Dots Change Reading

Trace how one idea led to a reading system.

CCSS.ELA-Literacy.RI.3.3 "Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline words that show time or order, circle words that show cause and effect, and number the three main events in the order they happened.

Louis Braille's Idea

1. Before Louis Braille created his reading system, many blind people had few books they could read by touch. In 1819, Braille entered a school in Paris for blind students. There, he learned about a military code that used raised dots. Soldiers could feel the dots in the dark, but the code was hard to use.

2. Braille wanted a simpler way to read and write. First, he changed the military code into groups of six dots. Next, he arranged the dots so each group could stand for a letter or a punctuation mark. Because the groups were small, a reader could feel one group at a time with a fingertip easily.

3. In 1824, when Braille was 15, he finished his system. After that, students at his school began using the dots to read and write. Later, people printed books in Braille, which gave blind readers more choices. Today, Braille is used around the world on books, signs, and labels because it lets people read information by touch.

2 ANSWER WITH EVIDENCE

Use the passage

1. Why did Louis Braille want to change the military code?

2. What did Braille do first, and what did he do next, to create his system?

3. How did the small dot groups help a reader?

4. What happened after Braille finished his system, and what happened later because of it?

3 YOUR TURN

Your own words

Make a three-step timeline that shows how Braille's system developed. Use one event from each paragraph, then write one cause-and-effect sentence that connects two events on your timeline.

ANSWER KEY

Dots Change Reading

GRADE 3 · RI.3.3

PART 1 · READ AND MARK

Underline words that show time or order, circle words that show cause and effect, and number the three main events in the order they happened. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Why did Louis Braille want to change the military code?	**He wanted a simpler way for people to read and write.**
2	What did Braille do first, and what did he do next, to create his system?	**First, he made groups of six dots. Next, he arranged the dots so groups could stand for letters or punctuation marks.**
3	How did the small dot groups help a reader?	**The small groups let a reader feel one group at a time with a fingertip.**
4	What happened after Braille finished his system, and what happened later because of it?	**Students at his school began using the dots. Later, books were printed in Braille, giving blind readers more choices.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

1. Braille learned about a raised-dot military code. 2. He changed the code into six-dot groups for letters and punctuation. 3. People later printed books in Braille. Because Braille made a system of small dot groups, people could print books that blind readers could read by touch.

Accept equivalent time-order words and accurate events from all three paragraphs. The cause-and-effect sentence should clearly connect an action or idea to a result from the passage.