pilgrims explored the land and found an area called Plymouth." Step 3: "Soon, Plymouth became the place where they settled and built their new colony."

Page 111 • Sequence the Scene • TEKS 3.7(D) • Laura Ingalls Wilder (Cluster 2)

Panel order (left to right): panel 1 = step 2, panel 2 = step 3, panel 3 = step 1. Proof for each step: Step 1: "When Laura was a little girl, her family moved many times as they looked for places to live and farm." Step 2: "Life was often difficult, but Laura remembered many interesting adventures." Step 3: "Laura Ingalls Wilder became famous for writing the Little House books."

Page 112 • Sequence the Scene • TEKS 3.7(D) • Why We Need Laws (Poem) (Cluster 3)

Panel order (left to right): panel 1 = step 2, panel 2 = step 3, panel 3 = step 1. Proof for each step: Step 1: "Long ago people argued over land and things," Step 2: "So people gathered, searching for a way," Step 3: "Communities could grow more safe and true."

Page 113 • Sequence the Scene • TEKS 3.7(D) • Benjamin Franklin and Electricity (Cluster 4)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "When lightning hit houses or churches, it could start fires that destroyed entire buildings." Step 2: "Through experiments, he learned that metal could conduct electricity." Step 3: "Many buildings began adding lightning rods to their rooftops."

Page 114 • Sequence the Scene • TEKS 3.7(D) • Henry Ford: Visionary of Travel (Cluster 5)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "When Henry was young, he enjoyed taking machines apart to see how they worked." Step 2: "Henry Ford also introduced a new way of building cars called the moving assembly line." Step 3: "Dusty roads connected many towns, and cars helped people travel across them more quickly."

Page 115 • Sequence the Scene • TEKS 3.7(D) • A Dream Can Grow (Cluster 7)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "A dream can start inside your heart," Step 2: "One hopeful word can travel through," Step 3: "Together we can help it grow,"

Page 116 • Sequence the Scene • TEKS 3.7(D) • A Place to Grow (Cluster 8)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "For thousands of years, the Nile flooded nearby land." Step 2: "Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops." Step 3: "Over time, villages and cities grew near the Nile."

Answer Key (continued)

Page 117 • Comic Strip Retell • TEKS 3.7(D) • The Mystery of the Traveling Shell (Prepare)

Model: Beginning: Emsy sees a seashell at a museum and wonders how it got to Poverty Point, far from the ocean. Middle: She finds clues: the shell came from the coast, rivers connected places, and copper also came from far away. End: She solves the mystery: the shell probably reached Poverty Point through long-distance trade.

Page 118 • Comic Strip Retell • TEKS 3.7(D) • The Pilgrims Chose Plymouth (Cluster 1)

Model: Beginning: In 1620, the Pilgrims sailed across the Atlantic Ocean to find a place to live freely. Middle: They found Plymouth, which had forests, fresh water, land for crops, and a safe harbor. End: Winter was coming, so they built shelters and started their new colony.

Page 119 • Comic Strip Retell • TEKS 3.7(D) • Laura Ingalls Wilder (Cluster 2)

Model: Beginning: Laura was born in 1867, and her family moved by wagon across the prairie. Middle: When she grew older, she wrote about her early years in the Little House books. End: Her books still help readers learn about history today.

Page 120 • Comic Strip Retell • TEKS 3.7(D) • Why We Need Laws (Poem) (Cluster 3)

Model: Beginning: Long ago people argued over land and food because there were no clear rules. Middle: Problems spread and things were not fair for everyone. End: People gathered and wrote fair laws, and communities became safer.

Page 121 • Comic Strip Retell • TEKS 3.7(D) • Benjamin Franklin and Electricity (Cluster 4)

Model: Beginning: Lightning often hit buildings and started fires in Franklin's time. Middle: Franklin experimented and learned that metal could conduct electricity. End: He invented the lightning rod, and many buildings used it to stay safe.

Page 122 • Comic Strip Retell • TEKS 3.7(D) • Henry Ford: Visionary of Travel (Cluster 5)

Model: Beginning: As a boy, Henry Ford liked taking machines apart. Middle: He started the Ford Motor Company, made the Model T, and used an assembly line. End: Cars became common, and travel became easier for many families.

Page 123 • Comic Strip Retell • TEKS 3.7(D) • Crash (Cluster 6)

Model: Beginning: Amina bumps the table, and a glass jar crashes to the floor. Middle: She wonders if she should stay quiet, but she raises her hand and tells the truth. End: Her classmates help clean up, and Amina feels proud of her honesty.

Page 124 • Comic Strip Retell • TEKS 3.7(D) • A Dream Can Grow (Cluster 7)

Model: Beginning: A dream starts small, as a tiny hope inside one heart. Middle: A hopeful word travels from friend to friend. End: Many people help, and the dream grows together.

Page 125 • Comic Strip Retell • TEKS 3.7(D) • A Place to Grow (Cluster 8)

Model: Beginning: Every community begins in a place, and geography gives both chances and challenges. Middle: In ancient Egypt, the Nile gave people water, rich soil, fish, and a way to travel. End: People used those resources, and villages and cities grew near the river.

Page 127 • Illustrator Alert! • TEKS 3.7(E) • The Mystery of the Traveling Shell (Prepare)

Checklist: the seashell in the case: Yes, supported: "Her first clue was the shell itself." the dinosaur skeleton: No, not supported. The passage names a seashell, a map, and copper, but never a dinosaur. the map on the wall: Yes, supported: "Her second clue was a map." Fix: cross out the dinosaur skeleton and redraw that space to match the passage.

Page 128 • Illustrator Alert! • TEKS 3.7(E) • The Pilgrims Chose Plymouth (Cluster 1)

Checklist: the lighthouse: No, not supported. The passage names forests, fresh water, land for crops, and the harbor, but never a lighthouse. the ship in the harbor: Yes, supported: "The harbor made it possible for their ship to anchor safely." the tall trees: Yes, supported: "Nearby were forests filled with tall trees that could be used to build homes and ships." Fix: cross out the lighthouse and redraw that space to match the passage.

Answer Key (continued)

Page 129 • Illustrator Alert! • TEKS 3.7(E) • Laura Ingalls Wilder (Cluster 2)

Checklist: the covered wagon: Yes, supported: "They traveled by wagon and lived in small houses on the prairie." the car: No, not supported. The passage says the family traveled by wagon. It never mentions a car. the garden: Yes, supported: "Her stories described building homes, growing food, going to school, and helping neighbors." Fix: cross out the car and redraw that space to match the passage.

Page 130 • Illustrator Alert! • TEKS 3.7(E) • Why We Need Laws (Poem) (Cluster 3)

Checklist: the king on the throne: No, not supported. The poem says the people gathered to write rules together. It never mentions a king. the people gathered together: Yes, supported: "So people gathered, searching for a way," the person writing the rules: Yes, supported: "To write fair rules that everyone would obey." Fix: cross out the king on the throne and redraw that space to match the passage.

Page 131 • Illustrator Alert! • TEKS 3.7(E) • Benjamin Franklin and Electricity (Cluster 4)

Checklist: the lightning rod on the roof: Yes, supported: "Many buildings began adding lightning rods to their rooftops." the kite: No, not supported. Many people know a kite story about Franklin, but this passage never mentions a kite. the lightning striking the rod: Yes, supported: "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building." Fix: cross out the kite and redraw that space to match the passage.

Page 132 • Illustrator Alert! • TEKS 3.7(E) • Henry Ford: Visionary of Travel (Cluster 5)

Checklist: the airplane: No, not supported. The passage tells about cars, horses, and wagons, but never an airplane. the car on the road: Yes, supported: "Dusty roads connected many towns, and cars helped people travel across them more quickly." the horse and wagon: Yes, supported: "At that time, most people traveled by horse and wagon." Fix: cross out the airplane and redraw that space to match the passage.

Page 133 • Illustrator Alert! • TEKS 3.7(E) • Crash (Cluster 6)

Checklist: the student with the broom: Yes, supported: "Diego and Mei helped pick up the papers while Jamal brought a broom." the dog: No, not supported. The story names Amina, Diego, Mei, Jamal, and Mrs. Ramirez, but never a dog. the students picking up papers: Yes, supported: "Diego and Mei helped pick up the papers while Jamal brought a broom." Fix: cross out the dog and redraw that space to match the passage.

Page 134 • Illustrator Alert! • TEKS 3.7(E) • A Dream Can Grow (Cluster 7)

Checklist: the hot air balloon: No, not supported. The poem tells about hearts, voices, classrooms, homes, and towns, but never a balloon. the school, homes, and town: Yes, supported: "It moves through classrooms, homes, and towns," the people helping the tree grow: Yes, supported: "Together we can help it grow," Fix: cross out the hot air balloon and redraw that space to match the passage.

Page 135 • Illustrator Alert! • TEKS 3.7(E) • A Place to Grow (Cluster 8)

Checklist: the boats on the river: Yes, supported: "Instead of struggling across the hot desert, travelers could use boats on the Nile." the pyramids: No, not supported. Many people know about pyramids, but this passage never mentions them. the farmers planting crops: Yes, supported: "Farmers used the rich soil to grow wheat, barley, vegetables, flax, and other crops." Fix: cross out the pyramids and redraw that space to match the passage.

Page 136 • Build the Scene • TEKS 3.7(E) • The Mystery of the Traveling Shell (Prepare)

Scene must show and label: the seashell; the map; the copper pieces. Proof sentences may include: "Her first clue was the shell itself." "Her second clue was a map." "Archaeologists had discovered other materials at Poverty Point, including copper that also came from far away."

Page 137 • Build the Scene • TEKS 3.7(E) • The Pilgrims Chose Plymouth (Cluster 1)

Scene must show and label: the tall trees of the forest; the fresh water (stream); the harbor and the anchored ship; the open land for crops. Proof sentences may include: "Nearby were forests filled with tall trees that could be used to build homes and ships." "There was also fresh water and land where crops could be planted." "The harbor made it possible for their ship to anchor safely."

Answer Key (continued)

Page 138 • Build the Scene • TEKS 3.7(E) • Laura Ingalls Wilder (Cluster 2)

Scene must show and label: the small house; the wagon; the garden (growing food); the wide fields. Proof sentences may include: "They traveled by wagon and lived in small houses on the prairie." "Her stories described building homes, growing food, going to school, and helping neighbors." "People could picture the wide fields, the small homes, and the busy days on the farm."

Page 139 • Build the Scene • TEKS 3.7(E) • Why We Need Laws (Poem) (Cluster 3)

Scene must show and label: the people arguing and pointing; the basket full of food; the empty basket. Proof sentences may include: "Long ago people argued over land and things," "Some took more food while others had too little," "Disagreements spread like storms across the town,"

Page 140 • Build the Scene • TEKS 3.7(E) • Benjamin Franklin and Electricity (Cluster 4)

Scene must show and label: the metal rod on the roof; the wire running down the wall; the ground where the wire ends. Proof sentences may include: "He invented the lightning rod, a metal rod placed on top of a building that connects to a wire running into the ground." "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building."

Page 141 • Build the Scene • TEKS 3.7(E) • Henry Ford: Visionary of Travel (Cluster 5)

Scene must show and label: the workers standing in their places; the car parts moving down the line; the cars being built step by step. Proof sentences may include: "Workers stayed in one place while parts moved down a line and were added step by step." "This made building cars faster and less expensive."

Page 142 • Build the Scene • TEKS 3.7(E) • Crash (Cluster 6)

Scene must show and label: the two students picking up papers (Diego and Mei); the student with the broom (Jamal). Proof sentences may include: "Diego and Mei helped pick up the papers while Jamal brought a broom."

Page 143 • Build the Scene • TEKS 3.7(E) • A Dream Can Grow (Cluster 7)

Scene must show and label: the school (classrooms); the houses (homes); the town. Proof sentences may include: "It moves through classrooms, homes, and towns,"

Page 144 • Build the Nile Scene • TEKS 3.7(E) • A Place to Grow (Cluster 8)

Scene must show and label: the river water; the rich soil and the crops; the fish; the boats that moved people and goods. Proof sentences may include: "After the floodwaters went down, fertile soil remained." "The river also provided fish, drinking water, and a way to move people and goods."

Page 146 • Vocabulary Doodle Detective • TEKS 3.7(F) • The Mystery of the Traveling Shell (Prepare)

Meanings: coastal = near the ocean shore; inland = far from the ocean; archaeologists = scientists who study objects from the past; scarcity = not having enough of something. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 147 • Vocabulary Doodle Detective • TEKS 3.7(F) • The Pilgrims Chose Plymouth (Cluster 1)

Meanings: harbor = a safe place for ships near the shore; anchor = to hold a ship in place; shelters = places that keep people safe from weather; crops = plants grown for food. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 148 • Vocabulary Doodle Detective • TEKS 3.7(F) • Laura Ingalls Wilder (Cluster 2)

Meanings: prairie = wide, flat land covered with grass; frontier = the edge of settled land where few people lived; wagon = a cart with wheels pulled by horses; journeys = long trips. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Answer Key (continued)

Page 149 • Vocabulary Doodle Detective • TEKS 3.7(F) • Why We Need Laws (Poem) (Cluster 3)

Meanings: gathered = came together in one place; rules = what people agree to follow; obey = to follow a rule; communities = places where people live and work together. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 150 • Vocabulary Doodle Detective • TEKS 3.7(F) • Benjamin Franklin and Electricity (Cluster 4)

Meanings: conduct = to carry electricity; invention = something new that someone makes; damage = harm to something; rooftops = the tops of buildings. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 151 • Vocabulary Doodle Detective • TEKS 3.7(F) • Henry Ford: Visionary of Travel (Cluster 5)

Meanings: assembly line = a line where parts move and are added step by step; affordable = cheap enough to buy; mechanic = a person who fixes machines; transportation = ways people travel. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 152 • Vocabulary Doodle Detective • TEKS 3.7(F) • Crash (Cluster 6)

Meanings: responsibility = owning what you do; citizen = a member of a group or community; calmly = in a quiet, peaceful way; honesty = telling the truth. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 153 • Vocabulary Doodle Detective • TEKS 3.7(F) • A Dream Can Grow (Cluster 7)

Meanings: journey = a trip from one place to another; hopeful = feeling that good things can happen; kindness = being caring and helpful; future = the time that is still to come. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 154 • Vocabulary Doodle Detective • TEKS 3.7(F) • A Place to Grow (Cluster 8)

Meanings: fertile = good for growing plants; resources = things people use to live; merchants = people who buy and sell goods; transportation = ways to move people and goods. Look-fors: each doodle shows the meaning, and each sentence uses the word correctly.

Page 156 • Theme Caption • TEKS 3.8(A) • The Mystery of the Traveling Shell (Prepare)

Model caption: Objects from the past can tell a story when we look at the evidence carefully. Support: "It was a clue from the past and a story waiting to speak."

Page 157 • Theme Caption • TEKS 3.8(A) • Why We Need Laws (Poem) (Cluster 3)

Model caption: Topic: laws. Theme: Fair rules help people live together safely. Support: "With laws to guide what people say and do,"

Page 158 • Theme Caption • TEKS 3.8(A) • Crash (Cluster 6)

Model caption: Topic: an accident in class. Theme: Tell the truth, even when it is hard. Support: "Being a good citizen means telling the truth, even when it feels hard."

Page 159 • Theme Caption • TEKS 3.8(A) • A Dream Can Grow (Cluster 7)

Model caption: Topic: dreams. Theme: When we share hope and kindness, dreams grow. Support: "By sharing kindness as we go."

Page 161 • Feelings Faces • TEKS 3.8(B) • Crash (Cluster 6)

Feeling: nervous at first, then proud. Evidence: "Amina's heart started to race." Also: "Amina felt proud."

Page 163 • Sequence the Scene • TEKS 3.8(C) • The Mystery of the Traveling Shell (Prepare)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "Emsy knelt beside the display case at the museum." Step 2: "Her second clue was a map." Step 3: "Emsy smiled and wrote her final claim:"

Answer Key (continued)

Page 164 • Sequence the Scene • TEKS 3.8(C) • Crash (Cluster 6)

Panel order (left to right): panel 1 = step 3, panel 2 = step 1, panel 3 = step 2. Proof for each step: Step 1: "While reaching for a green marker, Amina's elbow bumped the table." Step 2: "Amina took a deep breath and raised her hand." Step 3: "Diego and Mei helped pick up the papers while Jamal brought a broom."

Page 166 • Setting Labeling • TEKS 3.8(D) • The Mystery of the Traveling Shell (Prepare)

The museum setting matters because Emsy sees the shell and its label there. The label starts the mystery. Setting sentence: "The label said the shell had been found at Poverty Point, far from the ocean."

Page 167 • Setting Labeling • TEKS 3.8(D) • Crash (Cluster 6)

The setting is a classroom. The jar sits on the table where students work, so when Amina bumps the table, the jar falls. The setting causes the problem. Setting sentence: "On the table near the window sat a small glass jar with a young plant growing inside."

Page 169 • Poem Parts Labeling • TEKS 3.9(B) • Why We Need Laws (Poem) (Cluster 3)

Rhyming pairs (couplets, AABB): things/rings, done/one, little/brittle, town/down, way/obey, do/true. The poem is one stanza of twelve lines. Similes: "like clashing, noisy rings" and "like storms across the town." Example line: "Disagreements spread like storms across the town,"

Page 170 • Poem Parts Labeling • TEKS 3.9(B) • A Dream Can Grow (Cluster 7)

Rhyming pairs (couplets, AABB): heart/start, thought/sought, hear/near, through/too, friend/end, towns/down, shine/mine, grow/go, do/too, show/grow. Twenty lines. Each two lines rhyme. Example line: "A dream can start inside your heart,"

Page 172 • Main Idea Caption • TEKS 3.9(D)(i) • The Pilgrims Chose Plymouth (Cluster 1)

Model caption: The Pilgrims chose Plymouth because it had what they needed to build a colony. Support: "Nearby were forests filled with tall trees that could be used to build homes and ships."

Page 173 • Main Idea Caption • TEKS 3.9(D)(i) • Laura Ingalls Wilder (Cluster 2)

Model caption: Laura Ingalls Wilder wrote books about her early years on the frontier that help readers learn history. Support: "Laura Ingalls Wilder became famous for writing the Little House books."

Page 174 • Main Idea Caption • TEKS 3.9(D)(i) • Benjamin Franklin and Electricity (Cluster 4)

Model caption: Benjamin Franklin's lightning rod helped make communities safer. Support: "This invention helped protect homes, barns, and churches from fires caused by lightning."

Page 175 • Main Idea Caption • TEKS 3.9(D)(i) • Henry Ford: Visionary of Travel (Cluster 5)

Model caption: Henry Ford's ideas made cars affordable and changed the way people traveled. Support: "Because of Henry Ford's ideas, cars became more common and travel became easier for many people."

Page 176 • Main Idea Caption • TEKS 3.9(D)(i) • A Place to Grow (Cluster 8)

Model caption: Where people live affects how they live, and water helps communities grow. Support: "The answers have been different in different places, but one idea appears again and again: where people live affects how they live."

Page 178 • Text Feature Labeling • TEKS 3.9(D)(ii) • The Pilgrims Chose Plymouth (Cluster 1)

Look-fors: Heading: Why Plymouth? Caption: The Pilgrims build a shelter near the forest and the harbor. Bold word: harbor. Timeline number: 1620. Supporting sentence: "In 1620, a group of travelers called the Pilgrims sailed across the Atlantic Ocean looking for a place where many of them could live and practice their beliefs freely."

Page 179 • Text Feature Labeling • TEKS 3.9(D)(ii) • Laura Ingalls Wilder (Cluster 2)

Look-fors: Heading: Life on the Prairie. Caption: Laura's family lived in a small house on the prairie. Bold word: frontier. Timeline number: 1867. Supporting sentence: "She was born in 1867 in Wisconsin."

Answer Key (continued)

Page 180 • Text Feature Labeling • TEKS 3.9(D)(ii) • Benjamin Franklin and Electricity (Cluster 4)

Look-fors: Heading: How a Lightning Rod Works. Caption: The rod carries lightning down the wire into the ground. Bold word: conduct. Numbered steps: 1 lightning hits the rod, 2 electricity moves down the wire, 3 it goes into the ground. Supporting sentence: "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building."

Page 181 • Text Feature Labeling • TEKS 3.9(D)(ii) • Henry Ford: Visionary of Travel (Cluster 5)

Look-fors: Heading: The Assembly Line. Caption: Workers stay in one place while parts move down the line. Bold word: assembly line. Timeline number: 1903. Supporting sentence: "In 1903, Henry Ford started the Ford Motor Company."

Page 182 • Text Feature Labeling • TEKS 3.9(D)(ii) • A Place to Grow (Cluster 8)

Look-fors: Heading: Water Changes Everything (the section heading). Caption: Farmers plant crops in the rich soil left by the Nile. Bold word: fertile. Map label: Nile River. Supporting sentence: "Most ancient Egyptians settled near the Nile because the river provided resources that were difficult to find in the surrounding desert."

Page 184 • Cause and Effect Panels • TEKS 3.9(D)(iii) • The Pilgrims Chose Plymouth (Cluster 1)

Effect: The Pilgrims built shelters quickly and gathered wood for fires. Sentence: "Winter was coming, and the Pilgrims needed to begin building shelters quickly."

Page 185 • Cause and Effect Panels • TEKS 3.9(D)(iii) • Laura Ingalls Wilder (Cluster 2)

Effect: She wrote stories about her early years on the frontier. Sentence: "She wanted people to understand what life was like for families living long ago."

Page 186 • Cause and Effect Panels • TEKS 3.9(D)(iii) • Benjamin Franklin and Electricity (Cluster 4)

Effect: The electricity travels safely through the wire into the ground, and the building is not damaged. Sentence: "When lightning strikes the rod, the electricity travels safely through the wire instead of damaging the building."

Page 187 • Cause and Effect Panels • TEKS 3.9(D)(iii) • Henry Ford: Visionary of Travel (Cluster 5)

Effect: Cars were built faster and cost less, so more families could buy them. Sentence: "This made building cars faster and less expensive."

Page 188 • Cause and Effect Panels • TEKS 3.9(D)(iii) • A Place to Grow (Cluster 8)

Effect: When the water went down, fertile soil was left for farming. Sentence: "After the floodwaters went down, fertile soil remained."

Page 190 • Author's Purpose Palette • TEKS 3.10(A) • The Mystery of the Traveling Shell (Prepare)

Purpose: to entertain with a mystery and to teach how evidence helps us learn about the past. Message: Careful thinking with evidence can solve a mystery. Sentence: "Underneath, she listed her evidence: the shell came from the coast, Poverty Point was far inland, people traveled along major rivers, and other distant materials had been found there too."

Page 191 • Author's Purpose Palette • TEKS 3.10(A) • The Pilgrims Chose Plymouth (Cluster 1)

Purpose: to inform readers about why the Pilgrims settled at Plymouth. Message: People choose where to live by looking at the resources a place gives them. Sentence: "Soon, Plymouth became the place where they settled and built their new colony."

Page 192 • Author's Purpose Palette • TEKS 3.10(A) • Laura Ingalls Wilder (Cluster 2)

Purpose: to inform readers about the life and books of Laura Ingalls Wilder. Message: Stories can keep history alive. Sentence: "Her books continue to inspire readers and show how storytelling can keep history alive."

Page 193 • Author's Purpose Palette • TEKS 3.10(A) • Why We Need Laws (Poem) (Cluster 3)

Purpose: to explain, in a poem, why communities need laws. Message: Fair laws help communities stay safe. Sentence: "With laws to guide what people say and do,"

Answer Key (continued)

Page 194 • Author's Purpose Palette • TEKS 3.10(A) • Benjamin Franklin and Electricity (Cluster 4)

Purpose: to inform readers about how Benjamin Franklin solved a problem with an invention. Message: Science and creativity can solve real problems. Sentence: "His inventions and discoveries showed how science and creativity could be used to solve real problems and improve everyday life."

Page 195 • Author's Purpose Palette • TEKS 3.10(A) • Henry Ford: Visionary of Travel (Cluster 5)

Purpose: to inform readers about how Henry Ford changed travel. Message: New ideas can change how people live and work. Sentence: "His inventions and new ways of building products helped change transportation and industry in the United States."

Page 196 • Author's Purpose Palette • TEKS 3.10(A) • Crash (Cluster 6)

Purpose: to entertain with a story and teach a lesson about honesty. Message: Being honest shows responsibility. Sentence: "Accidents happen, but being honest shows responsibility."

Page 197 • Author's Purpose Palette • TEKS 3.10(A) • A Dream Can Grow (Cluster 7)

Purpose: to inspire readers to share their dreams and help others. Message: Many hearts working together help dreams grow. Sentence: "But many hearts can help it grow."

Page 198 • Author's Purpose Palette • TEKS 3.10(A) • A Place to Grow (Cluster 8)

Purpose: to inform readers about how geography helps communities grow. Message: Places give resources, but people build communities. Sentence: "The Nile did not build those communities."

Page 200 • Word Picture • TEKS 3.10(D) • The Mystery of the Traveling Shell (Prepare)

Possible phrases: "Inside rested a smooth white seashell." "Emsy traced the distance from the coast to Poverty Point with her finger." "smooth white seashell" helps the reader see and feel the shell; "traced the distance ... with her finger" helps the reader picture Emsy on the map.

Page 201 • Word Picture • TEKS 3.10(D) • The Pilgrims Chose Plymouth (Cluster 1)

Possible phrases: "Nearby were forests filled with tall trees that could be used to build homes and ships." "The harbor made it possible for their ship to anchor safely." "forests filled with tall trees" helps the reader picture the thick woods; "anchor safely" helps the reader see the ship resting in calm water.

Page 202 • Word Picture • TEKS 3.10(D) • Laura Ingalls Wilder (Cluster 2)

Possible phrases: "People could picture the wide fields, the small homes, and the busy days on the farm." "They traveled by wagon and lived in small houses on the prairie." "wide fields" and "small homes" help the reader see the prairie; "busy days on the farm" helps the reader imagine the hard work.

Page 203 • Word Picture • TEKS 3.10(D) • Why We Need Laws (Poem) (Cluster 3)

Possible phrases: "Voices grew loud like clashing, noisy rings." "Disagreements spread like storms across the town," Both lines are similes. "like clashing, noisy rings" helps the reader hear the loud arguing; "like storms across the town" helps the reader picture trouble spreading fast.

Page 204 • Word Picture • TEKS 3.10(D) • Benjamin Franklin and Electricity (Cluster 4)

Possible phrases: "When lightning hit houses or churches, it could start fires that destroyed entire buildings." "Many buildings began adding lightning rods to their rooftops." "start fires that destroyed entire buildings" helps the reader picture the danger; "rods to their rooftops" helps the reader see the solution.

Page 205 • Word Picture • TEKS 3.10(D) • Henry Ford: Visionary of Travel (Cluster 5)

Possible phrases: "Dusty roads connected many towns, and cars helped people travel across them more quickly." "A few years later, he created the Model T, a car that was strong, simple, and much more affordable than other cars." "Dusty roads" helps the reader picture the dirt roads; "strong, simple" helps the reader picture the Model T.

Answer Key (continued)

Page 206 • Word Picture • TEKS 3.10(D) • Crash (Cluster 6)

Possible phrases: "Crash!" "Amina's heart started to race." "Crash!" is onomatopoeia that helps the reader hear the jar break; "heart started to race" helps the reader feel Amina's worry.

Page 207 • Word Picture • TEKS 3.10(D) • A Dream Can Grow (Cluster 7)

Possible phrases: "A tiny hope, a little start." "And lifts our hearts when we feel down." "A tiny hope, a little start" helps the reader picture a dream as something small that can grow; "lifts our hearts" helps the reader feel happier.

Page 208 • Word Picture • TEKS 3.10(D) • A Place to Grow (Cluster 8)

Possible phrases: "The land may be green and fertile, dry and rocky, cold and snowy, or warm and sunny." "Much of Egypt was surrounded by hot, dry desert, but the Nile River flowed through the land." "green and fertile, dry and rocky" helps the reader picture different lands; "hot, dry desert" helps the reader feel how hard the land around the Nile was.
