TABE
ELA-E
PAXEN

Unit-5
Text Types and Purposes

Lesson-35
Supporting Illustrations

Some graphics may not have copied well during the Scan Process

ELA-E-35 Supporting Illustrations

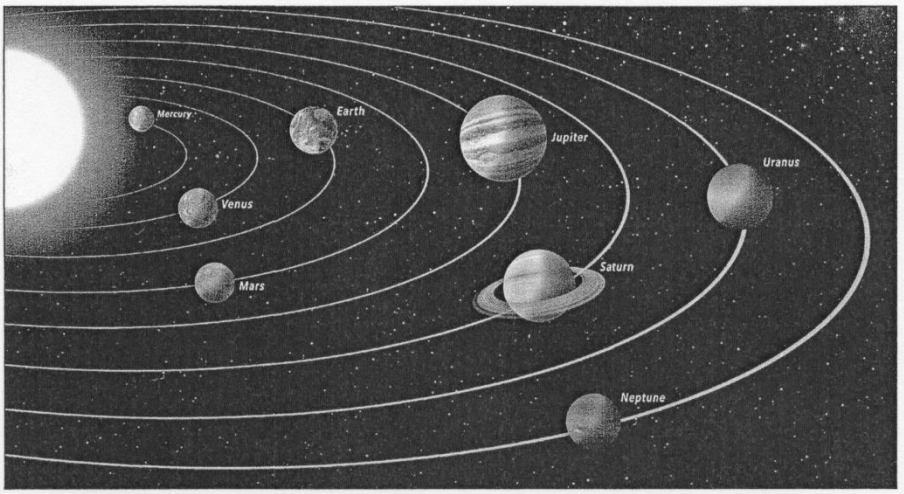
Lesson 35 Supporting Illustrations

3.W.2.a — High

Illustrations are pictures or diagrams. Illustrations are sometimes included with texts. These illustrations can support the information in a text and help readers better understand it. Think about the illustrations in car manuals. The illustrations help readers better understand the how the car works.

One kind of an illustration is a **diagram**. A diagram can show the parts of something or show different steps. A diagram usually includes labels. Labels identify the objects or steps in the diagram.

Example



Earth orbits, or travels around, the Sun. The other planets in our solar system do, too. The two planets that are closest to the Sun are Mercury and Venus. Earth is the third closest planet to the Sun. Mercury is 35.98 million miles from the Sun. Venus is 67.24 million miles from the Sun. Earth is 92.96 million miles from the Sun.

(This diagram makes it easier for readers to understand how the three planets move around the Sun. The diagram also supports the information in the text that says that Mercury is the closet planet to the Sun, followed by Venus and then Earth.)

Test Example

1. Use the diagram and the text about the solar system to answer the question.

   What information from the text would be best to add to the diagram?

   A. how cold each planet is

   B. the definition of *orbit*

   C. what Mercury and Venus are like

   D. the planets' distances from the Sun

D. The text lists the distances between the planets and the Sun. These numbers could be added to the diagram.

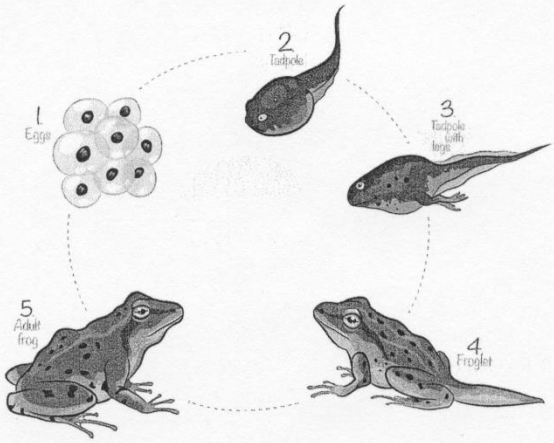
Strategy

When you read text with a supporting illustration, read the text first. Then study the illustration to see how it helps you understand what you read. Check to see if the illustration adds extra information.

ELA-E-35 Supporting Illustrations

Practice

Read the passage and look at the illustration. Then answer questions 1 and 2.



Animals have life cycles. That means that an animal is born and then changes as it grows up. When it is an adult, it can have young of its own. Then the cycle starts over. A frog has a simple life cycle. A mother frog lays eggs. Young frogs, called tadpoles, hatch from the eggs. As they grow up, they develop legs and change into froglets. Finally, they are frogs when they are adults.

1 Which of these facts do you learn from the illustration that you do not learn from the text?

A. Frogs hatch from eggs.

B. Adult frogs do not have tails.

C. A frog life cycle is completed quickly.

D. Tadpoles stay close to their parents at first.

2 Which of these would be a helpful title for the illustration?

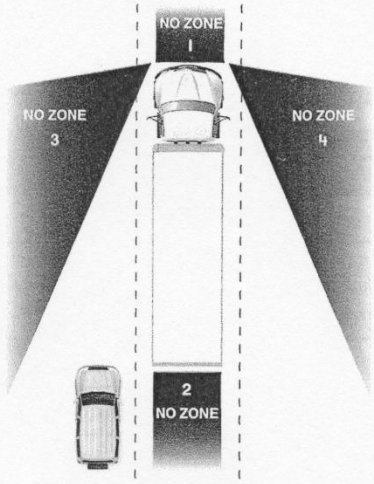
A. Animal Lives

B. A Frog's Life Cycle

C. What Frogs Are Like

D. Changes Through Time

Read the passage and look at the illustration. Then answer questions 3 and 4.



When driving, be very careful when getting close to a long vehicle like a truck. Remember that it is much harder for a driver of a long vehicle to see around it. Large trucks and buses have large blinds spots, or "No Zones," around all four sides: twenty feet in front, 30 feet behind, and one on each side. Stay out of these "No Zones" when large vehicles are turning, backing up, or changing lanes.

3 For what readers would this text and the illustration be most helpful?

A. People learning to drive.

B. People designing new highways.

C. People thinking of buying a truck.

D. People who often cross busy streets.

4 Why is the illustration important to include with the text?

A. It shows readers what a truck looks like.

B. It shows readers how to avoid trucks on the road.

C. It shows readers exactly where to be careful around trucks.

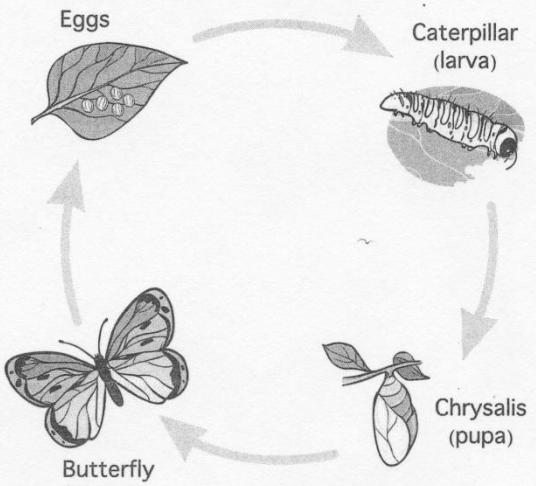
D. It shows readers the problems with driving long distances with trucks.

ELA-E-35 Supporting Illustrations

Practice 35 Supporting Illustrations

3.W.2.a – High

Read the paragraph and look at the illustration. Then answer questions 1 through 4.



One insect goes through big changes in its life cycle. When it comes out of its egg, it is a caterpillar. A caterpillar crawls. It also eats as much as it can. Later it becomes a chrysalis. Changes happen that we cannot see inside the chrysalis. The insect may stay as a chrysalis for a few weeks or more. After that the insect comes out of the chrysalis. It is now a butterfly!

1 What do you learn from the illustration that you do not learn from the text?

A. The caterpillars come out of eggs.
B. Butterflies have wings.
C. The caterpillar turns into a chrysalis.
D. Butterflies have a life cycle with big changes.

2 What do you learn from the illustration that you do not learn from the text?

A. A chrysalis turns into a butterfly.
B. Eggs turn into caterpillars.
C. A chrysalis is also known as a pupa.
D. A butterfly lays eggs.

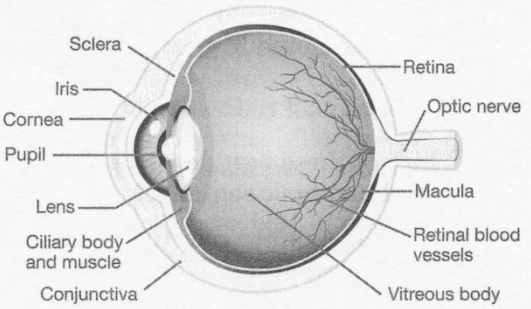
3 What do you learn from the text that you do not learn from the illustration?

A. Caterpillars eat as much as they can.
B. A butterfly has antenna.
C. A butterfly lays more than one egg at a time.
D. A chrysalis lives near plants.

4 Which of these would be the best title for the illustration?

A. From Egg to Caterpillar
B. How Butterflies Live
C. Butterfly Life Cycle
D. An Insect Changes

Read the paragraph and look at the illustration. Then answer questions 5 through 8.



Did you ever think about how our eyes function? A lot of parts work together so that we can see. The white part of our eye is the sclera. The sclera protects the eyeball. At the front of our eye is the iris. That is the part that is blue or hazel or brown, depending on your eye color. The black dot in the middle of the iris is the pupil. Light enters our eyes through the pupil. The cornea is a clear layer that covers the iris and pupil. When light goes through the pupil, the lens behind it works to focus the light onto the retina. The retina is in the back of our eye. It has special cells that allow us to see color and light. The optic nerve, also at the back of the eye, sends information to the brain.

ELA-E-35 Supporting Illustrations

5 What do you learn from the illustration that you do not learn from the text?

A. The pupil is in the middle of the iris.

B. The sclera is the white part of the eye.

C. The iris is the colored part of the eye.

D. There are blood vessels in the retina.

6 What do you learn from the illustration that you do not learn from the text?

A. The pupil of the eye is where light enters.

B. The macula is near the optic nerve.

C. The lens is behind the pupil.

D. The optic nerve is at the back of the eye.

7 What do you learn from the text that you do not learn from the illustration?

A. The conjunctiva sits under the lens and pupil of the eye.

B. The vitreous body is in the middle of the eyeball.

C. The retina has special cells that let us see light and color.

D. The ciliary body and muscle sit above the conjunctiva.

8 Which of these would be the best title for the illustration?

A. How We See

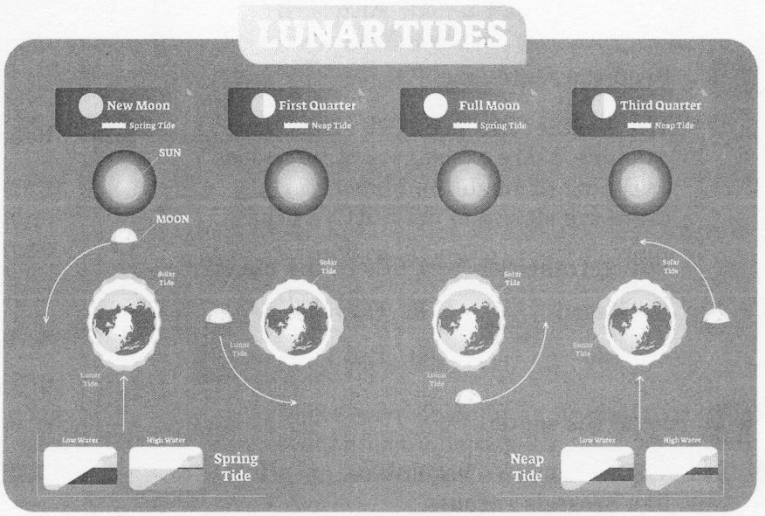
B. Human Eye Anatomy

C. Anatomy of a Human

D. Seeing Is Believing

Read the paragraph. Then answer questions 9 and 10.

The force of gravity between Earth and the moon pulls the ocean toward the moon and causes a high tide. As the moon revolves around Earth, tides change. Start with the new moon. When the moon is between Earth and the sun, the gravitational pull of the sun joins with the moon. That causes a strong tide known as spring tide. When the moon has revolved a quarter of the way around Earth, the gravitational pull of the sun works against the gravitational pull of the moon. The tide is less strong. That is a neap tide. There are two spring tides and two neap tides every month.



9 What do you learn from the illustration that you do not learn from the text?

A. When there is a new moon, there are spring tides.

B. Gravitational forces between Earth and the moon cause tides.

C. The third quarter moon follows the full moon.

D. There are two neap tides a month.

10 What do the curved arrows around Earth represent?

A. the path of Earth around the sun

B. the pull of gravity on the oceans

C. the path of the moon around Earth

D. the rotation of Earth around its axis

ELA-E-35 Supporting Illustrations

Lesson 35 Supporting Illustrations

(3.W.2.a)

1. B. In the picture, the tadpole and froglet both have tails, but it has disappeared for the adult frog.
2. B. This title explains the purpose of the illustration—showing the stages of a frog's life cycle.
3. A. People learning to drive would need to learn about blind spots and how to be careful around trucks.
4. C. The illustration helps readers picture where exactly a blind spot would be.

ELA-E-35 Supporting Illustrations

Practice 35 **Supporting Illustrations**

pp. 78–79 (3.W.2.a)

1. B. The text does not mention that butterflies have wings.
2. C. The label for chrysalis shows that it is also known as a pupa, but that information is not in the text.
3. A. The illustration does not include the information that butterflies eat as much as they can.
4. C. This title tells the purpose of the illustration, which is to show the life cycle of a butterfly.
5. D. The text does not mention that the retina has blood vessels.
6. B. The text does not mention the macula.
7. C. The illustration does not show the special cells or what they allow us to see.
8. B. This title tells the purpose of the illustration, which is to show the anatomy of the human eye.
9. C. The text does not mention that the third quarter moon follows the full moon.
10. C. The curved arrows show the path of the moon.