The Lot Survey

Use headings and a table to follow a community decision.

3.P.3.1.B "Use graphic features of a text (e.g., photographs, titles, headings, subheadings, charts, illustrations, and graphs) to understand content."

NAME _____ DATE _____

1 READ AND MARK

Read it twice

YOUR JOB Underline each paragraph heading and circle the table title. These features help you find the part of the text or data you need.

A New Use for Maple Street

1 **An Empty Lot** On Maple Street, an empty lot sat between two buildings. Weeds grew where a small store once stood. Neighbors wanted to make the space useful again. At a community meeting, people talked about places where families could gather. They agreed to ask nearby students which new space they would like.

2 **Students Share Ideas** A class at Maple School asked 30 students to choose one idea for the lot. Each student chose only one. The class made the table below to show the results. A table helps readers compare choices without reading a long list of names. The class shared its results with the neighborhood group.

MAPLE SCHOOL LOT SURVEY

Idea for the lot	Students who chose it
Garden	14
Play space	10
Outdoor reading area	6

3 **A Community Choice** The survey did not make the final decision. Neighbors still had to check what the town would allow on the lot. They also needed to think about cost and who would care for the space. At the next meeting, students could use the table to explain what their classmates wanted.

2 ANSWER WITH EVIDENCE

Use the passage

1. Which heading points you to the paragraph about why neighbors wanted to change the space? Explain your choice.

2. Which heading helps you find how the class collected ideas? What did the class do?

3. Read the table title and column labels. What do the numbers in the table count?

4. Which idea did the most students choose? Use the table to give the number and explain how you know.

3 YOUR TURN

Your own words

Imagine neighbors choose a garden for the lot. Write a heading for a new section about caring for it, then write two sentences explaining how people could work together.

ANSWER KEY

The Lot Survey

GRADE 3 · 3.P.3.1.B

PART 1 · READ AND MARK

Underline each paragraph heading and circle the table title. These features help you find the part of the text or data you need. Accept any marking that follows this job and points at the right text.

PART 2 · ANSWERS

#	QUESTION	ANSWER
1	Which heading points you to the paragraph about why neighbors wanted to change the space? Explain your choice.	**An Empty Lot. That paragraph tells about the unused lot and why neighbors wanted to make it useful.**
2	Which heading helps you find how the class collected ideas? What did the class do?	**Students Share Ideas. The class asked 30 students to choose one idea each.**
3	Read the table title and column labels. What do the numbers in the table count?	**They count how many Maple School students chose each idea for the lot.**
4	Which idea did the most students choose? Use the table to give the number and explain how you know.	**Garden. Fourteen students chose it, more than the 10 or 6 students who chose the other ideas.**

PART 3 · YOUR TURN (SAMPLE ANSWER)

Caring for the Garden
Neighbors could take turns watering the plants. Families could work together to pull weeds each week.

Accept answers that use the named heading or table feature to locate and explain the information. For Your Turn, accept an original heading about garden care and two fitting sentences that describe people working together.