

ENGLISH



K-3
Foundational
Skills



GRADE 3
FOUNDATIONAL SKILLS UNIT 5

Adventures of Marcus and Cory | Reader

EDITION 1

Grade 3

Foundational Skills 5

Adventures of Marcus and Cory

Reader

Acknowledgement:

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Chapter

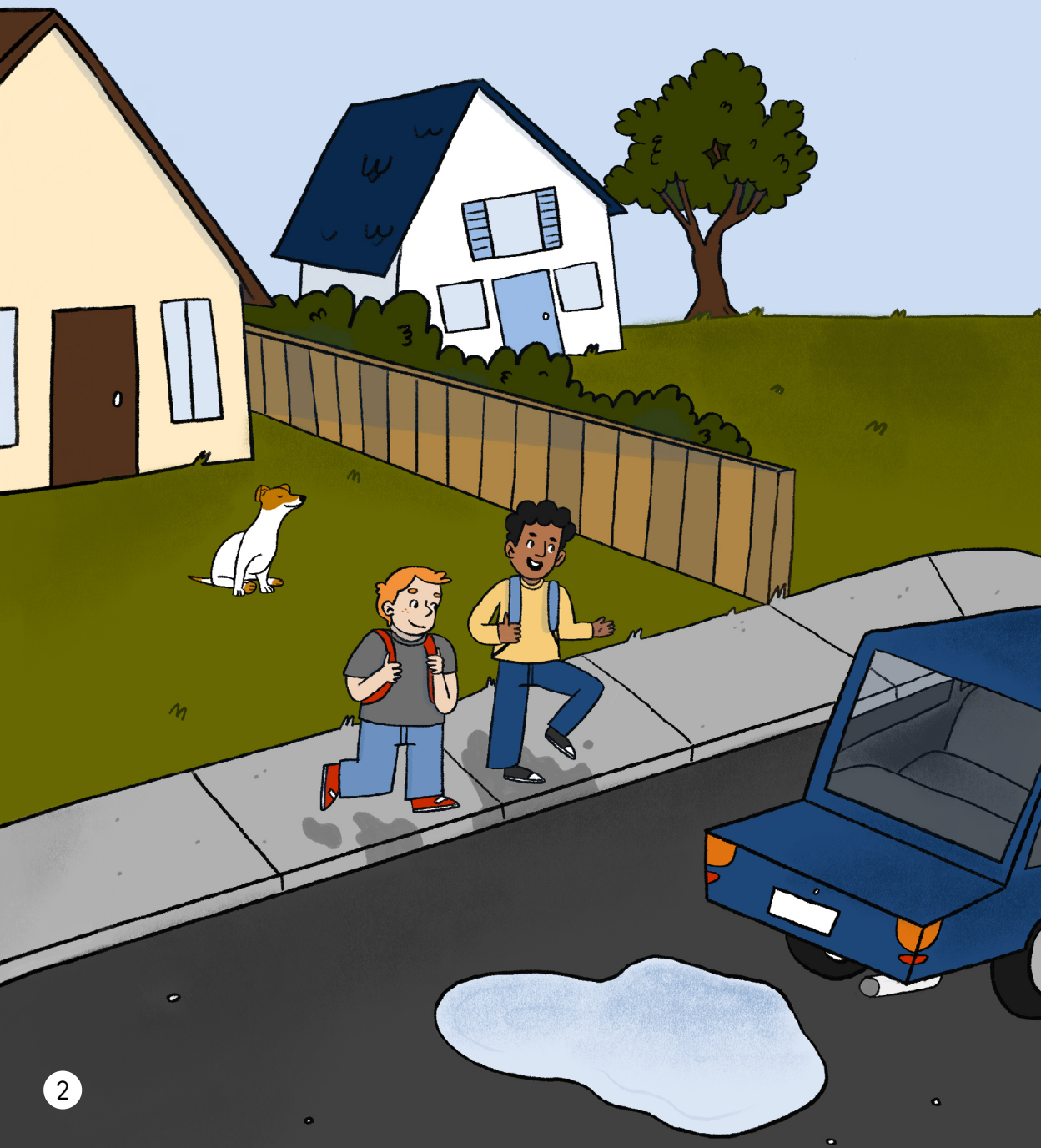
1

The Importance of Sound in Daily Life

One Thursday morning, Marcus and Cory were walking to school and talking about Marcus's birthday party that was coming soon.

“Do you think it will be loud with everyone talking and playing games?” Cory asked.

“Yes! But it will be fun and interesting,” Marcus replied with a smile.



As they turned, there was a loud car beep and a hiss of tires on wet pavement. A large puddle of water was on the road. A car sped by, and the water went squirting onto the sidewalk.

“Wow, that was a surprise! But isn’t it cool how we could hear the car before we saw it?” Marcus said.

“Yes, you are right,” Cory said as he nodded.

Cory and Marcus kept walking and listening to the sounds around them. Dogs were barking, and leaves were rustling in the breeze. It was like a concert.

“Every sound happens for a reason,” Cory said. “For example, the barking dog might have seen a squirrel.”

Marcus agreed. “It’s important to listen. Sounds can tell us things without seeing them. I can hear someone turning the corner because of their footsteps.”

As they were talking, they didn’t realize they had disturbed Mrs. Jenkins, who was out for a walk. “Boys, please use a softer voice. Remember, voices carry in this quiet town!”

“Sorry, Mrs. Jenkins!” they both said, understanding the power of their voices.





Children were talking, a whistle blew, and the bell rang, **signaling** the start of the school day. It was another type of music to their ears. They finally got close enough to see the school.

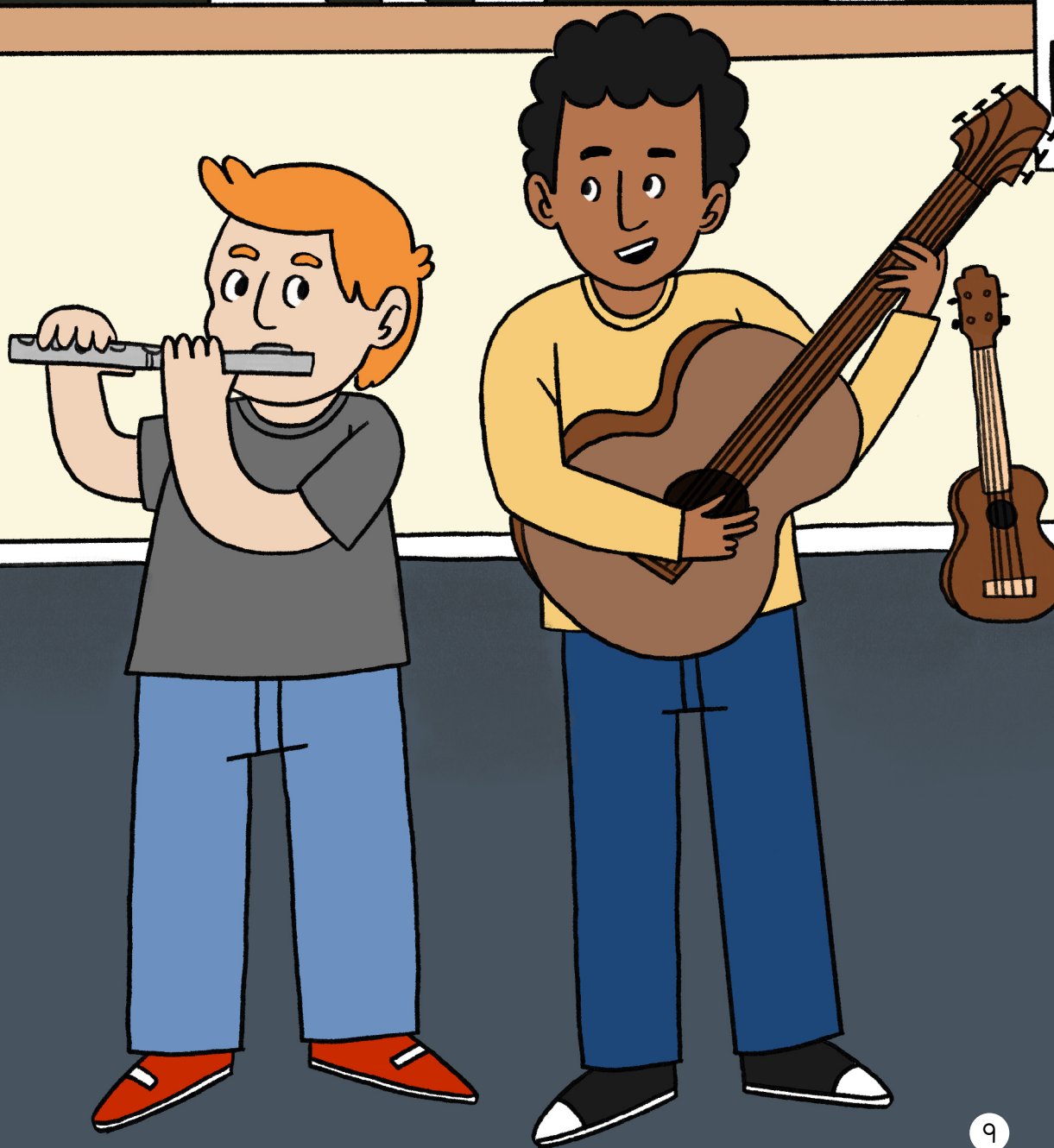
Marcus thought about his party again. “I hope the music at my party makes everyone happy. I want it to be a day no one will forget.”

Cory smiled. “With your taste in music, I’m sure it will be a hit. Can’t wait for it, buddy!”

The boys entered the school ready to return to the classroom, where the only sound for the next hour would be the teacher’s soft voice reading them a story.

The school day passed quickly, and soon it was time for music class, Marcus's favorite. Today, they were learning about different instruments and how each made its sound. Mrs. Lopez, their teacher, explained how the **vibration** of strings on a guitar or the air through a flute creates different tones.

Marcus and Cory were both eager to try. Marcus picked up a guitar and gently turned the pegs to tune it before strumming the strings. The sound was a warm, rich melody that made everyone stop and listen. Cory chose the flute, and with a burst of air, he created a soft, high-pitched tune.



Their classmates clapped, and Mrs. Lopez had a big smile. “You see when something vibrates, it makes a sound. And those vibrations travel through the air to reach your ears.” The boys were amazed to learn how unique sounds are. They decided to find out more.





Marcus and Cory planned to listen to sounds in different places in town after school. They found many sounds over the next few days. They heard the tap, tap of water dripping, a laptop's low buzz, and people talking. On Saturday, they went to the park. A band was there to play music. Marcus and Cory sat on the grass and watched. The drummer hit his drums and made a beat that got people tapping their feet. When the music started, the boys felt it all around them. It was a big moment. The boys understood how sounds can bring people together and make them happy. They decided to go to the park every Saturday to enjoy the music.

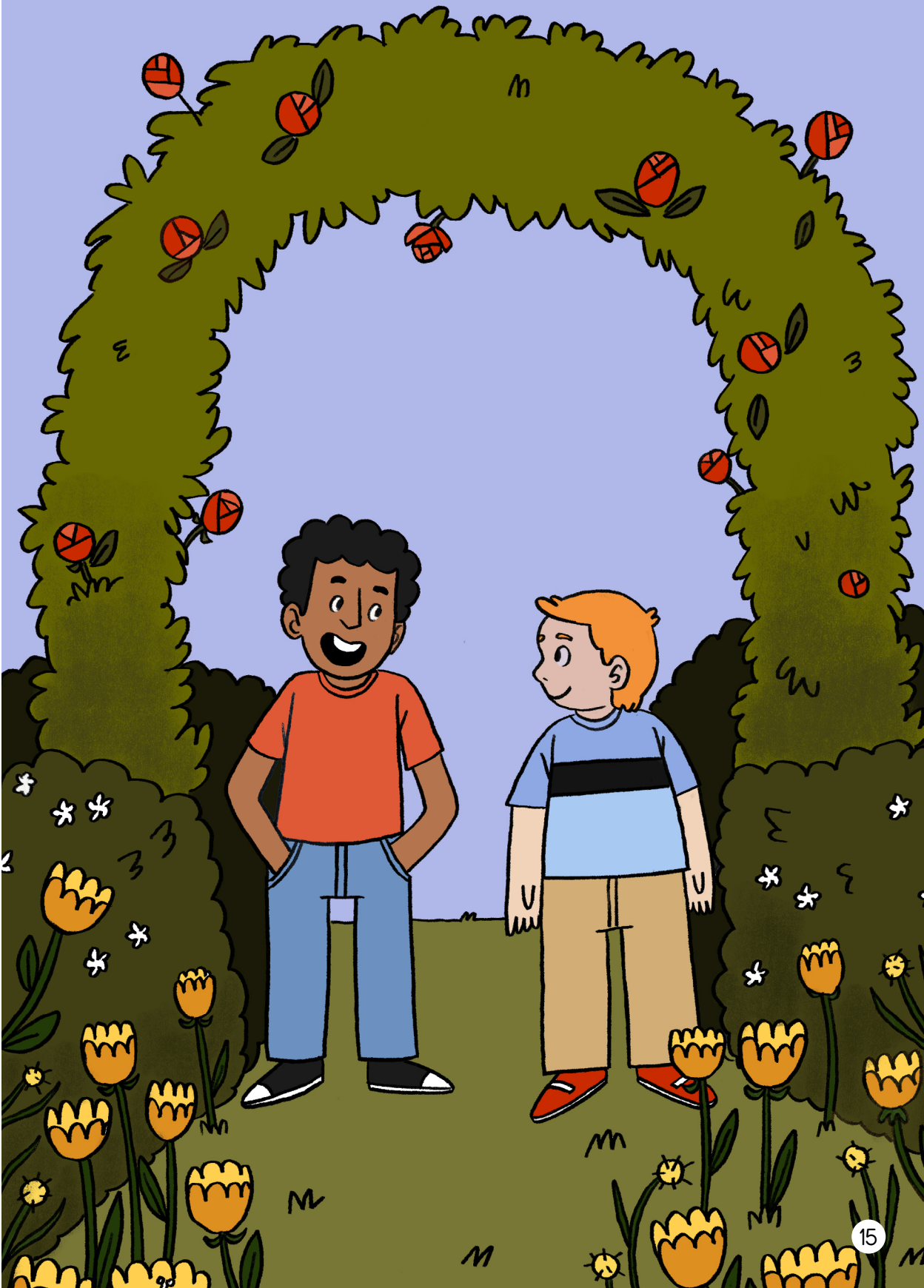
Chapter

2 Producing Sound

After learning about sounds, Marcus and Cory were excited to have a new adventure. They were going to a garden party this weekend and knew there would be lots of sounds to hear.

“The music artist at the party is named Martha, and she is known for her great tunes,” said Marcus, his eyes shining.

“I’m excited to see how she uses sound in her songs,” said Cory.





The boys loved the music at the party. They saw how the singer played different guitar strings to change the tune. The music stood out, even with the noise of the people, making a peaceful space in the garden.

When the music stopped, they asked the singer, “How do you make such cool sounds?”

She smiled and said, “You must know your guitar and how sound works. How the strings shake, the guitar’s shape, and how you hit the strings to change the sound. You have to know how notes work and how to read music. It all matters.”

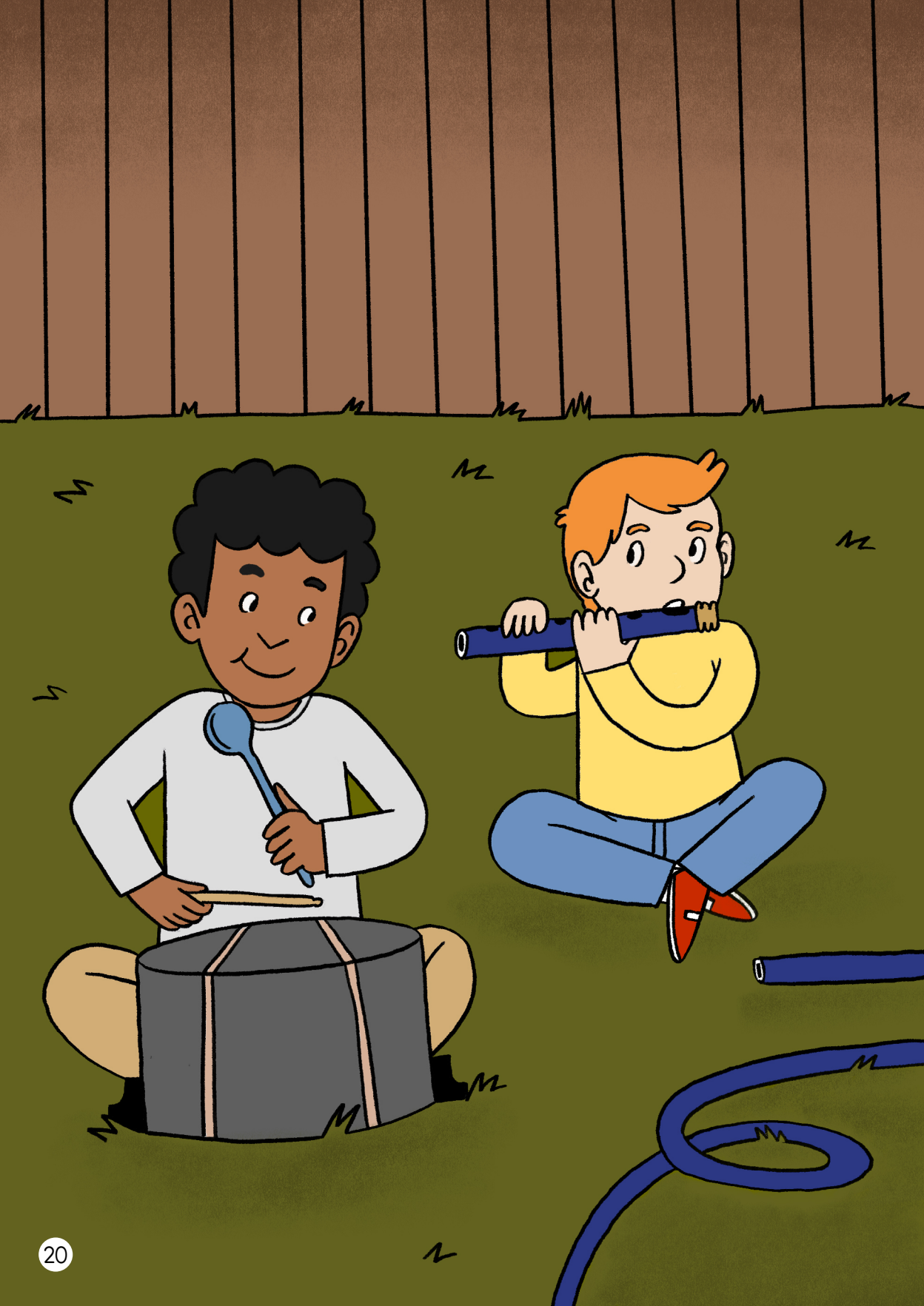
Hearing her talk about music filled the boys with wonder.

The party had many sounds, like talking and glasses clinking. They saw lanterns light up the singer's face as they walked through the garden.

Seeing their interest, Martha invited them to learn more about sound with her. She showed them how each part of her guitar made the beautiful music that filled the garden. She talked with such joy about her music. The boys' minds were buzzing! It was like a **spectacular** carnival of sounds and music.

Marcus and Cory felt inspired by the night, the smell of flowers, and the thrill of new ideas. They planned to make musical instruments when they got home.





Days later, they sat in Marcus's yard with their homemade instruments. Marcus made a drum from a pot and rubber bands, and Cory made a flute from a pipe with some holes.

They were like musical artists, trying to understand sound. They smiled when the music didn't sound right and kept trying. It was all part of their musical adventure.

Chapter

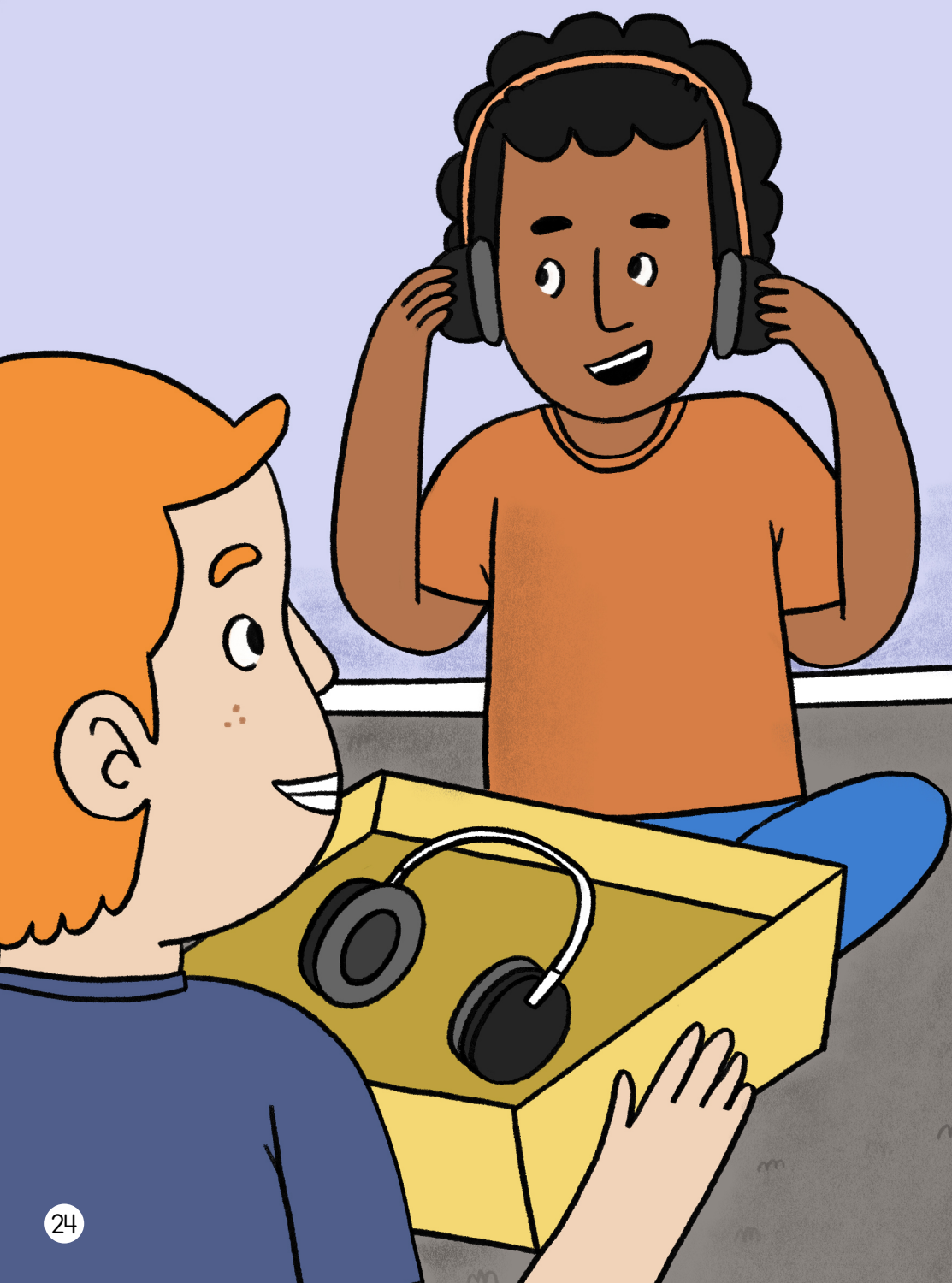
3 How People Hear

Marcus and Cory went to the library to learn about hearing. They saw a big ear model in the library's science corner. The librarian showed them how the ear works. They learned how forces make sound waves travel through the air. Then, sound enters a person's ears, making the eardrum vibrate.

A special machine taught them about the inside of the ear. They listened to different sounds and saw how amazing their ears were.

"I can't believe how many sounds our ears can hear," Cory said.





“Yes, our ears catch all the sounds around us. We can’t afford to forget to protect them,” Marcus agreed, impressed.

The next day, they were going to a concert and a sporting event, so they ordered special headphones to protect their ears from the loud noises.

“It’s important to take care of our ears and not hear loud sounds for too long,” said Cory on their way to the concert.

“Yes, some places use soft walls to **absorb** sound so it’s not too loud. These walls are on the border of the room,” Marcus added.

“But I don’t think the concert or game will have those walls,” Cory said.

At the concert, they used their headphones. They still enjoyed the music without hurting their ears. The concert was full of loud music. Cory and Marcus felt the music move through them, even with their headphones.

They talked afterward about how the headphones helped support their hearing. They giggled as they recalled that the performer wore a shiny suit that looked like armor. They had a lot of fun.



Chapter

4 Sounds Outdoors

One day, Cory and Marcus decided to explore the great outdoors. They wanted to enjoy some quiet time in nature and listen for the sounds they might hear there. There was a chill in the air. The sky was cloudy, and the air felt icy as they started their trip. They wore their cozy jackets because the weather report said it might get misty and snowy.

They walked through the forest along the dusty path. “It’s kind of gloomy today, isn’t it?” Marcus said.



Cory nodded, pushing his hands deep in his pockets to stay warm. “Yes, but it’s exciting! Every step feels like we’re in a new world.” The boys commented on the unique sounds they heard, like the crunching of the dirty dried leaves under their shoes and the sound of the water in a small stream.

Suddenly, they heard a splash! Their hearts jumped at the **startling** sound. It was only a frog hopping into the stream, leaving circles in the water where it landed.

They laughed and were feeling a bit thirsty after their long walk. Luckily, Cory had brought a bottle of water. As they sat on a log, they heard the world around them. It was noisy, with birds chirping and the wind playing through the branches.

“Windy, isn’t it?” Marcus said, his hair a mess from the **gusts**.





“Yes, but it will be sunny soon!” Cory smiled, pointing at the sky where the sun was peeking through the clouds.

Their trip was far from over, and they could not wait to see what else they would discover on that fun day. The world was full of surprises. They were ready for all the wonders ahead.

Chapter

5

The Importance of Light in Daily Life

One night, Marcus and Cory were thinking about light.

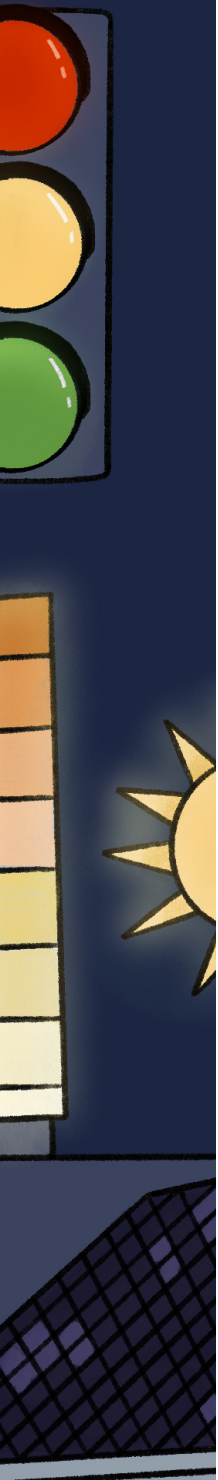
“Light can be helpful but also **dangerous**,” said Marcus. “The sun helps plants to grow, but staring at the sun is bad for our eyes.”

“Yes, we can wear sunglasses to protect our eyes from the sun’s light. Also, we can get sunburn from staying too long in the bright sun. That’s why wearing sunscreen is important,” said Cory.

They thought about other kinds of light, like the signs that lit their town and the bright lights used by firefighters to see in the dark.







The next day, Cory and Marcus went to a science center. There was a light display with quiet, melodic music. The boys learned light sources can be natural or constructed by people. For example, the sun is a natural light source. A light bulb, however, may make light, but it is machine-made. They learned that light is the only form of energy seen with our eyes and that we can see rainbows because light from the sun shines through water droplets.

The boys also learned that it is important to protect our eyes from blue light from computer screens and ultraviolet light from the sun.

They looked up at the sky and saw the light from the stars.

“We should be cautious with light, but it can be pretty too,” Cory said.

Cory and Marcus discussed holiday lights and played with light beams and colored glass.

They remembered the special lights used in shows. They also learned about the glorious northern lights and fireflies.



Chapter

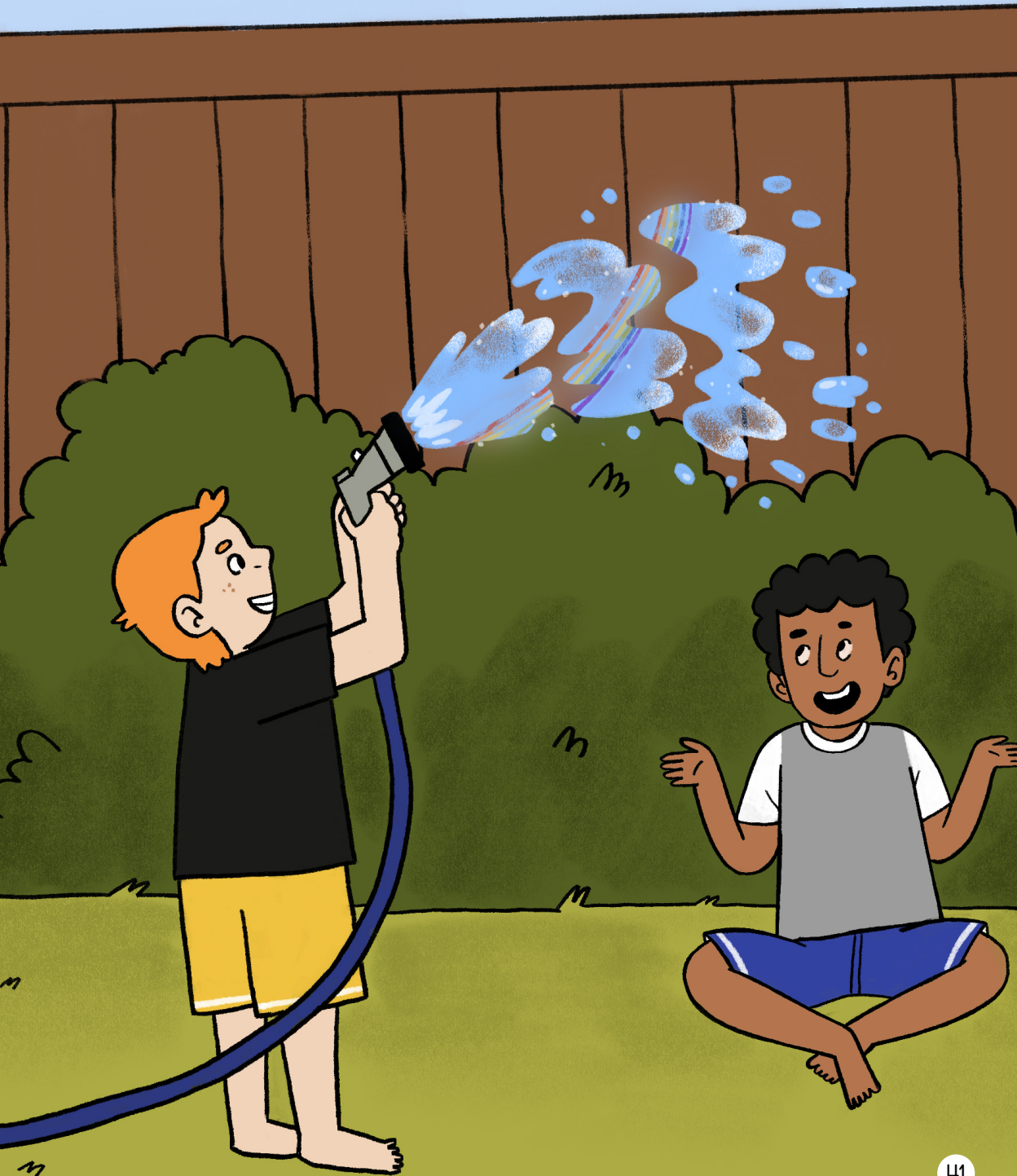
6 Colors and Light

“Colors have many purposes, right?”
Marcus wondered aloud.

“Yeah, like how traffic lights tell us when
to be cautious,” Cory answered.

Marcus and Cory looked around at
different colors and then looked for rainbows.

“Let’s try making a rainbow,” Marcus said.
They sprayed water from a hose into the
sunlight and saw a rainbow form.



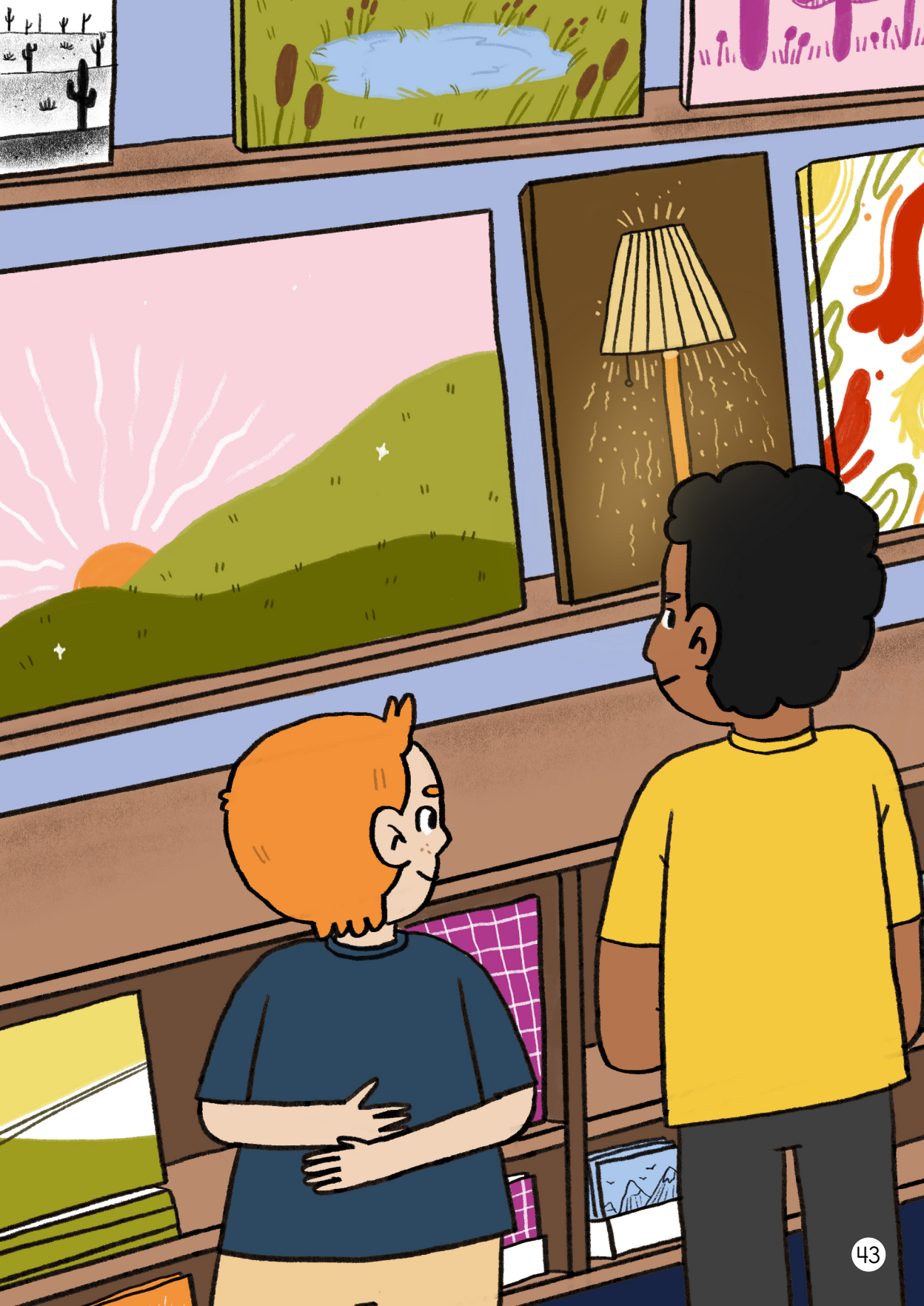
“It happens because the light breaks apart,” Cory said.

They noticed another rainbow form as light shined through a clear glass.

With their homemade **prism**, they looked at how a beam of light could split into various colors.

They visited an art store with **gorgeous** paintings. The boys were amazed by the colors in each painting. Different shades of light shone on the paintings, making the colors come alive and change. It was as if the colors could tell a story.

“Being able to identify all the different colors that exist is an enormous task,” joked Marcus as they looked at the different paintings.





Their next stop was a flower garden with numerous and **vibrant** colors. They spent the afternoon watching the changing colors of the sunset.

“It’s amazing how light and color are connected,” Cory said as the sky turned into a marvelous mix of colors.

They watched how colors blended, forming a continuous spread.

Their quest for colors led them to an artist’s workshop. They saw her making beautiful paintings.



“Colors are like music for the eyes,” the artist said, mixing her paints.

They saw blue and red merge into a gorgeous purple. The artist taught them the color wheel and how some colors go well together.

“The color of something depends on which waves of light it reflects,” she explained, using green paint.

Not surprisingly, the boys wanted to try painting. They learned the meticulous balance needed to mix colors right. Their first tries were humorous and led to some messy results.

“We should make a color wheel,” Cory said.

They painted a paper plate with different colors. It was a rigorous task, needing careful work to mix the paints correctly.

Marcus and Cory talked about the uses of colors as they painted.

“Green for ‘go’ on traffic lights,” said Marcus.

“And red as an alert, like for stop signs,” added Cory.

They admired their completed color wheel. It was a continuous circle of marvelous colors.

Before cleaning up, Marcus had an idea.

“Let’s add black and white to see the effect on the colors.”

The boys mixed black paint into a part of the blue paint to turn it dark navy like the night sky. Then they mixed white paint into a part of the red paint to create a rosy pink.

“It all starts with light,” Cory said.

“Yep, light is continuous, just like color,”
Marcus replied.

“Without light, we couldn’t see any of this.”



Chapter

7

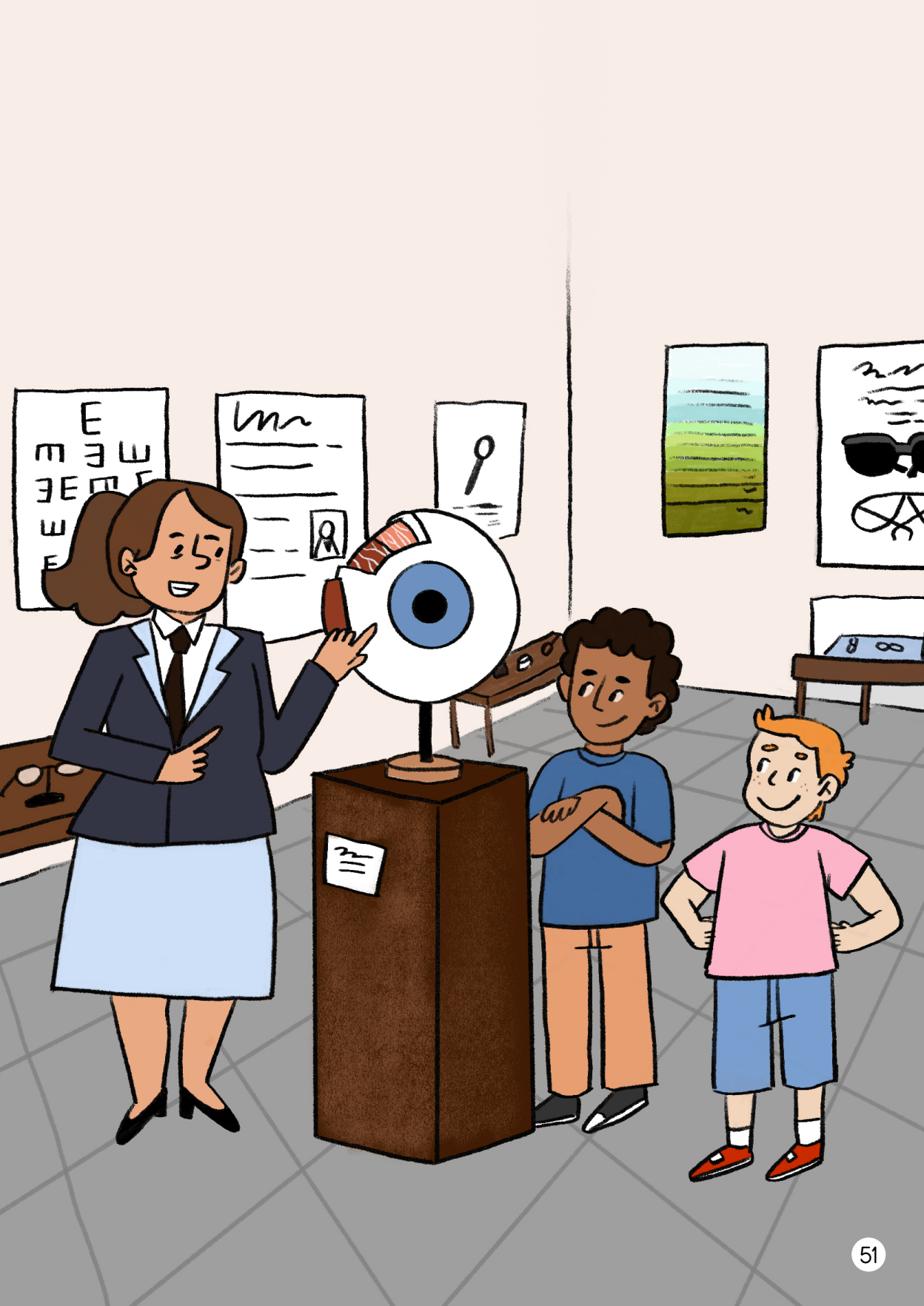
How the Eye Works

After seeing all of the vibrant colors and light in the world around them, Marcus and Cory wanted to learn more about how the eye works. They decided to go back to the local science center to see the exhibit on the eye. They planned their visit **thoughtfully** and arrived early to beat the crowds.

“Let’s check out the human eye section,” Marcus said.

Cory agreed happily and led the way.

A friendly guide welcomed them to the exhibit.





She showed them a big model of an eye and eagerly told them how light enters the eye and passes through a **lens**.

“The eye can focus automatically. That helps us see clearly,” she explained. She moved her hands softly over the different parts of the eye model.

Marcus and Cory listened attentively. They moved closer to the model and examined it curiously.

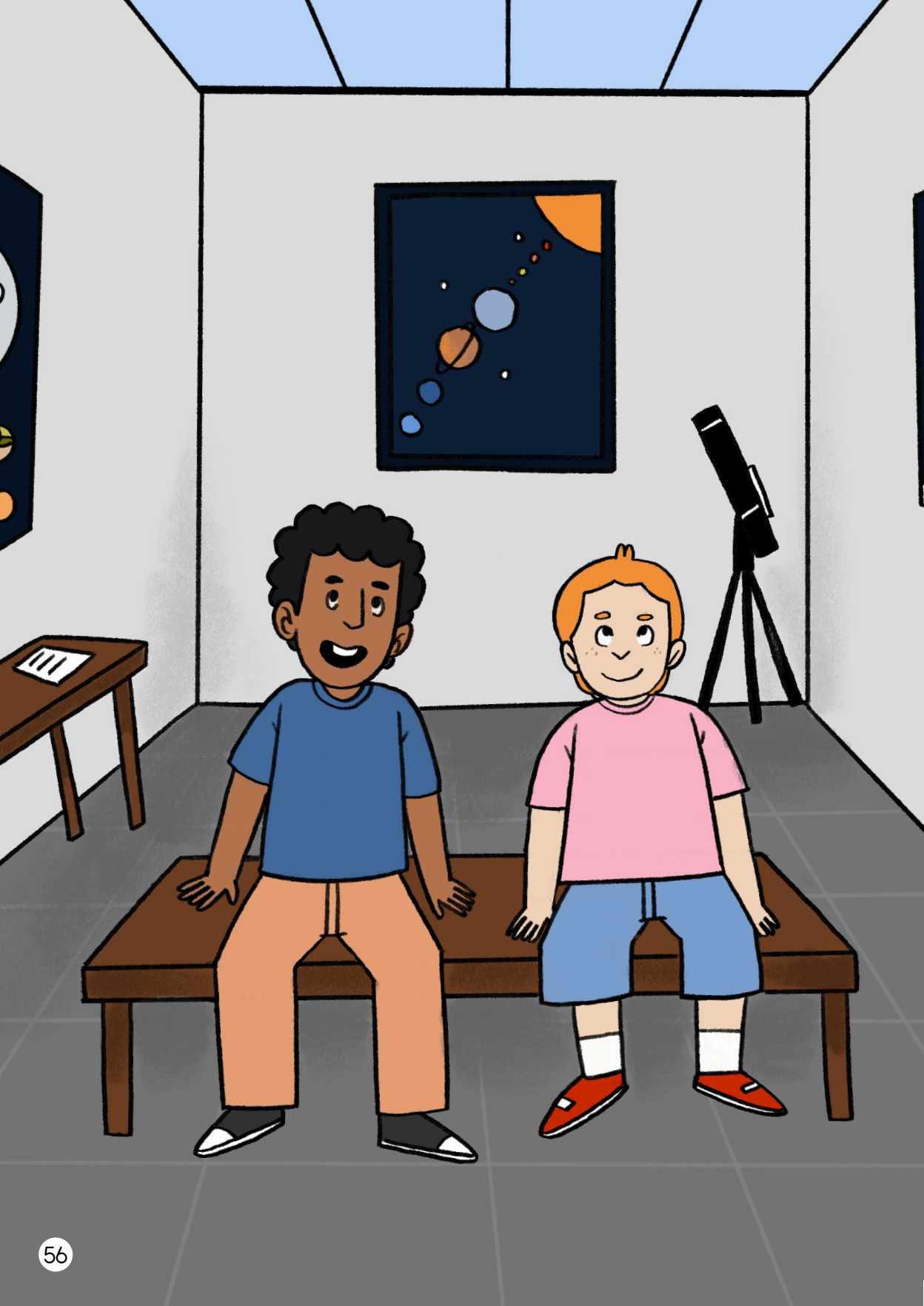
“Notice how the black dot gets bigger and smaller,” the guide said, pointing to the model’s **pupil**.

“It’s **reacting** to light instantly, just like our eyes do,” Cory said.

They saw an interesting display with glasses, and they got to try on glasses that showed different eye conditions. They quickly understood how glasses helped people see. The guide explained some people need glasses to see clearly.

“People also have an amazing ability to see things beside them without turning their heads. This is called seeing peripherally,” the guide said.





The boys were surprised at how much they could see without looking directly at something.

They tried to surprise each other from the side, but their side vision saw the movement.

Cory and Marcus sat tiredly on a bench as their visit ended. They were thinking about all the information they learned.

“Our eyes are amazing,” Marcus said as he looked around the museum.

“Yes, they work flawlessly to give us amazing vision,” Cory added.

Both boys felt thankful their eyes allowed them to see the world.

Chapter

8

How Magnifying Glasses Work

One afternoon, Marcus and Cory eagerly set out to understand **magnification**. They carefully laid out their magnifying glasses on the wooden table in the backyard. The sun was shining brightly above them.

“Let’s look at things closely, like real scientists,” said Marcus, his eyes sparkling excitedly.

“Absolutely,” agreed Cory as he picked up a magnifying glass and carefully examined a leaf.

The boys looked at many objects, observing each one individually. They moved slowly and made sure they got all the details.

Then, they shared their **findings**.





“Did you notice how smoothly the ants are moving?” Cory asked, focusing the lens on a line of ants marching on the ground.

“Yes, and when I look at them through the glass, they seem to be moving more quickly,” Marcus replied as he watched the tiny ants with interest. They kept looking for exciting things to see under a magnifying glass.

The boys made a map of their **observations**, neatly noting each discovery. They focused intently as they recorded the information they saw.

“Look at this flower,” Marcus said suddenly, holding a daisy under the lens. “The petals look so smooth, and the center is bumpy with pollen.” Cory peered over curiously.

They looked at flashlight beams through the magnifying glasses when it got dark. The beams passed through the lenses and created a brightly lit circle.

“This is so cool,” Cory said. “The light spreads out evenly and makes everything look so clear.”

“You’re right,” Marcus replied, moving the lens slightly. “The magnifying glass enlarges and sharpens the image.”

Cory and Marcus kept exploring until the stars twinkled softly in the night sky. Soon, they realized time had passed surprisingly quickly.

Finally, they sat the magnifying glasses on the table and chatted about the day. It had been full of discovery with their magnifying glasses.



Chapter

9 Night Vision

After learning about how the eye works, Cory and Marcus thought about nocturnal animals and their activity at night. They thought of how owls have impressive night vision, having a reflective layer in their eyes that makes them effective hunters.

The boys' parents planned a night walk in the woods so they could see and learn more about nocturnal animals. They saw how bright some animals' eyes looked when light shone on them.





The boys learned about how the responsive nature of some animals' eyes allowed them to navigate in the dark.

This **spurred** Marcus and Cory to think about night vision for humans, too. One night, their active minds were eager to figure out how night vision works. They began an investigative quest to learn how people could see in the dark.

“Night vision is like a magic trick,” said Marcus.

“Yes, it turns night into day!” Cory added.

“Our eyes don't see like that,” Marcus said.

“But it’s still fun to pretend,” Cory said with a smile. Since they didn’t have real night-vision goggles, they were creative. They made pretend night-vision goggles. They played in the yard, acting like they could see objects in the dark.

Marcus and Cory wanted to learn more, so they began a comprehensive search on how night-vision equipment worked. They checked out books at the library to learn about the impressive **technology**. The devices use small amounts of light to make things that are in the dark visible.

“This technology is so amazing,” Marcus said. “It’s like having superpowers!”

“It is incredible,” Cory added, thinking of how night vision could be helpful and adaptive.

Marcus and Cory felt excited about all the new things they learned about night vision.



Chapter **10** Fun with Flashlights and Shadows

Marcus and Cory were feeling very inventive the next day. They wanted to learn more about light and shadows. They transformed their backyard into an **imaginative** stage. The boys were ready for an active evening of fun with their flashlights.

“Let’s see who can make the most creative shadow,” Marcus challenged.





“I’m on it!” Cory replied. They started with simple shapes. They moved their hands expressively to form animals and objects. The boys’ shadow play became more inventive. They used other items to cast silhouettes. Then they discovered shadows were sharpest when the light source was directly behind the object.

“My action figure looks massive when I put it close to the light,” Marcus said. He held his toy close to the light, making its shadow grow large on the wall.

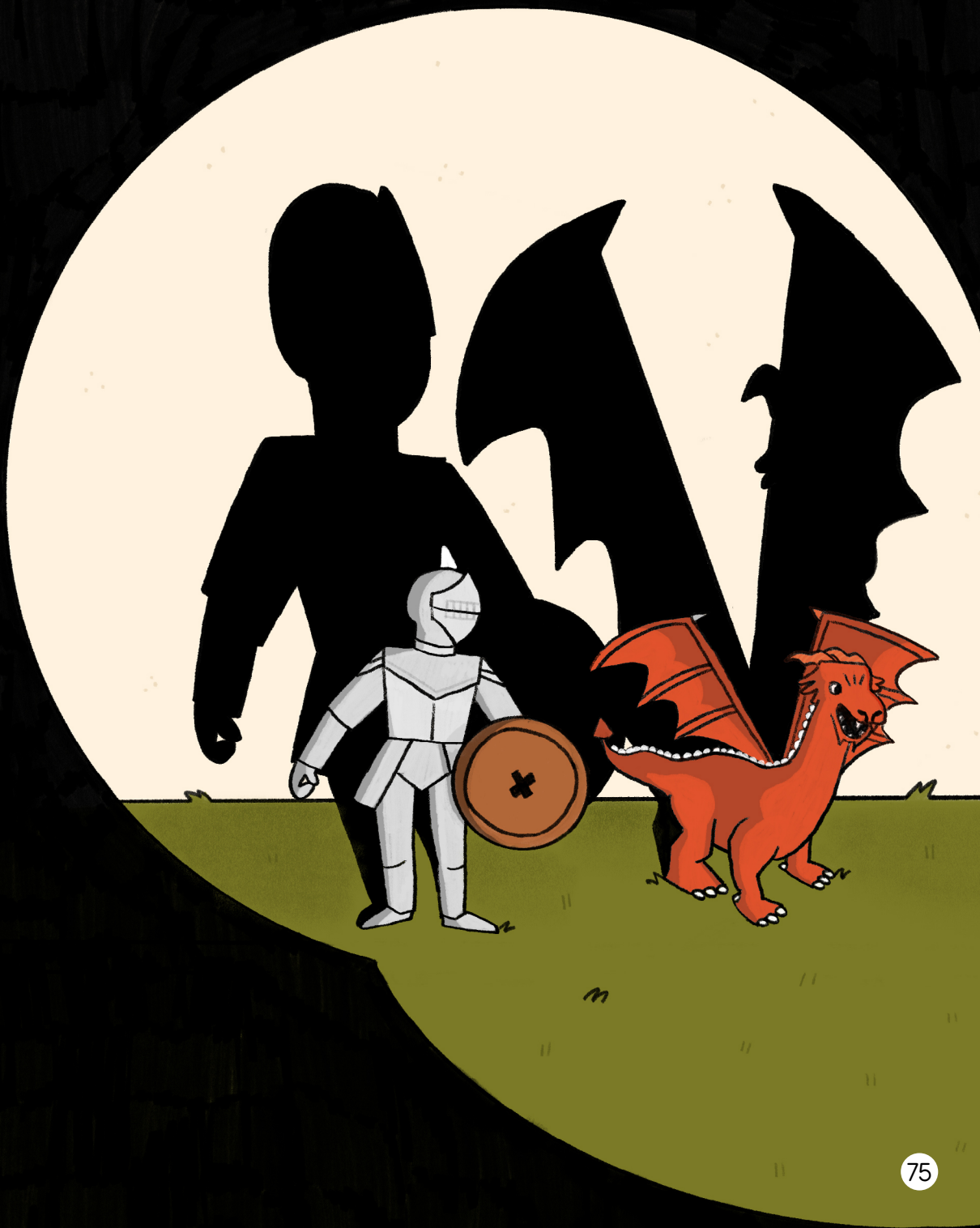
“And when I move it away, it becomes tiny,” Cory said in amazement.

The boys invented a game in which they tried to guess the object just by its shadow. It was surprisingly hard. The shadows were **deceptive**. It took many creative guesses to get them right.

As they played, they began to tell a story with their shadows. Marcus's shadow was a protective knight, and Cory's was a dragon. As they moved their flashlights, the shadows seemed to come alive. "The dragon's shadow looks so scary!" exclaimed Cory. His hands made the dragon's shadow flap its wings **aggressively**.

"The knight's shadow is brave," Marcus said, moving his action figure to make the knight's shadow stand firm.

The boys made quite a show with the shadows on the wall. They learned how to change the angle of the light to make the shadows look more active or **passive**, depending on how they wanted the story to go.





Marcus and Cory took turns making their story more imaginative. At one point, they even used a fan to make the shadows flicker and move.

They decided to make a big ending for their shadow play. They used all the objects they had to cast a massive shadow of all the toys together.

Cory nodded, the flashlight in his hand casting a warm glow on his face. “They look like they’re all gathering together for a big party.” With that, they turned off the flashlights, allowing the shadows to fade into the night.

Chapter

11

Lights and Sounds at the Amusement Park

Marcus and Cory's next adventure took them to a place where lights and sounds were all around. They went to the local amusement park! The park was full of excited visitors. The air was buzzing with the sounds of laughter and music. The boys stood at the entrance, looking forward to the fun times ahead.

The flashing lights of the rides and the colorful game booths greeted the boys. The sun was coloring the sky with its evening light.

The contrast between the park's lights and the darkening sky added a magical glow.





“Look at the Ferris wheel!” Cory shouted. It had flashing lights that seemed to brighten and flatten against the sky as it spun.

Marcus pointed to the roller coaster. “Check out how the lights make it look even faster as it twists and turns!” He was **entranced** by the exciting scene.

They thought taking notes on the different lights and sounds they **encountered** would be good. They saw the soft golden glow of the carousel. They heard the engines on the other rides.

The boys enjoyed the hundreds of different sounds in the park. They thought the noises could be entertaining but too loud at times.

They found a game booth with a ring toss in a quiet park area. The attendant explained how to play and made sure to address all the rules. The rings clinked against the bottles. It was very hard to land the rings on the necks of the bottles. The game required athletic skill. The sounds and soft lights of the game enveloped the players in a cozy bubble away from the rest of the park.

Marcus and Cory's favorite area was the haunted house. Flickering lights cast strange shadows on the walls, and hidden speakers made scary sounds.

As they exited the haunted house, the boys were surprised by a sudden burst of music from a nearby stage where a live band was setting up. The sound check sent vibrations through the air.

“This is the best mix of lights and sounds!” Marcus said with excitement.





Cory agreed, “It’s like the whole park is alive!”

“Look at the Ferris wheel now!” Marcus said. The ride lit up the evening sky. “It brightens the sky with so many colors!”

Cory’s eyes were **gleaming** with excitement. “And listen to the music!”

They walked through the park. Their steps quickened as they got close to more fun games and rides.

Marcus and Cory were hungry, so they decided to go to the amusement park’s food court. There were many choices of things to eat. Marcus decided to get a sandwich and a candy apple. Cory chose a piece of pumpkin pie.

“Let’s take a ride on the carousel,” offered Cory. As they ran toward the beautiful ride, the lights softened.

As they rode on the painted horses, the music from the ride blended with the sounds around them. The boys felt like they were part of an **enchanting** story, the heroes of their own adventure.

Marcus and Cory were drawn in next by a game where they had to knock down stacks of cans with beanbags. Each good throw caused a loud clang that sweetened the victory.

“Nice shot!” Marcus cheered as Cory’s throw sent the cans tumbling down.





They ended their visit with a ride on the bumper cars. The ride had bright lights and energetic music. The boys laughed as they drove their cars, the crashes softened by the rubber bumpers. The night ended with a dazzling fireworks display. The sky was dark and then suddenly brightened by the explosive lights. The fireworks strengthened the bond between Marcus and Cory as they stood together watching the display.

“It’s been an amazing day,” Marcus said happily.

“I couldn’t agree more!” Cory replied, as his smile widened.

The sights and sounds of the amusement park were all around as they enjoyed the fireworks display.

Glossary

A

absorb (ab-ZORB): to soak up, like a liquid from a surface or a substance from the air

aggressively (uh-GRESS-iv-lee): to do things in an angry, forceful, or sharp manner

D

dangerous (DAYN-jr-uhs): having the ability to cause injury or harm

deceptive (duh-SEP-tuhv): when something is different than what it really is

E

encountered (uhn-KOWN-trd): to come face to face with someone or something unexpectedly

enchanted (uhn-CHAN-tuhng): delightful; charming

entranced (uhn-TRANST): a wonder that is filled with emotion

F

findings (FINE-duhngz): results, conclusions, or discoveries made after an investigation

G

gorgeous (GOR-jus): very attractive and beautiful

gleaming (GLEE-muhng): shining typically because of cleanness or polishing

gusts (guhsts): sudden rushes or blasts of wind

I

imaginative (uh-MA-juh-nuh-tuhv): having a creative and fun mind that can think of cool and exciting ideas

L

lens (lenz): curved glass or plastic designed to refract light rays

M

magnification (mag-ni-fi-KAY-shun): the act of making an object look bigger

O

observations (ob-ser-VAY-shuns): things you see or learn by watching something carefully

P

passive (PASS-iv): letting something happen without trying to change it or react to it

prism (PRIZ-um): a clear glass or plastic object that light passes through to create the colors of the rainbow

pupil (PYOO-puhl): the small, round, black area in the center of the eye that light passes through

R

reacting (ree-AK-tuhng): changing or behaving in a particular way as a result of or in response to something

S

spectacular (spek-TAK-yoo-lur): wonderful, beautiful, very impressive

signaling (SIG-nuh-luhng): showing that something is about to happen or begin

spurred (spurd): to encourage somebody to do something

startling (STAAR-tuh-luhng): causing one to move suddenly or involuntarily because of something loud, sudden, or unexpected

T

technology (tek-NOL-uh-jee): scientific knowledge used to invent new machines or equipment

thoughtfully (THAAT-fuh-lee): showing consideration for others

V

vibration (vy-BRAY-shun): a shaking movement or sound

vibrant (VAI-bruhnt): full of energy, brightness, and life

About this Book

This book has been created for use by students learning to read with the program. Readability levels are suitable for early readers. The book has also been carefully leveled in terms of its “code load,” or the number of spellings used in the stories.

The English writing system is complex. It uses more than 200 spellings to stand for 40-odd sounds. Many sounds can be spelled several different ways, and many spellings can be pronounced several different ways. This book has been designed to make early reading experiences simpler and more productive by using a subset of the available spellings. It uses *only* spellings students have been taught to sound out as part of their phonics lessons, plus a handful of Tricky Words, which have also been deliberately introduced in the lessons. This means the stories will be 100% decodable if they are assigned at the proper time.

As the students move through the program, they learn new spellings and the “code load” in the decodable Readers increases gradually. The code load graphic on this page indicates the number of spellings students are expected to know in order to read the first story of the book and the number of spellings students are expected to know in order to read the final stories in the book. The columns on the opposite page list the specific spellings and Tricky Words students are expected to recognize at the beginning of this Reader. The bullets at the bottom of the opposite page identify spellings, Tricky Words, and other topics that are introduced gradually in the unit this Reader accompanies.

TRICKY WORDS:

carousel, figure, guitar, silhouettes, sorry

Code Knowledge added gradually in the unit for this Reader:

- Decoding multisyllabic words with r-controlled syllables
- Decoding words with the *-y* suffix
- Decoding words with the *-ous* suffix
- Decoding words with the *-ly* suffix
- Decoding words with the *-ive* suffix
- Segmenting multisyllabic VCCCV words
- Decoding words with the *-en* suffix.

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