

Sound the Alarm

Study how a model text uses sources, details, and transitions.

ELA.5.C.1.4 "Write expository texts about a topic using multiple sources and including an organizational structure, relevant elaboration, and varied transitions."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Underline facts connected to a named source, circle transition words or phrases, and write 1, 2, and 3 beside the paragraphs to show the text's organization.

Smoke Alarms Save Time

- ① Smoke alarms give people an early warning when a fire begins. The U.S. Fire Administration explains that smoke alarms should be installed on every level of a home, inside each bedroom, and outside sleeping areas. Because smoke can spread quickly, an alarm can provide time to leave safely. This text explains where alarms belong, how they detect danger, and how families can keep them working.
- ② Two main kinds of smoke alarms sense particles in different ways. The National Fire Protection Association states that ionization alarms may respond faster to flaming fires, while photoelectric alarms may respond faster to smoldering fires. For this reason, the association recommends using both types of sensing, either in separate alarms or in one dual-sensor alarm. These choices can help detect different kinds of fires.
- ③ Regular care keeps alarms ready to warn a household. The U.S. Fire Administration advises testing each alarm monthly by pressing its test button. In addition, replace batteries in alarms that use them when needed, and replace the entire alarm according to the maker's instructions. Finally, make a home escape plan and practice it twice a year. Working alarms and a practiced plan help people react quickly.

2 ANSWER WITH EVIDENCE Use the passage

1 How does the first paragraph organize the topic for the reader?

2 Which source supports the information about ionization and photoelectric alarms? What does that source explain?

3 What idea does the transition phrase "For this reason" connect to the recommendation that follows it?

4 List two details from the last paragraph that elaborate on how families can keep alarms and escape plans ready.

3 YOUR TURN Your own words

Write a three-paragraph expository mini-article about a practical safety or health topic. Use facts from at least two trustworthy sources, name both sources, organize your ideas with an introduction, details, and a closing, and use at least three varied transitions.

PART 1 • READ AND MARK

Underline facts connected to a named source, circle transition words or phrases, and write 1, 2, and 3 beside the paragraphs to show the text's organization. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	How does the first paragraph organize the topic for the reader?	It introduces smoke alarms, explains why they matter, and previews their placement, how they detect danger, and how to maintain them.
2	Which source supports the information about ionization and photoelectric alarms? What does that source explain?	The National Fire Protection Association supports it. The source explains that ionization alarms may respond faster to flaming fires and photoelectric alarms may respond faster to smoldering fires.
3	What idea does the transition phrase "For this reason" connect to the recommendation that follows it?	It connects the fact that the two alarm types may respond faster to different kinds of fires with the recommendation to use both types of sensing.
4	List two details from the last paragraph that elaborate on how families can keep alarms and escape plans ready.	Answers include testing each alarm monthly, replacing batteries when needed, replacing the alarm as the maker directs, and practicing a home escape plan twice a year.

PART 3 • YOUR TURN (SAMPLE ANSWER)

A safe lunch stays clean and cold from home until lunchtime. The U.S. Department of Agriculture, or USDA, explains that perishable foods such as meat, eggs, and yogurt need cold temperatures to slow the growth of harmful bacteria. Planning the lunch in steps helps protect the food before it goes into a backpack. First, wash your hands with soap and water before handling food. The Centers for Disease Control and Prevention says to scrub hands for at least 20 seconds. Next, place cold foods in an insulated lunch box with two cold sources, such as ice packs. According to the USDA, the cold sources help keep perishable food at a safe temperature. Finally, throw away leftover perishable food if it has not stayed cold. A lunch box cannot make food safe again after it becomes too warm. By washing hands and using cold sources, students can pack lunches that are ready to eat safely.

Accept equivalent explanations that accurately identify the passage's source-based facts, structure, elaboration, and transitions. For the writing task, accept any accurate topic with two named trustworthy sources, clear organization, relevant details, and three varied transitions.