# Track Talk

Use science words to explain a finding.

**ELA.3.V.1.1** "Use grade-level academic vocabulary appropriately in speaking and writing."

NAME _____ DATE _____

## 1 READ AND MARK

Read it twice

**YOUR JOB** Underline the academic vocabulary words, including word forms, that explain how the group studied the tracks and supported its idea.

### Tracks on the Trail

1. On a muddy trail, Maya's science group found several animal tracks. They used rulers to observe each print closely. One track had five toe marks and a broad pad. Another track was smaller, with tiny claw marks. The students wrote these details in a chart. Careful observations helped them describe the tracks instead of making a quick guess.

2. Next, the group compared the tracks with photographs in a field guide. The large print matched a raccoon track because both showed five toe marks and a broad pad. The smaller print matched a fox track because both were narrow and showed claw marks. Comparing details helped the group see how the tracks were alike and different.

3. The chart gave the group evidence for their ideas. Their teacher asked which facts supported their answer. The students pointed to the toe marks, pads, and claw marks they had recorded. Then they could conclude that a raccoon and a fox had used the trail. A conclusion is stronger when it is based on evidence, not on a guess.

## 2 ANSWER WITH EVIDENCE

Use the passage

1. Which academic word in paragraph 1 means to look closely at each print?

2. Why did the group compare the tracks with photographs? Use the word compare in your answer.

3. What evidence supported the idea that the large track was from a raccoon and the smaller track was from a fox?

4. Write the academic word that completes the sentence: After using facts, the group could ___ that two animals had used the trail.

## 3 YOUR TURN

Your own words

Imagine you test two paper airplanes. Write exactly three sentences that tell how you observe and compare them, name your evidence, and state what you conclude. Use these four words: observe, compare, evidence, and conclude.

**ANSWER KEY**

# Track Talk

**GRADE 3 · ELA.3.V.1.1**

## PART 1 · READ AND MARK

Underline the academic vocabulary words, including word forms, that explain how the group studied the tracks and supported its idea. Accept any marking that follows this job and points at the right text.

## PART 2 · ANSWERS

| # | QUESTION | ANSWER |
|---|---|---|
| 1 | Which academic word in paragraph 1 means to look closely at each print? | **observe** |
| 2 | Why did the group compare the tracks with photographs? Use the word compare in your answer. | **They compared details to see how the tracks were alike and different and to match them to animal photographs.** |
| 3 | What evidence supported the idea that the large track was from a raccoon and the smaller track was from a fox? | **The large track had five toe marks and a broad pad. The smaller track was narrow and had claw marks.** |
| 4 | Write the academic word that completes the sentence: After using facts, the group could ___ that two animals had used the trail. | **conclude** |

## PART 3 · YOUR TURN (SAMPLE ANSWER)

I observe that one paper airplane has wide wings, while the other has narrow wings. I compare how far they fly and use the flight distances as evidence. I conclude that the wide-winged airplane flew farther in this test.

Accept the target word families in the marking task, including observe, observations, compared, comparing, evidence, conclude, and conclusion. For Part 3, accept any logical three-sentence response that uses all four target words correctly and gives evidence that supports the conclusion.