Books on the Move

Compare how writers shape a shared topic

7.3.R.1 "Students will read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Number the three texts 1 to 3, underline one writing choice in each, and circle words that reveal what each writer wants readers to think or do.

Three Ways Books Travel

1. Kentucky, 1937. From a pack horse librarian's imagined journal: Rain ran down my coat as the mare picked her way over the ridge. In the schoolhouse, a girl held out a book whose pages had come loose. She asked whether I had another story about distant places. I did. The trail home would be muddy, but I pictured her reading beside the stove that night. A book cannot flatten a mountain, yet it can carry a reader across one. That is why I will ride again next week.

2. Rural Colombia, 2002. From a child's imagined letter to a friend: You asked why I waited by the road this morning. I was watching for the two donkeys that bring our books. Their owner, Luis Soriano, lets children choose stories to borrow. Imagine a library that stops where the pavement ends! Last month I chose a book about ocean animals, though I have never seen the sea. When the donkeys return, I will trade it for a new one. Would you wait with me next time?

3. Northern Kenya, early 2000s. From an imagined camel-library notice for families: The book camels will visit our settlement on Thursday afternoon. Bring back any books you borrowed so others may read them. If you have not borrowed before, ask a worker to help you choose. The camels can carry boxes of books across dry ground to communities far from a permanent library. You do not need to own a book to enjoy one. Come to the meeting place after lunch, and bring a friend who wants a story.

2 ANSWER WITH EVIDENCE

Use the passage

1. How do the Kentucky librarian and the Colombian child use different methods to show what books can offer readers? Give one detail from each text.

2. Both the Colombian letter and the Kenyan notice speak to readers directly. How does each writer use that method for a different purpose?

3. Compare how the Kentucky journal and the Kenyan notice use details about travel. What does each writer want readers to understand?

4. Which of the three writers makes the most direct request of readers? Compare that writer's method with one other writer's method.

3 YOUR TURN

Your own words

Choose a topic other than traveling libraries, such as a school garden or a neighborhood clean-up. Write two one-sentence openings about it, one for a personal journal and one for a public notice, then write two sentences comparing how their methods help each writer's purpose.

ANSWER KEY

Books on the Move

GRADE 7 · 7.3.R.1

PART 1 · READ AND MARK

Number the three texts 1 to 3, underline one writing choice in each, and circle words that reveal what each writer wants readers to think or do. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	How do the Kentucky librarian and the Colombian child use different methods to show what books can offer readers? Give one detail from each text.	**The librarian uses the image of a book carrying a reader across a mountain to show that stories can take readers beyond their surroundings. The child describes borrowing a book about ocean animals despite never seeing the sea.**
2	Both the Colombian letter and the Kenyan notice speak to readers directly. How does each writer use that method for a different purpose?	**The child asks a friend, "Would you wait with me next time?" to share excitement and invite that friend along. The notice tells families to return books and visit the camels so they will use the service.**
3	Compare how the Kentucky journal and the Kenyan notice use details about travel. What does each writer want readers to understand?	**The journal describes a rainy, muddy ride to show the librarian's effort and commitment. The notice explains that camels carry books across dry ground to show how the service reaches distant communities.**
4	Which of the three writers makes the most direct request of readers? Compare that writer's method with one other writer's method.	**The Kenyan notice makes the most direct request, telling families to return books and come after lunch. Unlike the notice, the Kentucky journal shares a personal experience rather than telling readers what to do.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Journal: Mud stained my sneakers, but I smiled when our first bean plant pushed through the soil. Notice: Visit the school garden on Friday to help water the new plants. The journal uses a personal moment to show why the garden matters to one student. The notice gives a time and an action to invite others to help.

Accept comparisons that identify a specific writing choice and connect it to a purpose supported by the text. For Your Turn, look for two openings on the same new topic and two sentences that compare their methods and purposes.