Read, Think, and Explain Questions: Selection 3

Day 1

Main Idea and Supporting Details

LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

Explain that the main idea of a piece of writing is the most important point about a subject. The main idea may only be hinted at or suggested in the passage. Supporting details are specific facts and examples that tell more about the main idea.

Reading the Question

Tell students that FCAT questions include clue words that will tell them what to do. Some examples are shown in the chart. Other clue words will tell them the topic they should write about. The sample questions below are the kind that might appear with a passage on FCAT. Put the chart and the questions on the board. Then use the Think Aloud to model how to analyze the questions.

Think Aloud

- I see in the first question the clue words main idea, so this question is asking me to write about the main idea of something. Other clue words, the article “Diving with Dolphins,” tell the topic. I will write about the main idea of “Diving with Dolphins.”
- In the second question, I see the clue word how. Other clue words, Rosa help her father rebuild his store, tell the topic. I will write how Rosa helped her father rebuild his store.

Answering the Question

Question 1 Copy pages 2, 35, and 36. Distribute pages 2 and 35. Have students read “Spiders: Insect-Control Experts.” (You might want students to number the paragraphs.) Explain that page 2 shows the four steps students should use to answer the questions. Work with students to answer question 1, a short-response question, using the steps.

Steps for Answering Read, Think, and Explain Questions

1. READ THE QUESTION

Have students find the clue words in the question. Use the prompts below.

- Circle the clue words that tell whether the question is asking about the main idea and about supporting details. [main idea]
- Circle the clue words that tell the topic. [the article “Spiders: Insect-Control Experts”]
- What does this question ask you to write about? [the main idea of the article “Spiders: Insect-Control Experts”]

more
Main Idea and Supporting Details (continued)

2 THINK: SEARCH AND FIND
Explain that in many articles and other kinds of nonfiction, hints or clues about the main idea are often found at the beginning or at the end, and sometimes both. Suggest that students review the article in both places for these key points. Use the prompt below.

- Which key points will help you answer the question? Underline these points.

[Students should underline key points in paragraphs 1 and 6.]

3 THINK: GET READY TO WRITE
Tell students that they can take notes in their FCAT Reading Books, listing key points from the article. Caution students not to take notes in their FCAT Answer Books. On the board, model making a list of key points that answer the question.

[Main idea of article “Spiders: Insect-Control Experts”
Spiders
- help people and earth
- insect-control experts
- eat insects, help keep them under control
- do more good than harm]

4 EXPLAIN: WRITE YOUR ANSWER
Review the guidelines under Step 4 on page 2. Tell students to follow them when writing their answers. Show students how to use their list of key points to write a clear and complete response to question 1. Write the sample answer on the board.

[Sample Score 2 response: The main idea of the article “Spiders: Insect-Control Experts” is that most spiders do more good than harm. They help people and the earth by eating insects and helping to control them.] Ask students to compare the answer to each point in the guidelines.

Question 2  Work with students to use Steps 1–3 to answer question 2 on page 35. Explain that this is an extended-response question, which requires a paragraph-length answer. When you reach Step 4, distribute page 36, which shows sample answers for question 2. Answers to Steps 1–4 are given below.

1 READ THE QUESTION
[Students should circle How (clue word for main idea and supporting details) and spiders help keep insects under control (clue words for topic). The question asks for details that explain how spiders help keep insects under control.]

2 THINK: SEARCH AND FIND
[Students should underline details in paragraphs 3, 4, and 5.]
Main Idea and Supporting Details (continued)

3 THINK: GET READY TO WRITE
[How spiders help keep insects under control
House spiders
• eat flies, crickets, other insects
• eat mites and other bugs
• banana spider looks for insects on bananas
Garden spiders
• eat insects in gardens and tall grasses
• black and yellow garden spider traps flying insects
• crab spider finds insects in bright flowers, bite that is poisonous to bees]

4 EXPLAIN: WRITE YOUR ANSWER
[Students should label A highest, B lowest, and C medium.] These scoring analyses explain the score of each sample answer, based on the rubric.

Sample Answer A (Score 4) This top-scoring response provides a complete and accurate explanation of how spiders keep insects under control. The student explains that spiders kill and eat insects. The student supports this answer by discussing the kinds of spiders described in the article and the different insects that each kind of spider keeps under control.

Sample Answer B (Score 0) This response does not answer the question. The student mentions many different spiders but does not explain how they control insects.

Sample Answer C (Score 2) This response answers the question about how spiders keep insects under control (they eat a lot of insects). However, the response mentions neither the different kinds of spiders nor the insects described in the article.
Main Idea and Supporting Details

Spiders: Insect-Control Experts

Spiders may look scary, and they may be annoying, but most are not harmful to humans. In fact, most spiders help people and the earth. They eat insects and thereby help keep these pests under control.

There are billions and billions of spiders on the earth. The most common spiders are house spiders (also known as cobweb spiders) and garden spiders (also known as orb weavers). House spiders and garden spiders live where they can do the most good—in or near houses and in gardens!

House spiders trap pesky flies, crickets, and other insects that live in or near our houses. They also eat mites and other bugs that come their way. You may spot a special kind of house spider, the banana spider, on a bunch of bananas in your kitchen. It is not the bananas the spider is after. It is looking for insects that live on the bananas!

Garden spiders eat insects in gardens and tall grasses. One common spider, the black and yellow garden spider, builds its web in brambles, bushes, and tall grasses in open sunny places near where people live. It hangs its head down in its web, waiting for insects to fly into its trap.

You might see a special kind of spider, called the crab spider, in your flower garden. It is fond of brightly colored flowers, particularly those that are red, yellow, orange, white, or green. It is also fond of the insects it finds there. This spider also has a bite that is poisonous to bees.

The next time you see a spider in your home or garden, think twice before you harm it. Remember that spiders are insect-control experts.

Answer the questions below. Base your answers on the article above.

1. What is the main idea of the article “Spiders: Insect-Control Experts”? Use details and information from the article in your answer.

2. How do spiders help keep insects under control? Use details and information from the article to support your answer.
Main Idea and Supporting Details

Read these sample answers to question 2 on page 35. Compare them with your list of details and the guidelines on page 2. Then use the questions below to help you label each answer highest, medium, or lowest.

HIGHEST Which paragraph includes the details from the article that explain how spiders help control insects?

MEDIUM Which paragraph answers the question but does not give details?

LOWEST Which paragraph does not answer the question?

A  Spiders help keep insects under control because they kill and eat them. House spiders trap flies, crickets, and other insects. They also eat mites and other bugs. The banana spider looks for insects on bananas. Garden spiders find and eat insects in gardens and tall grasses. The black and yellow garden spider traps flying insects in its web. The crab spider is fond of the insects it finds in brightly colored flowers. It also has a bite that is poisonous to bees.

Score: ________________________________

B  Spiders look scary. They are also annoying. There are billions and billions of spiders on the earth. There are lots of different kinds of spiders, like house spiders, cobweb spiders, banana spiders, garden spiders, orb weavers, and crab spiders. House spiders live in or near houses. Garden spiders live in gardens. Remember that most spiders help people.

Score: ________________________________

C  There are a lot of different kinds of spiders, and they eat a lot of insects. Spiders live where they can find the most insects. There are many insects in houses and gardens. Spiders live there and eat the insects.

Score: ________________________________
Selection 3: Finding the Titanic

Finding the Titanic

Answer Numbers 1 through 3. Base your answers on Finding the Titanic.

1. Why did the author write Finding the Titanic?
   - A. to inform readers about underwater sleds
   - B. to persuade divers not to disturb the Titanic
   - C. to tell about the Titanic before and after it sank
   - D. to tell a story about Ruth Becker and her family

2. Why did the author use an underwater sled, the Argo, to search for the Titanic?
   - F. The Atlantic Ocean is too cold for divers.
   - G. The sled was less likely to crash into the wreck.
   - H. The Titanic was buried by an underwater mudslide.
   - I. The wreck was under two-and-a-half miles of water.

3. Read this sentence from the article.
   Some people even said the ship was unsinkable.
   If sinkable means “able to sink,” what does unsinkable mean?
   - A. unbreakable
   - B. unprotected
   - C. not able to sink
   - D. not able to float

FCAT Tip

Spend from one to two minutes answering each multiple-choice question.
Finding the Titanic

Answer Numbers 1 and 2. Base your answers on Finding the Titanic.

1. Why were thousands of objects from the Titanic scattered across the ocean floor?
   - The ship broke in two before it sank.
   - One of the huge coal boilers exploded.
   - Passengers threw their belongings overboard.
   - The iceberg ripped open the luggage compartment.

2. How were Argo and Alvin DIFFERENT? Use details and information from the article to support your answer.

   
   
   
   
   
   
   
   

FCAT Tip

Look for the icons. They’ll tell you when you have to write your own answer.
Finding the *Titanic*

**Answer Number 1.** Base your answer on *Finding the Titanic*.

1. Why does the author say the *Titanic* seemed like a “floating palace”? Use details and information from the article to support your answer.

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**FCAT Tip**

List ideas before writing. Think about what the question is asking and what details answer it.
Iceberg Right Ahead!

Answer Numbers 1 through 3. Base your answers on “Iceberg Right Ahead!”

1. Why are icebergs from Greenland a danger to ships in the North Atlantic?
   A. The IIP cannot fly near Greenland.
   B. Radar cannot detect icebergs from Greenland.
   C. Ships sailing to America first go to Greenland.
   D. Currents carry icebergs south from Greenland.

2. What caused shippers to create the International Ice Patrol?
   F. the discovery of glaciers on Greenland
   G. the sinking of the biggest ship in the world
   H. the weather off the coast of Newfoundland
   I. the development of computers and the Internet

3. When do icebergs tend to drift into shipping lanes?
   A. winter and fall
   B. summer and fall
   C. winter and spring
   D. spring and summer

FCAT Tip
Is a multiple-choice question confusing? Read the answer choices. They might make the question clearer.
Iceberg Right Ahead!

Answer Numbers 1 and 2. Base your answers on “Iceberg Right Ahead!”

1 Which sentence explains how IIP keeps ships safe?
   - The IIP stops ships that are in danger.
   - IIP planes drop special buoys near icebergs.
   - IIP boats and planes lead large ships to safety.
   - The IIP sends iceberg information to shippers.

2 Look at the maps on page 106. Why is a ship traveling from the United States to Great Britain in danger of hitting an iceberg? Use details from the article to support your answer.

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Narrative Prompts: Personal Narrative

Read the prompt in the box below. Then write your response on a separate sheet of paper.

Writing Situation:
Everyone has helped another person.

Directions for Writing:
Before you begin writing, think about a time when you helped another person.
Now tell a story about a time when you helped another person.
Main Idea and Supporting Details

LA.4.1.7.3 The student will determine explicit ideas and information in grade-level text, including but not limited to main idea, relevant supporting details, implied message, inferences, chronological order of events, summarizing, and paraphrasing.

Explain that the main idea of a piece of writing is the most important point about a subject. The main idea may only be hinted at or suggested in the passage. Supporting details are specific facts and examples that tell more about the main idea.

Reading the Question

Tell students that FCAT questions include clue words that will tell them what to do. Some examples are shown in the chart. Other clue words will tell them the topic they should write about. The sample questions below are the kind that might appear with a passage on FCAT. Put the chart and the questions on the board. Then use the Think Aloud to model how to analyze the questions.

What is the main idea of the article “Diving with Dolphins”?

How did Rosa help her father rebuild his store?

Think Aloud

• I see in the first question the clue words main idea, so this question is asking me to write about the main idea of something. Other clue words, the article “Diving with Dolphins,” tell the topic. I will write about the main idea of “Diving with Dolphins.”

• In the second question, I see the clue word how. Other clue words, Rosa help her father rebuild his store, tell the topic. I will write how Rosa helped her father rebuild his store.

Answering the Question

Question 1 Copy pages 2, 35, and 36. Distribute pages 2 and 35. Have students read “Spiders: Insect-Control Experts.” (You might want students to number the paragraphs.) Explain that page 2 shows the four steps students should use to answer the questions. Work with students to answer question 1, a short-response question, using the steps.

Steps for Answering Read, Think, and Explain Questions

1 READ THE QUESTION

Have students find the clue words in the question. Use the prompts below.

• Circle the clue words that tell whether the question is asking about the main idea and about supporting details. [main idea]

• Circle the clue words that tell the topic. [the article “Spiders: Insect-Control Experts”]

• What does this question ask you to write about? [the main idea of the article “Spiders: Insect-Control Experts”]
Main Idea and Supporting Details (continued)

2 THINK: SEARCH AND FIND
Explain that in many articles and other kinds of nonfiction, hints or clues about the main idea are often found at the beginning or at the end, and sometimes both. Suggest that students review the article in both places for these key points. Use the prompt below.

- Which key points will help you answer the question? Underline these points.
  [Students should underline key points in paragraphs 1 and 6.]

3 THINK: GET READY TO WRITE
Tell students that they can take notes in their FCAT Reading Books, listing key points from the article. Caution students not to take notes in their FCAT Answer Books. On the board, model making a list of key points that answer the question.

[Main idea of article “Spiders: Insect-Control Experts”
Spiders
- help people and earth
- insect-control experts
- eat insects, help keep them under control
- do more good than harm]

4 EXPLAIN: WRITE YOUR ANSWER
Review the guidelines under Step 4 on page 2. Tell students to follow them when writing their answers. Show students how to use their list of key points to write a clear and complete response to question 1. Write the sample answer on the board.

[Sample Score 2 response: The main idea of the article “Spiders: Insect-Control Experts” is that most spiders do more good than harm. They help people and the earth by eating insects and helping to control them.] Ask students to compare the answer to each point in the guidelines.

Question 2 Work with students to use Steps 1–3 to answer question 2 on page 35. Explain that this is an extended-response question, which requires a paragraph-length answer. When you reach Step 4, distribute page 36, which shows sample answers for question 2. Answers to Steps 1–4 are given below.

1 READ THE QUESTION
[Students should circle How (clue word for main idea and supporting details) and spiders help keep insects under control (clue words for topic). The question asks for details that explain how spiders help keep insects under control.]

2 THINK: SEARCH AND FIND
[Students should underline details in paragraphs 3, 4, and 5.]
Main Idea and Supporting Details (continued)

3 THINK: GET READY TO WRITE

[How spiders help keep insects under control
House spiders
• eat flies, crickets, other insects
• eat mites and other bugs
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• black and yellow garden spider traps flying insects
• crab spider finds insects in bright flowers, bite that is poisonous to bees]

4 EXPLAIN: WRITE YOUR ANSWER

[Students should label A highest, B lowest, and C medium.] These scoring analyses explain the score of each sample answer, based on the rubric.

Sample Answer A (Score 4) This top-scoring response provides a complete and accurate explanation of how spiders keep insects under control. The student explains that spiders kill and eat insects. The student supports this answer by discussing the kinds of spiders described in the article and the different insects that each kind of spider keeps under control.

Sample Answer B (Score 0) This response does not answer the question. The student mentions many different spiders but does not explain how they control insects.

Sample Answer C (Score 2) This response answers the question about how spiders keep insects under control (they eat a lot of insects). However, the response mentions neither the different kinds of spiders nor the insects described in the article.
Main Idea and Supporting Details

Spiders: Insect-Control Experts

1. Spiders may look scary, and they may be annoying, but most are not harmful to humans. In fact, most spiders help people and the earth. They eat insects and thereby help keep these pests under control.

2. There are billions and billions of spiders on the earth. The most common spiders are house spiders (also known as cobweb spiders) and garden spiders (also known as orb weavers). House spiders and garden spiders live where they can do the most good—in or near houses and in gardens!

3. House spiders trap pesky flies, crickets, and other insects that live in or near our houses. They also eat mites and other bugs that come their way. You may spot a special kind of house spider, the banana spider, on a bunch of bananas in your kitchen. It is not the bananas the spider is after. It is looking for insects that live on the bananas!

4. Garden spiders eat insects in gardens and tall grasses. One common spider, the black and yellow garden spider, builds its web in brambles, bushes, and tall grasses in open sunny places near where people live. It hangs its head down in its web, waiting for insects to fly into its trap.

5. You might see a special kind of spider, called the crab spider, in your flower garden. It is fond of brightly colored flowers, particularly those that are red, yellow, orange, white, or green. It is also fond of the insects it finds there. This spider also has a bite that is poisonous to bees.

6. The next time you see a spider in your home or garden, think twice before you harm it. Remember that spiders are insect-control experts.

Answer the questions below. Base your answers on the article above.

1. What is the main idea of the article “Spiders: Insect-Control Experts”? Use details and information from the article in your answer.

2. How do spiders help keep insects under control? Use details and information from the article to support your answer.
Main Idea and Supporting Details

Read these sample answers to question 2 on page 35. Compare them with your list of details and the guidelines on page 2. Then use the questions below to help you label each answer highest, medium, or lowest.

HIGHEST Which paragraph includes the details from the article that explain how spiders help control insects?

MEDIUM Which paragraph answers the question but does not give details?

LOWEST Which paragraph does not answer the question?

A  Spiders help keep insects under control because they kill and eat them. House spiders trap flies, crickets, and other insects. They also eat mites and other bugs. The banana spider looks for insects on bananas. Garden spiders find and eat insects in gardens and tall grasses. The black and yellow garden spider traps flying insects in its web. The crab spider is fond of the insects it finds in brightly colored flowers. It also has a bite that is poisonous to bees.

Score: ____________________________

B  Spiders look scary. They are also annoying. There are billions and billions of spiders on the earth. There are lots of different kinds of spiders, like house spiders, cobweb spiders, banana spiders, garden spiders, orb weavers, and crab spiders. House spiders live in or near houses. Garden spiders live in gardens. Remember that most spiders help people.

Score: ____________________________

C  There are a lot of different kinds of spiders, and they eat a lot of insects. Spiders live where they can find the most insects. There are many insects in houses and gardens. Spiders live there and eat the insects.

Score: ____________________________
Finding the *Titanic*

**FCAT Tip**
Spend from one to two minutes answering each multiple-choice question.

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Anthology Selection

Selection 3: Finding the *Titanic*

3–6

Minutes

Day 2

Name __________________________

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**Finding the *Titanic***

Answer Numbers 1 through 3. Base your answers on *Finding the *Titanic*.*

1. Why did the author write *Finding the Titanic*?
   - A to inform readers about underwater sleds
   - B to persuade divers not to disturb the *Titanic*
   - C to tell about the *Titanic* before and after it sank
   - D to tell a story about Ruth Becker and her family
   (LA.4.1.7.2)

2. Why did the author use an underwater sled, the *Argo*, to search for the *Titanic*?
   - F The Atlantic Ocean is too cold for divers.
   - G The sled was less likely to crash into the wreck.
   - H The *Titanic* was buried by an underwater mudslide.
   - I The wreck was under two-and-a-half miles of water.
   (LA.4.1.7.4)

3. Read this sentence from the article.
   
   **Some people even said the ship was unsinkable.**
   
   If *sinkable* means “able to sink,” what does *unsinkable* mean?
   - A unbreakable
   - B unprotected
   - C not able to sink
   - D not able to float
   (LA.4.1.6.7)
Finding the *Titanic*

**Answer Numbers 1 and 2. Base your answers on Finding the Titanic.**

1. Why were thousands of objects from the *Titanic* scattered across the ocean floor?
   - A. The ship broke in two before it sank.
   - B. One of the huge coal boilers exploded.
   - C. Passengers threw their belongings overboard.
   - D. The iceberg ripped open the luggage compartment.
   
   (LA.4.1.7.4)

2. How were *Argo* and *Alvin* DIFFERENT? Use details and information from the article to support your answer.

   **Sample Score 2 response:** The *Argo* and the *Alvin* were used for different purposes.

   The *Argo* was a sled that took video pictures of the bottom of the ocean. It was used to find the wreck of the *Titanic.* The *Alvin* was a very small three-man submarine. It was used to explore the wreck. (LA.4.1.7.5)

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**FCAT Tip**

Look for the icons. They’ll tell you when you have to write your own answer.
Finding the *Titanic*

**Answer Number 1.** Base your answer on *Finding the Titanic*.

1. Why does the author say the *Titanic* seemed like a “floating palace”? Use details and information from the article to support your answer.

   *Sample Score 4 response: The author describes the *Titanic* as a floating palace because it was a huge, fancy ship. It had nine decks where you could walk for miles. The *Titanic* had many grand rooms. The photographs in the article show how beautiful the sitting room, the Grand Staircase, and the Parisian Cafe were. The girl in the story, Ruth Becker, explores the swimming pool and steam bath. She looks into the big rooms for the first-class passengers and notices the gold-plated light fixtures near the Grand Staircase.* (LA.4.1.7.3)

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**FCAT Tip**

List ideas before writing. Think about what the question is asking and what details answer it.
**Iceberg Right Ahead!**

**Answer Numbers 1 through 3. Base your answers on “Iceberg Right Ahead!”**

1. Why are icebergs from Greenland a danger to ships in the North Atlantic?
   - A. The IIP cannot fly near Greenland.
   - B. Radar cannot detect icebergs from Greenland.
   - C. Ships sailing to America first go to Greenland.
   - D. Currents carry icebergs south from Greenland.
   
   (LA.4.1.7.3)

2. What caused shippers to create the International Ice Patrol?
   - F. the discovery of glaciers on Greenland
   - G. the sinking of the biggest ship in the world
   - H. the weather off the coast of Newfoundland
   - I. the development of computers and the Internet

   (LA.4.1.7.4)

3. When do icebergs tend to drift into shipping lanes?
   - A. winter and fall
   - B. summer and fall
   - C. winter and spring
   - D. spring and summer

   (LA.4.1.7.3)

**FCAT Tip**

Is a multiple-choice question confusing? Read the answer choices. They might make the question clearer.
Iceberg Right Ahead!

Answer Numbers 1 and 2. Base your answers on “Iceberg Right Ahead!”

1. Which sentence explains how IIP keeps ships safe?
   - The IIP stops ships that are in danger.
   - IIP planes drop special buoys near icebergs.
   - IIP boats and planes lead large ships to safety.
   - The IIP sends iceberg information to shippers.

2. Look at the maps on page 106. Why is a ship traveling from the United States to Great Britain in danger of hitting an iceberg? Use details from the article to support your answer.

   Sample Score 2 response: A ship traveling from the United States to Great Britain is in danger of hitting an iceberg because it must pass through the Grand Banks, off Newfoundland, Canada. The smaller map on page 106 shows that icebergs travel through Iceberg Alley, which is along the same route that ships use. (LA.4.2.2.2)

FCAT Tip

Be sure to stick to the topic. Remember to write no more than is needed to answer the question.
Name ________________________________

Narrative Prompts: Personal Narrative

Read the prompt in the box below. Then write your response on a separate sheet of paper.

Writing Situation:
Everyone has helped another person.

Directions for Writing:
Before you begin writing, think about a time when you helped another person.
Now tell a story about a time when you helped another person.