

Grade 3 -- Informational

The Web of Life

Did you know that almost all living things depend on other living things to stay alive? The plants and animals in our world need each other. This is sometimes called the "web of life."

A good place to study this is your neighborhood park. The sun helps the grass to grow. Grass is a meal for grasshoppers. Then birds and frogs eat grasshoppers. If there are snakes in the park, they might eat birds and frogs. Owls might eat some snakes and some frogs. When an owl grows old and dies, its body becomes part of the soil. Grass grows in the soil. The whole chain of events starts over again.

However, it's not quite as simple as that. Some animals eat both plants and other animals. Some plants even eat animals! Sometimes, plants get old and die before they are eaten by animals. Then they feed the soil, too. They all need each other to live.

Think about a spider's web. All of its threads work to hold the web together. If just a few of them begin to break, the whole web might fall apart unless the spider repairs it with new threads. That's how a web of life works, too. If one part goes missing, everyone could be in trouble.

Imagine that the grass in the neighborhood park becomes sick and starts to die. If the grasshoppers can't find something else to eat, the birds and frogs will be out of a meal. Then the snakes may go hungry. The whole web might be broken. But maybe the grasshoppers *will* find a different plant to eat. Then they will continue to grow. The birds, frogs, snakes, and owls will be fine. Sometimes the web of life changes, but it keeps going on and on.

- 1) What is the author's purpose for writing this passage? (LA 3.1.6.a)
 - a) entertain
 - b) explain
 - c) inform
 - d) persuade

- 2) What is the meaning of "chain of events" in paragraph two? (LA 3.1.5.c)
 - a) the events are connected
 - b) the events are often confusing
 - c) the events can easily be predicted
 - d) the events are caused by people's choices

- 3) What are the words **whole** and **hole** in paragraph two examples of? (LA 3.1.5.d)
 - a) alliteration
 - b) homophone
 - c) onomatopoeia
 - d) simile

- 4) What is the main idea of the passage? (LA 3.1.6.e)
 - a) Some plants eat animals.
 - b) Some animals eat both plants and other animals.
 - c) If one part goes missing, everything could be in trouble.
 - d) Most living things depend on other living things to stay alive.

5) What is the best way to summarize this passage? (LA 3.1.6.e)

- a) Animal needs are most important.
- b) Dead plants need to be removed from the soil.
- c) Plants and animals need each other to live.
- d) Grasshoppers need to find a different plant to eat.

C4L Reading - Item Writing Tally Sheet

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Passage Name: Web of Life

Gr3 Vocabulary	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 3.1.5 Vocabulary: Students will build literary, general academic, and content specific grade level vocabulary.					
LA 3.1.5.a <i>Apply word structure elements, known words, and word patterns to determine meanings (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables)</i>	1, 2				
LA 3.1.5.c <i>Apply context clues (e.g., word, phrase, and sentence clues, re-reading) and text features (e.g., table of contents, maps, charts, font/format styles) to help infer meaning of unknown word</i>	2		1		1
LA 3.1.5.d <i>Identify semantic relationships (e.g., patterns and categories, synonyms, antonyms, homonyms, multiple meanings)</i>	1, 2	1			1
Gr3 Comprehension	DOK Level	DOK 1	DOK 2	DOK 3	Item Total
LA 3.1.6 Comprehension: Students will extract and construct meaning using prior knowledge, applying text information, and monitoring comprehension while reading grade level text.					
LA 3.1.6.a <i>Identify author purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension</i>	3			1	1
LA 3.1.6.d <i>Identify literary devices and explain the ways in which language is used (e.g., simile, alliteration, onomatopoeia, imagery, rhythm)</i>	2, 3				
LA 3.1.6.e <i>Retell and summarize the main idea from informational text using supporting details</i>	2		2		2
LA 3.1.6.f <i>Recognize and apply knowledge of organizational patterns found in informational text (e.g., sequence, description, cause and effect, compare/contrast)</i>	2				
LA 3.1.6.g <i>Apply knowledge of text features to locate information and gain meaning from a text (e.g., table of contents, maps, charts, illustrations, headings, captions, font/format styles)</i>	1, 2				

<p>LA 3.1.6.h <i>Describe the defining characteristics of narrative and informational genres (e.g., folk tales, poetry, historical fiction, biographies, chapter books, textbooks)</i></p>	2				
<p>LA 3.1.6.j <i>Generate and/or answer literal, inferential, and critical questions, supporting answers using prior knowledge and literal and inferential information from the text</i></p>	1, 2, 3				