Vocabulary in Action

You will see words in this lesson that are used in many ways.

- A prefix is a very short piece of a word. A prefix is attached to the beginning of a word. *Pre-* means "something that happens before." Take the word *test* and add *pre–* to it. You have the word *pretest*. Pretest means a test you take to practice for the main test.

PREFIX	MEANING
a–, un–, dis–	not, without
pre–	before
en–	put in or on, make

- A root word is a word that has a prefix or suffix at the beginning or end. If you add *dis-* to *trust*, you get the word *distrust*. *Distrust* means "not trusting."
- A suffix is a very short piece of a word. A suffix is attached to the end of a word to change its meaning. If you add *–ly* to *friend*, you get the word *friendly*. *Friendly* means a person who is nice to others.

SUFFIX	MEANING
–ish, –ly, –y	being or acting like
–less	without
–ed	something that happened in the past
–s, –es	more than one
–ful	full of

- The part of speech shows what a word does in a sentence. Some examples are adjectives, nouns, and adverbs. The suffix *–ly* usually turns a word into an adverb. Adverbs describe verbs.

HINT, HINT

You can find a root word by looking for a word you know that has something extra added to it. You know the word *tell*. When you see *retell*, what is the prefix? What is the root word?

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GUIDED INSTRUCTION

Darnell reads a lot of history books. History is his favorite subject. Darnell often finds words that are unfamiliar to him. When that happens, he identifies the root words to help understand the meanings. Read this text about Spanish history. See if you can find any of the common prefixes and suffixes. As you read, circle the words with prefixes or suffixes.

Spanish History

Spain is a country in Europe next to France. Hundreds of years ago Spain was part of the Roman Empire.

In those days people in Spain commonly spoke the language of the Romans, called Latin. Latin was spoken almost everywhere in the Roman Empire. The Roman Empire lasted an unusually long time. After it ended, people continued to speak Latin.

Over time Latin changed and people stopped speaking it. Many wonderful languages today come from Latin and still have similar words. Spanish is one of these languages. In the English language we use many Latin words, too. Many Latin words became prefixes and suffixes in English.

[Reading Level: 590–690L; Word Count: 117]

Complete the chart by listing the words you found in the passage that have prefixes or suffixes. First, write the word. Then, write the prefix or suffix. Then, write the root word. Finally, write what the word means.

WORD	PREFIX OR SUFFIX	ROOT WORD	WHAT DOES IT MEAN?
languages	-s	language	more than one language
commonly	-ly	common	normal, widely used
unusually	un-, -ly	usual	not common

TIPS AND TRICKS

Underline the prefixes and suffixes in each word that has them. Which suffix shows "more than one"?

THINK ABOUT IT

Find the meaning of a root word first. Then, add the meaning of the prefix or suffix. For example, *happy* means that you are in a good mood. The prefix *un–* means "not." So when you are unhappy, you are in a bad mood.

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6 For one hour each year, the people toss tomatoes and have a delightful time together. Then a siren sounds and the festival is over. There is always a big mess to clean up, but it only takes a day or so for all of the smashed tomatoes to disappear. Then the preplanning begins for next year's La Tomatina!

[Reading Level: 630–730L; Word Count: 374]

1. Which two words from the text have the same prefix?

   Ⓐ "disappointed" and "disappear"
   Ⓑ "festival" and "pole"
   Ⓒ "signal" and "sound"
   Ⓓ "smashed" and "slippery"

TIPS AND TRICKS

Try underlining the prefix or suffix in each word.

2. Which two words from the text have the same suffix?

   Ⓐ "thousands" and "them"
   Ⓑ "tomatina" and "tossed"
   Ⓒ "actually" and "usually"
   Ⓓ "everyone" and "encouraged"

3. Find a three-syllable word in paragraph 1 that has a prefix or suffix. Then, explain in your own words the meaning of the root word. How does the prefix or suffix change the meaning?

Sample response: The word is encouraged. The prefix is *en-*. The root word of encouraged is *courage* and it means to be brave. *Encouraged* means to help someone be brave.

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4. Which two words from the text have the same root word?

   Ⓐ "together" and "festival"
   Ⓑ "preplanning" and "parade"
   Ⓒ "restaurants" and "August"
   Ⓓ "unusual" and "usually"

5. Which word has a suffix that means "full of"?

   Ⓐ preplanning
   Ⓑ Buñol
   Ⓒ beautiful
   Ⓓ usually

6. Find a word in paragraph 6 that means "full of pleasure." Then, explain why the word has this meaning.

Sample response: The word *delightful* means "full of pleasure." The root word *delight* means "pleasure." When you add the suffix *–ful*, it changes the meaning to "full of pleasure."

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7. Read these three sentences from "La Tomatina." Look for words that match the meanings in the boxes. When you find the word that goes with the meaning, write it in the space next to the meaning.

> This unusual tradition started more than 70 years ago. The city of Buñol had invented a new festival! There is always a big mess to clean up, but it only takes a day or so for all of the smashed tomatoes to disappear.

SOMETHING THAT DOES NOT NORMALLY HAPPEN	unusual
SOMETHING THAT WE DO NOT SEE ANYMORE	disappear
AN EVENT THAT IS LIKE A PARTY OR CELEBRATION	festival

8. Which prefix or suffix means "not" or "without"?

Ⓐ *–al*
Ⓑ *dis–*
Ⓒ *pre–*
Ⓓ *–ly*

TIPS AND TRICKS

Remember to choose more than one word (two words) to answer this question.

9. Which TWO words have a prefix that means "not"?

Ⓐ unusual
Ⓑ preplanning
Ⓒ disappear
Ⓓ usually
Ⓔ delightful
Ⓕ tossed

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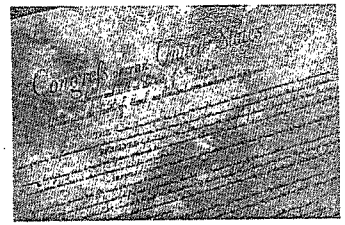
EXIT TICKET

3RF3a, 3RF3b, 3L4b, 3L4c

Now you understand how to identify prefixes, suffixes, and root words. Let's revisit the Real-World Connection.

Imagine you are reading the same history book as Darnell. Look at these two sentences.

"Some of the Founders disagreed with James Madison. He rewrote his version of the Bill of Rights."



Underline the big words. Circle the prefixes or suffixes of each big word. What are the root words? Write what you think the big words mean, and how you found the meaning.

Student answers will vary.

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some records we can use to see if it still works. What do you say? Would you like to use our imaginations and travel into the past?

Love,
Lori

[Reading Level: 510–610L; Word Count: 134]

Finish the chart below with words from Lori's letter.

HINT, HINT

Try clapping out each word while you say it slowly. Count each clap. That will help you find the number of syllables. You can also tap your foot or snap.

MULTISYLLABIC WORDS IN THE LETTER	CLAP IT OUT	NUMBER OF SYLLABLES
instructions	in/struc/tions	3
interested	in/ter/es/ted	4
weekend	week/end	2
together	to/geth/er	3



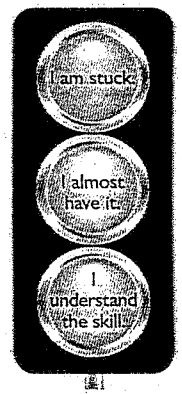
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How Am I Doing?

What questions do you have?

Write three items in the room and clap them out to find out how many syllables they have. How many times did you clap for each?

Color in the traffic signal that shows how you are doing with the skill.



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INDEPENDENT PRACTICE

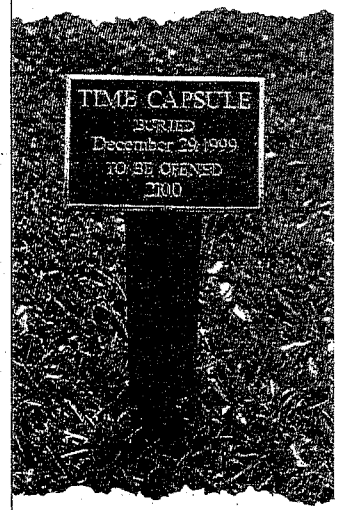
Read the article. Then, answer the questions that follow.

Preserving Time

Genre: Magazine Article

▶ HINT, HINT

Words that are on a test will often be underlined or bold in the passage. Pay attention to these words. Look for clues that help you understand their meanings.



1 A group of people gathered hundreds of objects together in 1940. The objects included a plastic bird, a fly swatter, a recording of President Franklin Roosevelt speaking, and an electric iron. These objects were placed inside steel boxes. The boxes would keep them safe. The boxes were then taken into a room in the basement of a building where there had once been a swimming pool. The room was then closed. No one could go inside and take the objects out. It is still closed today. One day, the room will be opened—but not until the year 8113!

2 A man named Thornwell Jacobs came up with the idea to gather and hide these things. This collection of objects may seem a little strange, but Jacobs chose them very carefully. He wanted to show the people of the future what life was like in 1940. It was one of the first time capsules. A capsule is a container that holds things.

3 This time capsule was not the first in the world. The people of Detroit, Michigan, made a time capsule in the year 1900. It included pictures taken of the city. People also wrote letters that they put in the time capsule. The capsule was opened one hundred years later. People who lived in Detroit in the year 2000 had the chance to see what their city was like in the past. Detroit's mayor wrote one letter. It discussed the telephone. It was a new invention that excited the people of his day.

4 Time capsules are fun to put together. They do not have to be hard to make, and you do not have to wait hundreds of years to open one! You may decide to open your time capsule when you finish high school. Of course, you do not have to wait that long. On the other hand, you may decide to wait much longer before opening it.

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5 Your first task is choosing the items you wish to remember. You might want to consider clothing, toys, ticket stubs, or photographs. Anything that will represent you as you are now would be perfect in a time capsule. For example, you may want to include a list of your current favorite hobbies. You could also include a recipe for the food you like most.

6 When you have chosen your items, pack them into a container. Plastic or metal boxes are good because they will keep your items cool and dry. You will then have to choose a place to keep the capsule until it is opened. Closets and basements are good choices. Some people like to bury time capsules in the ground. However, you may not want to do this. Many capsules that are buried are forgotten. Sometimes people cannot remember where they buried them. Let someone else know where your capsule is if you want to bury it outside. That way, you can find it in case you forget. Placing a marker at the site is also helpful.

7 There is a group in Atlanta, Georgia, that makes a list of all known time capsules. This makes it less likely that people who create capsules will forget about them. Making sure your capsule is on this list can be helpful if you want to make one that will not be opened for a long time.

[Reading Level: 630–730L; Word Count: 547]

READING NOTES

1. Which multisyllabic word from the text is another word for capsule?

   Ⓐ gathered
   Ⓑ collection
   Ⓒ container
   Ⓓ metal

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HINT, HINT

Every syllable will contain at least one vowel.

This question has two parts. First, answer part A. Then, answer part B.

2. Part A

Which word from the passage has three syllables?

Ⓐ capsule
Ⓑ capture
Ⓒ plastic
Ⓓ newspaper

Part B

Which syllable in the answer to Part A means "important information"?

Ⓐ plas
Ⓑ news
Ⓒ ture
Ⓓ cap

TIPS AND TRICKS

Remember to choose three words for this answer.

3. Which THREE words from the text are words with more than one syllable?

Ⓐ time
Ⓑ day
Ⓒ electric
Ⓓ make
Ⓔ favorite
Ⓕ items

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This question has two parts. First, answer part A. Then, answer part B.

4. Part A

How many syllables are in the word telephone?

Ⓐ 2
Ⓑ 3
Ⓒ 4
Ⓓ 5

Part B

What is the correct breakdown of syllables for the word telephone?

Ⓐ tel/e/ph/on/e
Ⓑ tel/e/ph/one
Ⓒ tel/e/phone
Ⓓ tele/phone

5. Which letter in the word capsule is silent?

Ⓐ c
Ⓑ p
Ⓒ l
Ⓓ e

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This question has two parts. First, answer part A. Then, answer part B.

6. Part A

How many syllables are in the word Atlanta?

Ⓐ 1
Ⓑ 2
Ⓒ 3
Ⓓ 4

Part B

What is the correct breakdown of syllables for the word Atlanta?

Ⓐ Atlan/ta
Ⓑ A/t/lan/ta
Ⓒ At/la/nta
Ⓓ At/lan/ta

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EXIT TICKET

3RF3c

Now that you have practiced breaking long words into smaller units, let's revisit the Real-World Connection. Cassie has been asked to read part of an article out loud. The article tells about the history of the telegraph. One section says, "Previous inventors had created different versions of the telegraph. However, Morse's telegraph started a revolution." Fill in the chart with three words from the section Cassie read. Break the words into syllables and write how many each word has.



MULTISYLLABIC WORDS IN THE LETTER	CLAP IT OUT	NUMBER OF SYLLABLES
previous	pre/vi/ous	3
inventors	in/vent/ors	3
revolution	re/vo/lu/tion	4

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GUIDED INSTRUCTION

Lamar chooses a book about South American folktales. Read these paragraphs from the book *The Mighty Jaguar*.



The Mighty Jaguar

Many ancient people in South America thought jaguars had special powers. South American folktales say Jaguar controlled fire. He was also a talented hunter. According to legend, Jaguar could hunt much better than people because he had bows and arrows.

At one point, Jaguar was kind to humans. Then, one day he took care of a hungry man that he met in the jungle. He even taught the man to hunt with bows and arrows. However, the man stole Jaguar's fire. That is how man got fire for the first time. After that, the ancient people were afraid because Jaguar didn't trust humans anymore. They thought he was waiting to pay humans back for stealing from him.

[Reading Level: 620–720L; Word Count: 117]

What does the word *talented* mean in the text? Fill in the chart to show which context clues you used to decide the meaning of *talented*. Then, write the meaning.

SENTENCE	"He was also a talented hunter."
CONTEXT CLUE #1	"special powers," paragraph 1
CONTEXT CLUE #2	"could hunt much better than people," paragraph 1
CONTEXT CLUE #3	"Jaguar controlled fire," paragraph 1
MEANING OF THE WORD	gifted

HINT, HINT

Look at the ideas and words near a new word to help you determine the meaning.

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How Am I Doing?

What questions do you have?

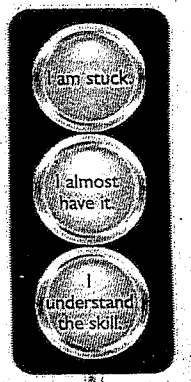
Write a word you learned recently and a context clue to help figure out the word's meaning.

Think of a book you have read for fun or for school. Did it have words that you did not know? How did you figure out what the words meant without looking in a dictionary?

SKETCH IT

In the margin below, draw a picture of a context clue from the story that helped you understand the meaning of *talented*.

Color in the traffic signal that shows how you are doing with the skill.



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TIPS AND TRICKS

In the sentences, look for words about the same topic to give you clues about the new word.

This question has two parts. First, answer part A. Then, answer part B.

1. Part A

In paragraph 1, what is the meaning of stunning?

Ⓐ beautiful
Ⓑ fuzzy
Ⓒ strong
Ⓓ wiggly

Part B

Underline ONE phrase in paragraph 1 that BEST supports the answer to Part A.

2. Select THREE words or phrases that help you figure out the meaning of greedy in paragraph 1.

Ⓐ "hoarded"
Ⓑ "with eight long legs"
Ⓒ "never-ending appetite"
Ⓓ "a strong wish to have a lot of something"
Ⓔ "cost"
Ⓕ "to want to make people sad"

TIPS AND TRICKS

This question is asking about Anansi's feelings. Pick a sentence that best shows how Anansi feels.

This question has two parts. First, answer part A. Then, answer part B.

3. Part A

In paragraph 4, what does the word dismay say about Anansi?

Ⓐ He is afraid.
Ⓑ He is lonely.
Ⓒ He is upset.
Ⓓ He is amused.

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Part B

Underline ONE sentence in the story that BEST supports the answer to Part A. [See paragraph 3.]

4. What does the word fragrance mean in paragraph 7? How did you use the context to figure out the meaning? Write a paragraph explaining the word's meaning and how you used context clues to figure it out.

Sample response: In this paragraph, fragrance means "a good smell." Anansi smells Mama's beans and onions even though he is trying to work. I used the phrase "ignore the smell." It shows that the fragrance of beans and onions is distracting him. The word "wonderful" shows that it is a good smell.

This question has two parts. First, answer part A. Then, answer part B.

5. Part A

What is the meaning of the word handsomest in paragraph 13?

Ⓐ calm
Ⓑ best-looking
Ⓒ gloomy
Ⓓ strange

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Part B

Which TWO words or phrases from the story BEST support the answer to Part A?

Ⓐ "plopping" (paragraph 13)

Ⓑ "smile." (paragraph 13)

Ⓒ "purred" (paragraph 14)

Ⓓ "just helping" (paragraph 15)

Ⓔ "syrupy sweetness" (paragraph 15)

Ⓕ "so hot it hurt" (paragraph 16)

6. What does the word scalded mean in paragraph 16?

Ⓐ burned

Ⓑ itched

Ⓒ pinched

Ⓓ scratched

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EXIT TICKET

3RF4c, 3L4a

Now you know how to use context clues to get the meaning of a word. Let's revisit the Real-World Connection.

Hanna and Lamar are reading the book about the hero that fights "a cyclops." At first, Lamar thinks a cyclops is a kind of insect. He and Hanna look at the book again. Lamar points out the sentence: "The cyclops blinked its one giant eye." Lamar self-corrects. "I don't think a cyclops is an insect," he says. "Insects have more than one eye." Hanna reads more. The story also says the cyclops "held a huge sword in its enormous hands." Imagine you are sitting near Hanna and Lamar. They ask you for help deciding what a cyclops is. Write a few sentences explaining what a cyclops is. What context clues did you use to figure out the meaning?

Sample answer: I think a cyclops is a big monster with one eye. I know this because the story says the cyclops blinked its eye. It also says the cyclops had enormous hands. If it has big hands, then it has to be a big monster.

Draw a picture of what you think the cyclops looks like.

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GUIDED INSTRUCTION

Read this poem out loud. Try to read fluently. Try speaking at a good rate. Then, complete the first and last rows of the table.

THINK ABOUT IT

Because this poem is about an adventure, how would you want to read it out loud? Would you use the same expression all the way through?

TURN AND TALK

After you read the poem, work with a partner to answer the questions *Who? What? Where? Why?* Knowing the answers will help you understand what you are reading.

Over the Hills

There once was a lad,
Who was so very glad
Not to be bad
Because his mama then said,
"Over the hills you may go,
And search for the giants that know
The secret of the bow."
And so the boy did go,
Taking with him his bow,
Hoping to know what has been
Hidden through time.

[Reading Level: NP; Word Count: 57]

What is this poem about?	This poem is about a boy who wants to visit the giants.
What does the topic say about why someone might read this poem?	Because this is an adventure poem, most people would read it for fun.
When should you pause?	You should pause whenever there is a comma or a period.
How should you say "Who was so very glad?"	You should read it in a happy voice because the boy is glad, which means happy.

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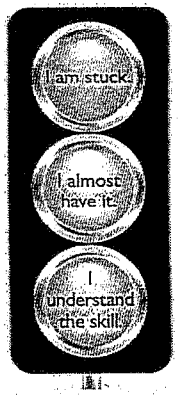
How Am I Doing?

What questions do you have?

Explain what you would do to get ready to read a poem orally in front of your class.

How might reading the poem out loud be different from reading prose, such as a story or an article?

Color in the traffic signal that shows how you are doing with the skill.



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This question has two parts. First, answer part A. Then, answer part B.

1. Part A

To whom does the boat belong?

Ⓐ Moose
Ⓑ Raccoon
Ⓒ Swallow
Ⓓ Chipmunk

Part B

Which sentence from the story shows to whom the boat belongs?

Ⓐ "Moose was getting impatient." (paragraph 5)
Ⓑ "Moose had built the boat two years ago." (paragraph 16)
Ⓒ "Okay, mates, let's go," yelled Moose in a happy voice. (paragraph 19)
Ⓓ "It's going to be a good sailing day," thought Moose. (paragraph 21)

This question has two parts. First, answer part A. Then, answer part B.

HINT, HINT

Reread paragraph 9 to figure out why Moose is excited to see Miss Rabbit.

2. Part A

Why is Moose so happy to see Miss Rabbit?

Ⓐ She brought snacks.
Ⓑ She is beautiful.
Ⓒ She wants to sail.
Ⓓ She is funny.

Part B

Underline a sentence in the story that BEST supports the answer to Part A. [See paragraph 9.]

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3. Moose says to Swallow, "I know that voice!" What does Moose mean?

Sample response: In the story, it says that Swallow spoke "sweetly." Moose has learned that Swallow speaks sweetly when she wants something.

4. Read this phrase from paragraph 8.

"Seeing Miss Rabbit and her basket made Moose very happy."

Which answer BEST describes how this phrase should be read out loud?

Ⓐ in an excited and slow voice
Ⓑ in a kind and light voice
Ⓒ in an annoyed and loud voice
Ⓓ in a loud screaming voice

5. How should "What do you want, Swallow?" in paragraph 13 and "Can I, please?" in paragraph 16 be read out loud?

Ⓐ in a sad voice
Ⓑ in an angry voice
Ⓒ in a questioning voice
Ⓓ in a commanding voice

TIPS AND TRICKS

Punctuation can help you determine what kind of voice to use when reading a sentence. Which punctuation marks suggest that you should express feelings?

6. Place the events into the chart in the order in which they happen.

They start sailing to Rainbow Cove.
The animals get on the boat.
Moose waits for the animals.

First event	Moose waits for the other animals.
Second event	The animals get on the boat.
Third event	They start sailing to Rainbow Cove.

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EXIT TICKET

3RF4a, 3RF4b

Now that you have practiced reading for understanding and expression, let's revisit the Real-World Connection. Dorian wants to read his adventure story to his family on their car trip. What could he do to read fluently and with expression? Write a list of up to five suggestions.

Sample answers:

1. Be careful not to skip words when reading.
2. Read with an excited voice when something is happening.
3. Read with a questioning voice when a question is asked.
4. Read slowly when something important is happening.
5. Pause when there is a comma or period.

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Vocabulary in Action

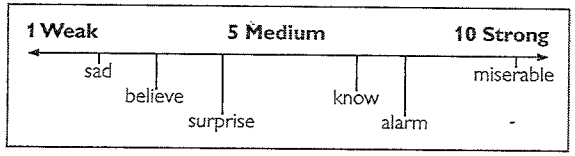
You will see words in this lesson that are used in many ways.

- The literal meanings of words are their dictionary definitions. Literal meaning is direct and clear.
- Nonliteral words might not mean exactly what the words say. You have to figure out what they mean. The author may say one thing but mean something else.
- Shades of meaning are the small differences between words with similar meanings. Think about all the paint colors at a store. The store might have ten shades of blue. Some are light and some are dark. They are all blue, but they are all different shades of blue. The same is true for words. For example, *shout* and *scream* do not mean quite the same thing. They both mean to make a loud noise. *Scream* is a stronger word. Shades of meaning can also include the following.
  - states of mind – words that describe what you are thinking (*sad, miserable*)
  - degrees of certainty – words that tell how sure you are of something, such as *believe* and *know*. Both words tell how sure you are that something is true. *Believing* means you feel that something is true. However, if you *know* something is true, that is different. Then you are certain.

TIPS AND TRICKS

Context clues will help you understand shades of meaning. Look for details that help explain how the word is used and how strong the feelings are.

The following scale shows a range from weak to strong. Words with similar meanings are placed on the scale on lines of the same length. The words are ordered according to how strong they are.



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GUIDED INSTRUCTION

Isaac found an article about a Hawaiian volcano. Read the article and underline the *nonliteral* words. Then, complete the chart.

A Thirty-Year Eruption

Kilauea (Key-la-WAY-a) is a volcano on the island of Hawaii. It has erupted nonstop since 1983. That is more than 30 years of lava slowly moving into the ocean. There have been times of very active eruptions. During these times, the volcano spews bright fireworks into the night sky. One year, the lava flowed far enough to destroy the visitor center! A river of fire flowed across the land.

[Reading Level: 620–720L; Word Count: 68]

THINK ABOUT IT

The author describes the history of Kilauea. Is there a sentence in the text where she describes the volcano in a creative way?

SKETCH IT

In the margin below, draw a picture of the lava "destroying" the visitor center. Then, draw a picture of the lava "messing up" the visitor center. How do your pictures show different shades of meaning?

PHRASE FROM PASSAGE	LITERAL MEANING	NONLITERAL MEANING	IS THE AUTHOR BEING LITERAL OR NONLITERAL?
"That is more than 30 years of lava slowly moving into the ocean."	A lot of lava has poured into the ocean over the years.	None	Literal
"During these times, the volcano spews bright fireworks into the night sky."	The lava creates fireworks in the night sky.	The lava is so bright when it shoots into the sky that it looks like fireworks.	Nonliteral
"A river of fire flowed across the land."	There is a river made of fire.	The lava flows like a river, but it is hot and brightly colored like fire.	Nonliteral

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READING NOTES

12 The flight from New York to the Philippines took a lifetime. Next, we had to take a long car ride, then a boat, and then a hike to find the park. Once we arrived, though, I forgot all about the endless trip.

13 It was like a dream come true! Lizards, monkeys, and exotic birds skittered, cawed, and cheeped at our arrival. Most of the animals were friendly and seemed comfortable around people.

14 When I almost stepped on a monkey, Dad said, "Quit monkeying around, Ben! We're here to work!" He thought he was really funny, but Dad had a serious side, too. He was concerned that the animals were too friendly with people and needed to rely on them for food. Still, he liked to watch the animals with the tourists.

15 When we began the canoe tour of the underground river, Dad asked what I thought of the sight. The mouth of the cave was filled with green water. It was unlike anything I'd ever seen. "I think it's nice. So pretty! No, no, it's gorgeous!" I replied. Our tour guide met us and gave us helmets. He instructed us not to open our mouths while looking up once we entered the cave. We carefully stepped into a canoe.

16 "Why shouldn't we open our mouths?" I asked Dad.

17 He pointed up toward the entrance of the cave. "We won't be alone in there," he said in a spooky voice.

18 Minutes later, we were swallowed by darkness. I couldn't even see my hand in front of my face. I suddenly felt nervous about our adventure. Then our guide turned on a lantern so we could see the interior rock formations. One was shaped like an elephant and another like a famous statue. Thousands of bats slept above us.

19 "Maybe I should bring one home to mom," I whispered.

20 "That would drive her batty," Dad whispered back, laughing to himself.

21 I groaned at yet another bad joke. We paddled for a while longer, learning about the people of Puerto Princesa from our guide. I couldn't wait to write it all down, just like my dad.

22 When I got back home, I told Mom all about the interesting things we saw. I also told her that I think I want the same job as Dad one day. He gets paid to travel and see all kinds of amazing

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things. I felt lucky to have the chance to see Puerto Princesa with him, but I've already got my eye set on his next assignment!

[Reading Level: 510–610L; Word Count: 737]

This question has two parts. First, answer part A. Then, answer part B.

1. Part A

Which sentence from the story contains a nonliteral meaning?

Ⓐ "One morning last week, Dad came into my room with a grin on his face." (paragraph 1)

Ⓑ "The park is even home to the longest underground river in the world."(paragraph 9)

Ⓒ "When the day finally arrived for my adventure, I got a little nervous." (paragraph 10)

Ⓓ ". . . I've already got my eye set on his next assignment!" (paragraph 22)

Part B

What does the narrator mean by using the nonliteral language in Part A?

Ⓐ He is worried about his mother being lonely back home.

Ⓑ He is afraid of the bats hanging from the cave's ceiling.

Ⓒ He is glad he has a cool dad who gets to visit exciting places.

Ⓓ He is already planning where he and his father might travel next.

TIPS AND TRICKS

Use context clues to help you figure out the meaning of nonliteral words.

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TIPS AND TRICKS

When does the author not mean exactly what he or she says?

This question has two parts. First, answer part A. Then, answer part B.

2. Part A

Which detail from paragraph 5 means something other than the dictionary meaning?

Ⓐ "He gets to go all over the world and write about interesting places."

Ⓑ "Usually he brings my mom along for the trip"

Ⓒ "but lately I've been asking him to bring me along."

Ⓓ "It felt like banging my head against a brick wall."

Part B

Underline the sentence in the paragraph that BEST explains the meaning to Part A.

3. In paragraph 9, the narrator is excited. Select TWO words below that are different shades of meaning of excited.

Ⓐ annoyed

Ⓑ gloomy

Ⓒ angry

Ⓓ thrilled

Ⓔ delighted

This question has two parts. First, answer part A. Then, answer part B.

4. Part A

In paragraph 15, the narrator says, "I think it's nice. So pretty! No, no, it's gorgeous!" Which order correctly ranks the shades of meaning of these words from weak to strong?

Ⓐ nice, pretty, gorgeous

Ⓑ pretty, nice, gorgeous

Ⓒ gorgeous, pretty, nice

Ⓓ nice, gorgeous, pretty

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Part B

Underline the sentence in this paragraph that BEST explains why the narrator uses these words.

5. Reread paragraph 18 and the phrase swallowed by darkness. Write a paragraph about whether the phrase is literal or nonliteral, and explain the meaning.

Sample response: The phrase "swallowed by darkness" is nonliteral. The people are not actually being swallowed by anything. This phrase means the sunlight was blocked out.

6. Reread this sentence from paragraph 12: "The flight from New York to the Philippines took a lifetime." Write two to three sentences about what Ben might have been thinking on the long flight. Use at least one example of nonliteral language.

Sample response: Ben was so excited on the plane! His excitement made him feel like a balloon that was about to burst. He started thinking about all of the different animals he hoped to see.

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EXIT TICKET

SE.a, SE.c



Now you have learned the literal and nonliteral meanings of words. You also understand that words have different shades of meaning. Let's revisit the Real-World Connection.

Imagine you are visiting Redwood National Park with Astra and Isaac. Explain to Isaac what Astra means when she says that the tops of the trees touch the sky. Try to create your own nonliteral examples to describe the trees. Then use words with shades of meaning to describe your state of mind or degree of certainty about your experience.

Sample response: Astra means the trees are really tall. She does not mean that they actually touch the sky. I could describe the trees as skyscrapers. I was shocked by how big the trees were.

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Vocabulary in Action

You will see words in this lesson that are used in many ways.

- Real-life connections are links between what you read and the real world. Brian did not just read about plants. He conducted an experiment with a real plant.
  - A word has a real-life connection when its use in a text matches its real meaning in the world. Let's say you read a text that says, "Lucy was very curious. She wanted to know how spiders spin such beautiful webs, so she did some reading." *Curious* means "eager to learn something new." This meaning matches how the word is used in the text.
  - Words might not have real-world connections. Their meanings might not match how they are used. Let's say the same text says, "Jonathan, however, was afraid of spiders. Whenever he found one, he picked it up and set it free outside." *Afraid* means "to be fearful." This meaning does not match how the word is used in the text. The word is not used correctly.
- Familiar words are common words you use every day.
- Academic words are advanced words that are in textbooks, lessons, and tests.

TIPS AND TRICKS

The word *academic* means things about school. When you are working with academic words, remember they are words you will find in textbooks and lessons.

TYPES OF WORDS	EXPLANATION	EXAMPLE
Familiar	Common words you use in everyday speech	Melissa practiced the piano every day after school.
Academic	Advanced words you find in school books, lessons, and tests	J.C. had no trouble documenting his thoughts about extra homework.

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GUIDED INSTRUCTION

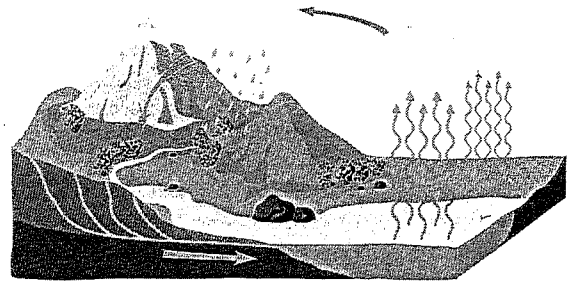
Read this page from a student's report. Then, complete the table explaining the meaning of the academic words.

HINT, HINT

Context clues can help you find the meaning of new words. Do not just look in the same sentence, though. Look in the sentences before and after, too.

Around and Around

Have you ever wondered where rain comes from or where it goes after it hits the ground? The water cycle is the process by which water gets around.



First, the water in rivers, lakes, and oceans evaporates. It rises into the air as water vapor. There it condenses back into water to form clouds. Once the water gets too heavy, drops of water fall back to Earth as precipitation, or rain or snow. The precipitation collects into runoff. The runoff returns to the rivers, lakes, and oceans. Then the whole process starts again!

[Reading Level: 620–720L; Word Count: 93]

TURN AND TALK

With a partner, try replacing the word in the text with what you think it means. Does the passage still make sense?

ACADEMIC WORD	MEANING	EXAMPLE FROM THE TEXT
evaporates	Water goes into the sky as vapor.	"It rises into the air"
condenses	The vapor turns into clouds.	"back into water to form clouds."
precipitation	Rain	"where rain comes from" "drops of water fall back to Earth"

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READING NOTES

14 "That would fit! You see, Sydney, all the inhabitants of an environment belong there for a reason. They need each other to grow and live. A swamp sparrow needs a warm climate and plenty of bugs to eat. These both can be found in the wetlands. Parrots, on the other hand, live in a tropical habitat. They need fruits and seeds to live, and these are not found in the wetlands."

15 "That makes perfect sense," said Sydney.

16 Next, Sydney and her mom started cutting out plant life for her diorama. They began by making moss out of green felt. They used glue to stick the moss underneath the branches of the trees. After that, they placed the trees next to the swamp that they had painted a greenish-brown color. Across from the swamp, they put cottontail reeds, made from pipe cleaners, for the swamp sparrows. Lastly, they added the alligators, turtles, and frogs on top of the swamp water. Before they knew it, they were done.

17 "Look, sweetie, you have a better diorama than you did yesterday. You have plenty of time to go out and play with your friends."

18 Later that day, Sydney proudly showed her friends her project. They were amazed at how the diorama represented a wetland habitat. Afterwards, her friends decided they needed to go back home to work on their projects some more. Sydney, however, got to spend the afternoon playing.

[Reading Level: 630–730L; Word Count: 481]

This question has two parts. First, answer part A. Then, answer part B.

1. Part A

What does the word terrific mean in paragraph 1?

Ⓐ really good
Ⓑ really bad
Ⓒ really long
Ⓓ really short

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Part B

Underline ONE phrase in paragraph 1 that BEST supports the answer to Part A.

2. Which TWO sentences use the academic word habitat from paragraph 4 correctly?

Ⓐ In winter, birds fly south looking for warmer habitats.
Ⓑ Most squirrels will use habitats to catch and store food.
Ⓒ Owls can see in the dark, so their natural habitat is at night.
Ⓓ The week of nonstop rain almost turned the town into a habitat.
Ⓔ Cold habitats are perfect for penguins, which have a lot of body fat.
Ⓕ Habitats and other sea life swim together in groups called schools.

TIPS AND TRICKS

Reread paragraph 4 to see how the word *habitat* is used in the story.

3. Why is the word wetland in paragraph 4 an academic word?

Ⓐ It is most often used when talking to your parents.
Ⓑ It is most often used when playing a sport.
Ⓒ It is most often used in science books.
Ⓓ It is most often used when talking to your friends.

TIPS AND TRICKS

Look for academic words in written work, especially in directions. On a test, read the directions slowly and carefully to make sure you understand exactly what you need to do.

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This question has two parts. First, answer part A. Then, answer part B.

4. Part A

Which familiar word BEST describes Sydney's mother in paragraph 5?

Ⓐ lazy Ⓑ upset

Ⓒ bored Ⓓ helpful

Part B

Underline TWO details from paragraph 5 that BEST support the answer to Part A.

5. Paragraph 14 uses the word climate. Write a paragraph about whether this word is familiar or academic. Then explain its meaning.

Sample response: The word *climate* is academic because I have heard it in science class and have seen it in textbooks. It means "the weather in a place" because Sydney's mom is talking about how warm a place is.

6. Think about what you did at school yesterday. Use academic language to write 2–3 sentences about what you did in one of your classes.

Sample response: Yesterday in science class, we looked at pieces of plants under a microscope. We could even see plant cells and how they are different among the various plants.

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EXIT TICKET

3.L.5b, 3.L.6

Now you understand how to use both familiar and academic words. Let's revisit the Real-World Connection.

Imagine you did the science experiment with Brian. Draw and label the steps of the experiment. Use academic words in your labels.

Sample response:

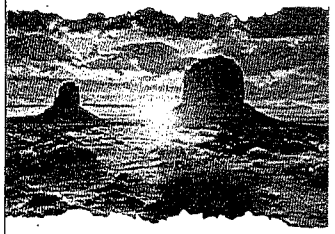
Students should draw the steps of Brian's plant experiment, labeling the steps with academic words.

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GUIDED INSTRUCTION



Dion found this article about Earth's deserts. Read the article. Then, answer the questions that follow.

Dry to the Bone

Deserts are some of the most extreme locations on the planet. Surprisingly, what makes a desert is not how hot it gets. An area is a desert if it gets fewer than 10 inches of rain a year. Deserts cover more than one-fifth of Earth's land. The plants and animals have adapted, or changed, to survive the dryness. For example, many animals are nocturnal. This means they come out at night when it is cooler. Desert plants get water by growing long roots. These roots go deep to find moisture underground.

[Reading Level: 620–720L; Word Count: 91]

TIPS AND TRICKS

Some words have several definitions. The correct one depends on how the word is used in the text. Where in the text can you find clues about how the word *cover* is used?

HINT, HINT

What is the text about? Which definition is about the same thing?

Part A

You want to look up the word cover to clarify its meaning. Which dictionary definition below matches the way cover is used in this text?

Ⓐ the outer part of a book

Ⓑ to stretch out over an area

Ⓒ the sheets and blankets on a bed

Ⓓ to put a lid on something

Part B

Underline the words in the text that BEST support the answer to Part A.

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How Am I Doing?

What questions do you have?

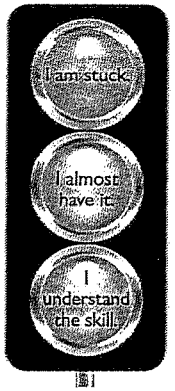
Write an example of a word you looked up in a glossary or dictionary.

What is difficult and what is easy about looking up unfamiliar words in a glossary or dictionary?

SKETCH IT

in the margin below, draw an example of something you looked up in a glossary or dictionary.

Color in the traffic signal that shows how you are doing with the skill.



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READING NOTES

INDEPENDENT PRACTICE

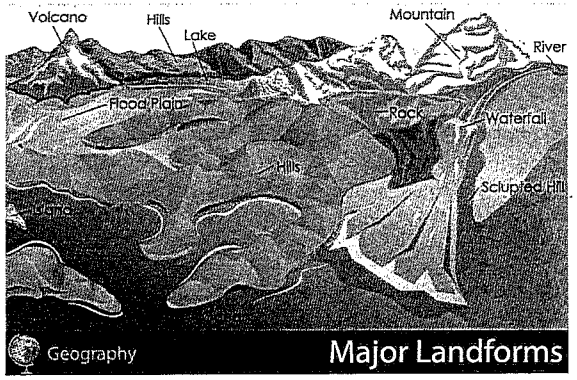
Read the article. Then, answer the questions that follow.

Landforms

Genre: Science Investigation

1 Landforms are parts of Earth's surface that are higher or lower than the land around them. There are many types of landforms. The most well-known landforms are mountains and ***canyons***. A region's landscape is a combination of different landforms. Therefore, not all regions look the same or include the same types of landforms.

2 Landforms are made of rock and dirt. They can be large or small. Landforms can also be natural or man-made. A famous man-made landform is Mt. Rushmore in South Dakota. Unlike man-made landforms, natural landforms are created by natural processes.



3 There are different natural processes that can create a landform. Tectonic plate movement is one way. This happens when pressure beneath Earth's surface pushes upwards. An earthquake is an example of this type of movement. Another natural process that creates landforms is erosion. Erosion is when wind and water wear away parts of the land. This

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process creates new landforms, such as canyons. Erosion is slow. It takes many years to happen.

4 Landforms are all over the world. The ones on land include mountains, canyons, plateaus, and valleys. There are also landforms along the shoreline. These include bays, peninsulas, and seas. Submerged landforms include mid-ocean ridges, volcanoes, and great ocean basins beneath the water's surface.

5 Geologists are people who study rocks and landforms. They study how landforms are created, and how they interact with each other. Geologists travel near and far to visit landforms. If you are interested in landforms and travel, being a geologist might be a job for you!

[Reading Level: 620–720L; Word Count: 254]

READING NOTES

This question has two parts. First, answer part A. Then, answer part B.

1. Part A

How do you know that the word canyons in paragraph 1 appears in the glossary?

Ⓐ It is a confusing word.
Ⓑ It is printed in special type.
Ⓒ It helps describe a landform.
Ⓓ It appears many times in the text.

Part B

What would you expect the glossary to include for the word canyons?

Ⓐ all the definitions for the word
Ⓑ an example sentence that uses the word in the text
Ⓒ the origins of the word
Ⓓ a definition for how the word is used in the text

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TIPS AND TRICKS

Remember that guide words show the first and last words that appear on that page in the dictionary.

2. Read this part of paragraph 3.

> "Tectonic plate movement is one way. This happens when pressure beneath Earth's surface pushes upwards. An earthquake is an example of this type of movement."

Write each underlined word above next to the guide words from the page where you would find the word in a dictionary.

Ear—Easel	earthquake
Tasmania—Telephone	tectonic
Practice—Price	pressure

This question has two parts. First, answer part A. Then, answer part B.

TIPS AND TRICKS

Reread the text in which the word appears so you understand how it is used.

3. Part A

Look at the word processes in paragraph 2. Which definition for processes would you find in a dictionary?

Ⓐ to build or create something
Ⓑ something that grows in the ocean
Ⓒ having to do with or caused by nature
Ⓓ a series of steps taken to reach a goal

Part B

Why do you need to use a dictionary to find the definition for processes?

Ⓐ because it is a word in special type in the text
Ⓑ because it is not used to clarify the author's ideas
Ⓒ because it is not a word in the book's glossary
Ⓓ because it is often used in the text

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4. What steps do you need to take to use an online dictionary?

Sample response: First, you type your word into the search box. Then, read the definition. After that, click on the icon to hear how to say the word.

5. What steps do you need to take to use a print dictionary?

Sample response: First, find the first letter of the word you want to look up in the dictionary. Then, find the word in alphabetical order. After finding the word, read the definition.

6. Which THREE statements describe a glossary in a book that has the text "Landforms"?

Ⓐ It includes word origins.
Ⓑ It lists words in A-B-C order.
Ⓒ It contains words about geography.
Ⓓ It provides all definitions of words.
Ⓔ It gives the meaning of the words.
Ⓕ It uses each word in an example sentence.

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EXIT TICKET

3L.4d

Now you know how to use a glossary and a dictionary. Let's revisit the Real-World Connection.

Imagine you are working with Dion to find out more about glaciers. What steps can you take to figure out the meaning of *reservoir*? How can you use a dictionary or glossary to help you understand? Write a list of your steps.

Sample response:

1. I could look at key words to figure out what *reservoir* means.
2. I could look in the glossary of the book.
3. I could look it up in the dictionary.

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In his conclusion, he retells his opinion. He also tries to get readers to take action.

	Students should be able to decide which foods
	they want, and most students want pizza.
	Therefore, the students want the cafeteria
	to serve pizza every day. Teachers and
	administrators should support this request.

Reread Mario's opinion piece and answer the questions that follow.

Serve Pizza Every Day

Genre: Student Opinion Writing

Our school has a problem. Students are not eating their lunch because they do not like the cafeteria food. They are wasting a lot of food. I think the school cafeteria should serve pizza every day because it is everyone's favorite food. Serving pizza every day would solve the problem of waste. It would also make students happy.

There are many others reasons to serve pizza every day. First, students think the cafeteria food is boring, so a lot of them just buy snacks for lunch. That is not healthy. However, all of the students love pizza. If they could choose pizza every day, they would finish their lunch. Therefore, they would waste much less food. Second, pizza is a healthy food. It is made with tomatoes and cheese, which are nutritious. Some students also like vegetables, so the cafeteria could offer vegetable toppings. The choice of toppings would be fun, and they would make the pizza even more nutritious. The best reason to offer pizza every day is because pizza is delicious. Kids love pizza!

Students should be able to decide which foods they want, and most students want pizza. Therefore, the students want the cafeteria to serve pizza every day. Teachers and administrators should support this request.

[Reading Level: N/A; Word Count 206]

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This question has two parts. First, answer part A. Then, answer part B.

Part A

Which sentence from Mario's introduction is his topic sentence?

Ⓐ Students are not eating their lunch because they do not like the cafeteria food.

Ⓑ I think the school cafeteria should serve pizza every day because it is everyone's favorite food.

Ⓒ Serving pizza every day would solve the problem of waste.

Ⓓ It would also make students happy.

HINT, HINT

Look closely at which is a reason or detail and which is Mario's opinion, his topic sentence.

Part B

Which word from the answer to Part A is a linking word?

Ⓐ students

Ⓑ would

Ⓒ make

Ⓓ because

Which reason do you think is the most convincing? Underline the sentence. Explain why you think it is the most convincing.

Student answers will vary.

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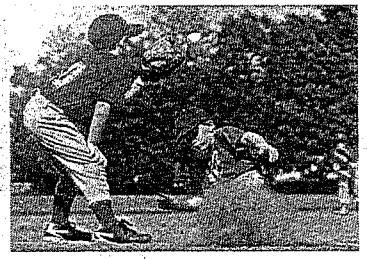
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EXIT TICKET

3.W1, 3.W4

Now you know how to write an opinion piece. Let's revisit the Real-World Connection. Ryan and Ana have different opinions about which sport is the best. Ana provided reasons for her opinion. Ryan was not sure how to explain why baseball is the best sport. Help Ryan by telling him at least three things he can do to write his opinion piece.



How can Ryan write his opinion about why baseball is the best sport?
1. In his first paragraph, he should state his topic and his opinion about the topic.
2. He should give two or three reasons to support his opinion, using linking words to connect his opinion.
3. In his conclusion, he should retell his opinion in different words.

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Miranda develops her topic with more information. Here, she gives a definition for the Underground Railroad. Highlight the definition.

She did this through the Underground Railroad. The Underground Railroad was not underground, and it was not even a real railroad. It was a group of people who worked together to secretly help slaves escape to freedom. They helped slaves travel from one safe place to the next without being found. Through the Underground Railroad, Tubman and this group of people took their "passengers" to free states.

The highlighted section of the conclusion restates the topic in different words and recalls the main points. It also introduces a new idea related to the topic. Highlight the new idea.

Harriet Tubman never gave up. She dedicated her life to helping people and making the United States a better place for all. After slavery ended, Tubman found a new cause. She spent the rest of her life fighting to give women the right to vote. Harriet Tubman was an American hero because she helped make America a true land of the free and the home of the brave.

Harriet Tubman: American Hero

Genre: Sample Student Writing

Harriet Tubman was a brave woman who never gave up on what she believed. Tubman was born in 1820. At the time, slavery was still allowed in America. African-American slaves were treated like property. They were bought and sold and forced to work without pay. Tubman believed all people should be free. She worked hard to help people get their freedom and to make America a better place to live for all.

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Many people, like Harriet Tubman, were born into slavery. Some remained slaves until the day they died. Tubman became a free woman by escaping to a state that did not allow slavery. It was very dangerous for a slave to escape, but Tubman was willing to risk her life for freedom. After escaping, she was brave enough to go back to help free other slaves.

She did this through the Underground Railroad. The Underground Railroad was not underground, and it was not even a real railroad. It was a group of people who worked together to secretly help slaves escape to freedom. They helped slaves travel from one safe place to the next without being found. Through the Underground Railroad, Tubman and this group of people took their "passengers" to free states.

Harriet Tubman never gave up. She dedicated her life to helping people and making the United States a better place for all. After slavery ended, Tubman found a new cause. She spent the rest of her life fighting to give women the right to vote. Harriet Tubman was an American hero because she helped make America a true land of the free and the home of the brave.

[Reading Level: N/A; Word Count: 273]

1. What is the linking phrase in the introductory paragraph?

   At the time

2. In paragraph 3, what information does the writer give about the Underground Railroad?

   Sample response: The writer explains that the Underground Railroad was not underground. It was also not a real railroad. The writer says the Underground Railroad was made up of people like Harriet Tubman who helped people escape slavery.

HINT, HINT

Remember, linking words connect the opinion with details or reasons.

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EXIT TICKET

3.W.2, 3.W.4

Now you understand how to write an informative text. Let's revisit the Real-World Connection.

Jesse needs to write a history report for his class, but he does not know what to write about. He finds an arrowhead. The arrowhead gives him an idea for a report. He will write about the stone tools Native Americans made! How will Jesse organize his information for his report? List some steps he should take to write his informative text.

Sample Responses

1. Think of a title for your report.
2. Before writing, jot down your thoughts to help you organize.
3. In your introduction, write a topic sentence that grabs the reader's attention.
4. Give facts, details, and examples to support your topic.
5. Use linking words to connect your ideas.
6. Write a conclusion that retells your topic sentence.
7. In your conclusion, recall some important points.

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HINT, HINT

Remember, descriptions form pictures in the reader's mind and help readers "see" what the author says. What do you see in the description of the mermaid?

1. In the first paragraph, underline the descriptive words Raquel uses to describe Sofia.

2. From the underlined sentence, find five descriptive words and phrases Raquel uses to describe the mermaid. Write them below.

Sample responses: covered in green scaly skin
twinkled like gold
dress made of seaweed
long, green hair



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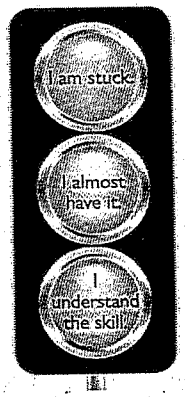
How Am I Doing?

What questions do you have?

What is the difference between a fiction and nonfiction narrative?

What words and phrases could you use to describe an imagined character or a real person?

Color in the traffic signal that shows how you are doing with the skill.



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THINK ABOUT IT

Your conclusion should wrap up your story. It tells how the story ends and what was learned from the story events.

WRITING CHECKLIST

- ☐ Did you carefully read the prompt?
- ☐ Did you write a story with a clear problem?
- ☐ Did you tell events in order?
- ☐ Did you wrap up your story with a conclusion?
- ☐ Did you check your spelling, punctuation, and capitalization?
- ☐ Did you write in complete sentences?

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EXIT TICKET

3W3, 3W4

Now you understand how to write a narrative. Let's revisit the Real-World Connection. Read the beginning of Katie's story that she wrote for Max. Underline the setting, highlight the events, and circle the dialogue.

The Mysterious Cave

It was a hot day. Grace and Kia were hiking through a rocky canyon. They came upon a large opening in the rocks. Grace thought it looked like a large yawning mouth. A chill ran down her spine. "Did you hear that?" she asked Kia. "That cave just whispered, 'Come inside!'"

"It's just the wind blowing. Don't be silly," said Kia nervously.

"No, I'm sure I heard something whispering in there," Grace said firmly. She peered into the cave. "I think I see something moving. I'm going in to take a look."

"Grace, that's not a good idea. There could be bats or other creepy things in that cave! Please don't go in there," Kia pleaded.

Grace pulled a flashlight from her backpack. She flipped it on. Then, slowly she pointed the beam into the blackness of the cave.

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When you revise your writing, you improve your ideas. You also improve your organization. Here are a few things you might do in a revision.

- Improve your main idea or topic sentence.
- Add a new section.
- Delete a section.
- Reorder the paragraphs.
- Move sentences around in a paragraph.
- Add details, descriptions, or examples.

When you edit your writing, you correct any mistakes you have made in grammar, spelling, or punctuation. Here are some things to look for when editing.

- Spelling
- Verb tenses
- Subject-verb agreement and pronoun agreement
- Capitalization of titles, proper nouns, and first words in sentences
- Punctuation, including commas, quotation marks, and periods
- Word choice
- Linking words

Lakshmi wrote, "The outside of the statue of liberty is cooper." She edited the sentence to fix some mistakes. Her new sentence says, "The outside of the **S**tatue of **L**iberty is **copper**."

When you publish your writing, you make your writing available for others to read. You can publish by printing out copies, posting your work online, or even hanging a page on a classroom wall.

GUIDED INSTRUCTION

A student wrote a first draft of a report about the painter Vincent Van Gogh. Then, she started to revise and edit her draft. Read the notes in the margin about the changes she made. Read the comments from a peer reviewer.

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How Vincent Van Gogh Taught Me to Paint

Genre: Student Sample Writing

I didn't used to like to paint at all. ~~I was in dance and I liked dancing~~. Painting always felt to hard for me. I would try to paint flowers and dogs, ~~and~~ but it never worked. My paintings did not look real. I used to get angrey and give up.

Then ~~we~~ my third-grade class went on a ~~feeld~~ field trip to an art museum! It had a special exhibit about Vincent Van Gogh. We learned ~~alot~~ a lot about him! Van Gogh did not want to be a painter right away. He tried many different kinds of work first. He sold art and taught languages. He was even a preacher like his dad! It made him happy to help people. After ~~He~~ he lost that job, he got more serious about painting.

Van Gogh made the night sky and flowers look different from real life. He was very talented. ~~but he didn't know he did because he didn't become famous until after he died~~. However, he only became famous after he died.

Seeing Van Gogh's paintings made me feel better. I learned that my flowers do not need to look like real flowers. They only have to look like the kind of flowers I want to see!

[Reading Level: N/A; Word Count: 209]

Write linking words that would make the ideas in paragraph 3 clearer.

Sample answer: also, however

In paragraph 1, the writer deleted a detail that is off-topic. She fixed a usage error by changing *and* to *but*. Circle two spelling errors in this paragraph.

In paragraph 1, consider combining the first sentences to make your ideas clearer. Write the new sentence below.

I didn't used to like to paint at all because it always felt hard for me.

In paragraph 2, check capitalization and punctuation. In the last sentence, what job did he lose?

In paragraph 2, the writer changed *we* to a noun to make it clear who she was writing about. In the last sentence, she added a linking word to show time.

In paragraph 3, the writer deletes a sentence that repeats information.

The organization in paragraph 3 is unclear.
Try adding details and moving sentences around.

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EXIT TICKET

3.W.5, 3.W.6

Now you know how to plan, revise, and edit your writing. Let's revisit the Real-World Connection. Imagine you are peer-reviewing Lakshmi's report. What questions can you ask her about the Statue of Liberty? How can you help her by reading her paper? Write your response in the space below. Be sure to use what you learned about planning, revising, and editing.



Sample answer: I would ask Lakshmi, "When was the Statue of Liberty made?" "How did the Statue of Liberty get to New York?" and "What do people think of when they look at the Statue of Liberty?" I would read her paper and ask her to revise to answer these questions. I think they are important questions that readers would be interested in.

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❺ The writer explains what a storm surge is.

❻ In the conclusion, the writer restates the main points.

Storm surges are another danger from hurricanes. This is when the storm makes sea water rise and flood the land. ❺ This is a problem for people who live near water and the coast. Water can rise as high as 20 feet during a storm surge.

Hurricanes are dangerous. It is best to be prepared for a hurricane before it hits. ❻ You should make sure you have plenty of food, water, batteries, and flashlights. Have a safe place to go. It is better to be safe than be sorry!

[Reading Level: N/A; Word Count: 311]

Can you complete this table using information from the student's report?

Introduction	Hurricanes are strong storms. They form in the tropics.
Main Point #1	Meteorologists use hurricane warnings and hurricane watches to let people know when there is danger.
Main Point #2	Hurricanes can reach high wind speeds and cause storm surges.
Conclusion	Hurricanes are dangerous. It is good to be prepared.

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How Am I Doing?

What questions do you have?

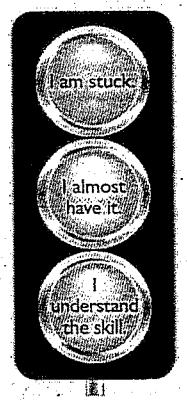
Write a topic you would like to research. List three sources you would use to start gathering information on the topic.

Have you ever had to prove that something you told a friend was true? How did you use research to prove your point?

SKETCH IT

In the margin below, draw a picture of a topic you would like to research.

Color in the traffic signal that shows how you are doing with the skill.



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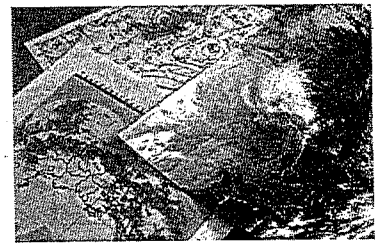
WRITING CHECKLIST

- ☐ Did you carefully read the prompt?
- ☐ Did you use evidence to support your ideas?
- ☐ Did you clearly organize your ideas?
- ☐ Did you write in complete sentences?
- ☐ Did you check your spelling and punctuation?

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EXIT TICKET

SW7 SW8



Now you know how to research for a report. Let's revisit the Real-World Connection.

Imagine Mateo's class is on a field trip to the weather station. How can Mateo use this trip to get information for his report? Make a list of questions he can ask a weather reporter. Suggest what he could do with free maps or radar pictures he might receive. Be sure to use what you learned about researching a topic.

Sample answer: Mateo can ask a weather reporter these questions.

1. Why do hurricanes have names?
2. What do the hurricane categories mean?
3. Which hurricanes were the strongest ones in history?

Mateo should ask for radar images from recent hurricanes. He can use these images in his report. The images can help him prove his main points about hurricanes.

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Read the story "Playing to a Different Tune." Then answer question 3.

Playing to a Different Tune

Genre: Short Story

1 The bench was starting to feel hard and uncomfortable. Lindsey's fingers were sore and felt heavy. She had been practicing for three hours, and she still did not think she was improving. Every *thud* on the piano keys sounded the same.

2 "Argh!" Lindsey said, pounding her fists on the keyboard. "I will *never* get better!" Lindsey had always had a love for music. She was happy when her parents had told her she could take lessons to learn an instrument. She had thought of how her sister Rhoda had played piano at a contest two years earlier. The notes Rhoda played tickled Lindsey's ears. Her sister's music made her feel like she was dreaming while awake. Rhoda took home the blue ribbon that time, but it did not appear that Lindsey would ever win a ribbon for playing music.

3 "Hey, now, be careful!" A tall, older boy walked into the room. "It's easy to damage a piano. You don't want to be rough with it. Those keys can break, and it's very easy to knock the piano out of tune. A piano that's out of tune sounds terrible."

4 "I'm sorry," she replied. "I'm a little upset. I really want to be a good piano player, but it's not something I do well."

5 "Yeah, I bet I know what you're thinking. *What's the use? Why bother? I'll never be any good at this.* I feel that way sometimes. I play the saxophone. What really helps me is to talk to other musicians or listen to them play. The honors band is practicing. How about if you take a break and come listen?"

6 Lindsey followed the boy into the music room at the end of the hall. About 20 people sat on the stage with their instruments. They were playing a tough piece perfectly. There were horns, flutes, and other instruments, but no pianos. The drums really interested Lindsey. The drummer sat behind his drum kit on a platform at the back of the stage. He gazed down on the other band members.

7 He repeated the same few actions over and over. He would strike the snare drum in front of him with his drumstick. Then, he would gently tap the metal cymbal to his right. His feet were busy as well. He would sometimes step on a pedal to strike against the big drum that sat on the floor. His movements looked simple, but every noise he made helped to drive the rest of the band. Every other instrument seemed to follow the drums as a guide.

8 As Lindsey watched, she hardly took her eyes off the drummer. When the music ended, everyone began cleaning and packing up their instruments. Lindsey stepped onto the stage and walked straight to the back.

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9 "Excuse me," she said to the drummer. "My name is Lindsey. I wanted to tell you that I really enjoyed hearing you play. I am learning to play the piano myself, but I think the drums are interesting."

10 "Thanks," the drummer said. "I'm Chase. I've been playing the drums since I was in the third grade. Drums are the first instrument I learned. Well, that's not exactly true. Drums were the first instrument I learned that I was *good* at."

11 "What do you mean?" Lindsey was very puzzled by his words. Chase seemed so talented. Why would he have had trouble learning to play an instrument?

12 "The first instrument I tried to learn was the violin. Both of my parents play violin. My dad plays for a living, and my mom is a music teacher at the high school, so I always thought the violin was what I should play. Well, when I picked up that bow, I couldn't make a single good note. They all sounded like fingernails scratching a chalkboard. I used to practice for hours, every day. I love music, but it turned out the violin was not for me. I started looking at other instruments. Finally, I decided I wanted to play the drums."

13 "How did your parents feel about your switching instruments?"

14 "I was very nervous about telling them I didn't want to play the violin anymore. They both play it after all, and I had made a promise to learn it, but they didn't mind. It was very important to them that I learn to play music, and they wanted me to learn with an instrument that I liked. You should speak with Mr. Killough. He gives drum lessons here on Wednesday afternoons. I'm sure he would love to answer any questions you have."

15 "Thank you, Chase." Lindsey smiled. She wondered if her parents would be as understanding as Chase's. As she left the music room, she could still hear the sound of drums in her ears.

[Reading Level: 590–690L; Word Count: 794]

This question has two parts. First, answer part A. Then, answer part B.

3. Part A

In paragraph 12, Chase says, "I couldn't make a single good note. They all sounded like fingernails scratching a chalkboard." Why does Chase use the phrase "fingernails scratching a chalkboard"?

Ⓐ to make clear that Chase did not like long fingernails

Ⓑ to show that Chase thought his violin music was bad

Ⓒ to explain that Chase used his fingers to play the violin

Ⓓ to describe the sound of Chase's drums

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This question has two parts. First, answer part A. Then, answer part B.

1. Part A

How does the main character affect the events in the story?

Ⓐ He is afraid of trying new things.
Ⓑ He is eager about starting a career.
Ⓒ He is excited to learn about the world.
Ⓓ He is uncertain about traveling a long way.

Part B

Which detail from the story BEST supports the answer to Part A?

Ⓐ "She knows I'm adventurous like my dad." (paragraph 9)
Ⓑ "When the day finally arrived for my adventure, I got a little nervous." (paragraph 10)
Ⓒ "The flight from New York to the Philippines took a lifetime." (paragraph 12)
Ⓓ "I also told her that I think I want the same job as Dad one day." (paragraph 22)

This question has two parts. First, answer part A. Then, answer part B.

2. Part A

What is the main purpose of paragraph 18 in the story?

Ⓐ to show readers the setting
Ⓑ to make readers scared of caves
Ⓒ to explain how caves are formed
Ⓓ to tell readers Ben's problem

Part B

Which sentence from paragraph 18 BEST supports the answer to Part A?

Ⓐ "Minutes later, we were swallowed by darkness."
Ⓑ "I couldn't even see my hand in front of my face."
Ⓒ "I suddenly felt nervous about our adventure."
Ⓓ "One was shaped like an elephant and another like a famous statue."

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3. Describe what Ben learned from his trip. Explain how he learned it.

Sample response: Ben learned that when he grows up he wants to do the same job his dad does. He learned it by going on a long work trip with his father. Ben found out that traveling is hard because first he had to take a very long plane trip. Then he had to travel by car, boat, and foot. On his trip he discovered an amazing place with wild animals, a dark cave, and an underground river. He learned that the world is full of places to explore. The amazing sights and sounds were worth the hard trip. He realized he would like to travel and explore unusual places when he grows up. He learned that sometimes you have to be patient about what you want and to not give up.

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4. In "My First Working Vacation," Ben takes a trip with his dad. At the end, Ben looks forward to his next trip with his dad. Think about the details the author uses to create the story's characters, settings, and events. Write a story about a place Ben goes with his dad next. Be sure to describe the place and tell what Ben does there.

Sample response:

A few months after the trip to Puerto Princesa, Ben's dad came home. He looked like he had a surprise.

"How would you like to go to a different 'Puerto' with me, Ben?" he asked. "I'm taking a trip to Puerto Rico!"

Ben knew that Puerto Rico is an island south of Florida. Ben's dad did not have to talk him into the trip. Of course he wanted to go!

The first thing Ben liked about Puerto Rico was that it was easy to get to. The plane ride was many hours shorter than the trip to the Philippines had been. After they got to San Juan, Ben and his dad checked into a small hotel.

The next day, Ben's dad said, "Bring your camera, Ben. We're going to a rainforest today." Ben and Dad got on a bus with several people and a friendly tour guide. Soon the bus was climbing a mountain. The higher it went, the greener and thicker the trees got. Soon the road was surrounded by tropical plants and trees. Certain plants grew close to the ground. Some trees soared high above.

Ben and Dad walked along a trail with the group. They heard bird songs that Ben had never heard before. The tour guide told them to look for a parrot called a Puerto Rican Amazon. They did not see one, but they saw many other colorful birds and some frogs. The tour guide explained how important it is to protect the Puerto Rico rainforest and other rainforests as well. Many plants and animals live only in a rainforest habitat.

Ben and Dad spent the afternoon in the rainforest. Then, they went swimming at their hotel. Ben looked at the photos he had taken in the forest. He could not wait to show his mom and his friends, and he could not wait to visit rainforests in other countries someday.

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"What are we to do?" Mother Dragon asked.

"We must find someone who can talk to the humans," Father Dragon said.

The dragons searched far and wide until they found a young man with the gift of understanding animals. He allowed the dragons to take him to one of the villages. He explained that the dragons want to live peacefully.

[Reading Level: 610–710L; Word Count: 165]

QUESTION	ANSWER	EVIDENCE IN THE TEXT
How do the villagers find out about the dragons?	They see the fire.	"They liked to blow fire for fun. Each dragon wanted to blow the biggest fire."
How do the dragons feel about the villagers?	They are not bothered by the villagers.	"...Father Dragon said to them, 'We mean you no harm!'"
How do they reach peace?	A young man who understands the dragons talks with the villagers.	"He explained that the dragons want to live peacefully."

THINK ABOUT IT

The story explains the problem. Use your own words to explain what caused the problem. Highlight the parts of the story that support it.

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How Am I Doing?

What questions do you have?

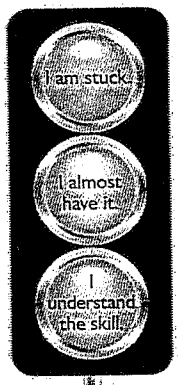
Think of your favorite story. Who is the main character and what does he or she do?

How do you and your friends use questions to help you understand your reading?

SKETCH IT

In the margin below, draw a picture from the story "The Dragons, the Gift, and the Villagers."

Color in the traffic signal that shows how you are doing with the skill.



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29 "I wasn't crying about mothers," he said rather indignantly[3]. "I was crying because I can't get my shadow to stick on. Besides, I wasn't crying."

30 "It has come off?"

31 "Yes."

32 Then Wendy saw the shadow on the floor, looking so draggled, and she was frightfully sorry for Peter. "How awful!" she said, but she could not help smiling when she saw that he had been trying to stick it on with soap. How exactly like a boy!

33 Fortunately she knew at once what to do. "It must be sewn on," she said. . . .

34 "What's sewn?" he asked.

35 "You're dreadfully ignorant."

36 "No, I'm not."

37 But she was exulting[4] in his ignorance[5]. "I shall sew it on for you, my little man," she said, though he was as tall as herself; and she got out her housewife[6], and sewed the shadow on to Peter's foot.

[3] with anger
[4] enjoying
[5] not knowing
[6] a sewing kit

[Reading Level: 630–730L; Word Count: 677]

THINK ABOUT IT

Where are the children at the beginning of the story? What are they doing there?

This question has two parts. First, answer part A. Then, answer part B.

1. Part A

In paragraphs 1 and 2, Peter Pan and Tinker Bell enter a room to search for something. What kind of room are they in?

Ⓐ living room
Ⓑ bathroom
Ⓒ bedroom
Ⓓ dining room

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Part B

Underline ONE sentence in paragraph 1 or 2 that BEST supports the answer to Part A. [See paragraph 2.]

2. What does the fairy language sound like?

Ⓐ ordinary language
Ⓑ whispering
Ⓒ golden bells
Ⓓ music

This question has two parts. First, answer part A. Then, answer part B.

3. Part A

Which phrase BEST describes Tinker Bell?

Ⓐ a helpful fairy
Ⓑ a curious fairy
Ⓒ a mean fairy
Ⓓ a sad fairy

HINT, HINT

Refer to the story to find the answers to questions about Tinker Bell and Peter.

Part B

Underline ONE sentence from paragraph 5 that BEST supports the answer to Part A.

This question has two parts. First, answer part A. Then, answer part B.

4. Part A

How does Peter Pan first introduce himself to Wendy?

Ⓐ He bows to her.
Ⓑ He says, "Hello."
Ⓒ He shakes her hand.
Ⓓ He says his name.

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Part B

Underline ONE sentence in the story that BEST supports the answer to Part A. [See paragraph 9.]

5. In paragraph 27, why does Wendy feel she is in the "presence of a tragedy"?

   (A) She finds out that Peter Pan does not have a mother.

   (B) She sees that Peter Pan is crying in frustration.

   (C) Peter Pan tells her that he lost his shadow.

   (D) Peter Pan tells her that he does not receive any letters.

6. How does Wendy feel when Peter Pan asks Wendy her name? Refer to the story to support your answer.

Sample response: Wendy feels happy when Peter Pan asks her name. In paragraph 11, the author says, "She replied with some satisfaction."

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EXIT TICKET

3RL1, 3RL5

Now you understand how to ask questions to help you understand a story. Let's revisit the Real-World Connection.

Imagine you are discussing your favorite story with Caleb. What questions could you ask about the story? What could you ask about the characters and their points of view? What could you ask about the beginning or the ending?



Sample response: I would talk with Caleb about the main characters. I would ask who my favorite character is and explain why. I would ask what happens to the character and how the character feels about what happened. I would also ask how the character feels at the beginning of the story and how the character feels at the end.

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HINT, HINT

Ask yourself, "What does the author want me to think about?" Underline the sentence in the story that best explains what the message, or lesson, might be.

How can you find the central message? The author does not actually say the central message. What is the story about? It is about a girl who takes her sister's shirt when she is not supposed to and accidentally ruins it. Look at the events of the story. The details help you understand the story. Use the chart to see how key details from the story help give you clues to identify the central message. Can you fill in the last box?

KEY DETAIL	WHAT DOES IT SHOW?
"Hannah snuck into her sister's closet."	This detail shows that Hannah was not supposed to be in her sister's closet.
"Hannah knew Sarah did not allow her to borrow her clothes."	This detail shows that Hannah knew her sister would be upset about her taking her shirt.
"She knew that grape juice stains don't come out in the wash."	This detail shows that Hannah would not be able to hide what she did by washing the shirt.

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How Am I Doing?

What questions do you have?

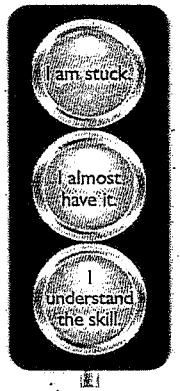
Write the title of your favorite story. What lesson or message did you learn from it?

Write about a time when something happened to you that taught you a lesson.

SKETCH IT

In the margin below, draw a picture of a lesson you have learned from your favorite story.

Color in the traffic signal that shows how you are doing with the skill.



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20 "Silly," he said, "you know his tail will grow back. Now he can look classy in the meantime." Then he placed the lizard on the fence. We watched it move away.

21 I walked back to the house thinking of different ways animals protect themselves. Some ants explode and shoot poison. Skunks spray stinky liquid. Lizards blend in or shed their tails. As for big brothers, sometimes they act mean on the outside even if deep down they care about you. Barrett loves me, though he shows it in odd ways. I know he will not treat me like canned spinach forever.

[Reading Level: 620–720L; Word Count: 779]

This question has two parts. First, answer part A. Then, answer part B.

THINK ABOUT IT
What does the sister learn in this story?

1. Part A
Which statement BEST identifies the central message of the story?

Ⓐ Family members show their love in different ways.
Ⓑ Animals protect themselves in many different ways.
Ⓒ Barrett is having his own problems in middle school.
Ⓓ Some people are better at catching lizards than others.

Part B
Underline the TWO sentences in the passage that BEST support the answer to Part A. [See paragraph 21.]

THINK ABOUT IT
What does Barrett do at the end of the story? How does this protect his sister?

2. In what way does Barrett protect his little sister?

Ⓐ He tells her that lizards shed their tails to escape danger.
Ⓑ He puts a bandage on the lizard to make it look classy.
Ⓒ He puts a bandage on the lizard's tail so that his sister would not be so upset.
Ⓓ He lets her catch her first lizard even though he is better at catching them.

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3. One key detail in the story is when Mom states that Barrett is "going through a stage." What does Mom say that Barrett is struggling with?

Sample response: Mom says that Barrett is having trouble fitting in at middle school.

4. Which TWO sentences from the passage are key details that BEST support the idea that animals and humans can be protective?

Ⓐ "Its grayish brown color made it nearly impossible to see." (paragraph 13)
Ⓑ "The lizard's body remained in my hand, but a moment later, its tail was on the ground." (paragraph 16)
Ⓒ "I had heard about how lizards would drop their tails if they were in danger and had to escape." (paragraph 16)
Ⓓ "It had only a stump where its tail had been." (paragraph 17)
Ⓔ "As for big brothers, sometimes they act mean on the outside even if deep down they care about you." (paragraph 21)

TIPS AND TRICKS
You can find key details by asking questions such as Who? What? Where? When? and Why?

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This question has two parts. First, answer part A. Then, answer part B.

5. Part A

A key detail of the story is that people deal with problems in their own ways. How does the main character deal with her problem?

Ⓐ She follows Barrett around even though she knows he may be mean to her.

Ⓑ She complains to her mother every time Barrett is mean to her.

Ⓒ She tries to prove to Barrett that she is better at catching lizards than he is.

Ⓓ She tells Barrett that she still loves him and thanks him for helping her.

Part B

Which sentence below BEST shows the lesson the sister learns in the story?

Ⓐ Barrett knows more about lizards than she does.

Ⓑ Barrett still loves her and won't be mean forever.

Ⓒ Everyone has their own ways of protecting themselves.

Ⓓ Her mom is right that middle school can be difficult.

This question has two parts. First, answer part A. Then, answer part B.

6. Part A

Which statement below BEST identifies the key detail that Barrett is "going through a stage"?

Ⓐ He is always in a bad mood.

Ⓑ He hurts lizards for fun.

Ⓒ He picks on his sister.

Ⓓ He likes to be left alone.

Part B

Underline ONE sentence in paragraph 6 that BEST supports the answer to Part A.

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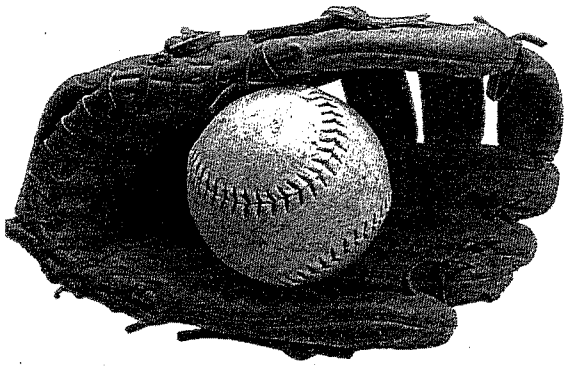
EXIT TICKET

3RL2

Now you have learned how to find the key details and central message of a story. Let's revisit the Real-World Connection.

Think about the story about Joshua and his missing baseball glove. Use the key details to find the central message. What lesson did Joshua learn from this experience? Write a sentence telling the central message of the story.

Sample answer: Joshua learned to always put his things where they belong.



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He did not know how to get home! Puppy felt scared and started to cry. Puppy's mom saw Rabbit heading home, so she went right to the playground to get Puppy.

Puppy learned his lesson.

[Reading Level: 630–730L; Word Count: 152]

Look at the example below, and complete the chart. List the main character and the key details in the story.

MAIN CHARACTER	PUPPY
Key Detail 1	Puppy promised his mother he would stay at Rabbit's house.
Key Detail 2	Puppy lied because he knew he would be going to the playground instead.
Key Detail 3	Puppy went to the playground.
Key Detail 4	Puppy's mother went to the playground to get him.

THINK ABOUT IT

Did puppy do what he told his mother he would do?

Use the key details and retell the story.

Puppy promised his mother he would stay at Rabbit's house. Puppy lied because he knew he was going to the playground instead. Puppy went to the playground. Puppy's mother went to the playground to get him.

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How Am I Doing?

What questions do you have?

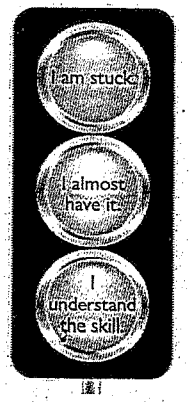
Write a sentence that explains what the key details of a story are.

Write a sentence that explains how to retell a story.

TURN AND TALK

Work with a partner. Reread and discuss a story you both have read and liked. Then, work together to write a short retelling of it. Be sure to include key details and make sure you agree on every statement you include.

Color in the traffic signal that shows how you are doing with the skill.



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READING NOTES

INDEPENDENT PRACTICE

Read the story. Then, answer the questions that follow.

The Story of Day and Night

Genre: Folktale

1 This story takes place long, long ago, before there was daytime and nighttime. Everything was always a little bit dark. Rabbit was out for a walk in the large, dark woods. He soon came to a tall, thick tree. Owl was sitting on a high branch in the tree. Rabbit could hardly see Owl in the darkness.

2 "Owl, why do you like the darkness?" asked Rabbit.

3 "I love the darkness because it makes the air cool. It also lets me choose who sees me and who does not," answered Owl.

4 "Well, I don't like the darkness," said Rabbit. "I want to be able to see everything all the time. In fact, I think I will make it so there *is* light all the time."

5 "Oh please, don't do that!" begged Owl. "I have an idea. Let's have a contest, and the winner can choose whether it will always be light or dark outside."

6 Rabbit agreed to Owl's contest. Soon, all of the animals in the forest knew about the contest. The animals did not agree on who they wanted to win. Many of them wanted Rabbit to win because they liked it when it was not so dark outside. However, many of the other animals wanted Owl to win because they wanted the world to be dark instead.

7 "I hope Rabbit wins!" said Squirrel.

8 "Well, I hope Owl wins!" said Bat.

9 On the day of the contest, all of the animals gathered in the center of the woods. Each animal chose a side, standing near either Rabbit or Owl. Then Rabbit explained the rules of the contest. Rabbit would chant "Light! Light! Light!" and Owl would chant "Night! Night! Night!" The first one to accidentally say the wrong word would lose the contest.

10 "Light!" cried Rabbit.

11 "Night!" cried Owl.

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12 "Light!"

13 "Night!"

14 The two animals chanted for hours, but neither made a mistake. All of the others cheered for who they hoped would win. Finally, after hours of chanting, Owl grew tired and accidentally said, "Light."

15 "At last, I win!" cried Rabbit. Half of the animals were very happy, but the rest were sad. Rabbit felt awful. He did not want half of his friends to be upset.

16 "I have changed my mind," declared Rabbit. "From now on, the world will be bright half of the time and dark for the other half. That way, everyone will be happy!" The animals were finally at peace, and the world has had day and night ever since.



[Reading Level: 600–700L; Word Count: 413]

1. Retell paragraph 1 in your own words.

Sample response: A long time ago, there was no daytime or nighttime. Rabbit was walking in the woods. He found Owl in a big tree. Rabbit could hardly see Owl.

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TIPS AND TRICKS

Retelling a story means recounting all the key details.

2. Which paragraph BEST retells the story?

Ⓐ Rabbit takes a walk in the dark woods. He just barely sees Owl in his tree. Owl likes darkness. Rabbit likes light. Rabbit says he will make it daylight all the time. Owl is upset.

Ⓑ Rabbit walks through the dark woods. He almost misses seeing Owl. Rabbit says he will make the world always be bright. Owl suggests a contest. All the animals watch. Rabbit chants "Light." Owl chants "Night." They chant for hours. Then, Owl gets tired and says, "Light." Rabbit wins, but many animals are sad. Rabbit says that the world will have both. This is why there is daytime and nighttime.

Ⓒ Rabbit likes the light. Owl likes the dark. Rabbit will chant "Light." Owl will chant "Night." Whoever says the wrong word first loses. Some want Rabbit to win. Some want Owl to win. Rabbit says that the world will have daylight and nighttime. Everyone is now happy.

Ⓓ Rabbit asks Owl why he likes the darkness. Owl says he likes being able to choose who sees him. Rabbit wants to see everything all the time. He says he will make it to be always bright. Whoever says the wrong word first loses. When Rabbit wins, many animals are upset.

This question has two parts. First, answer part A. Then, answer part B.

TIPS AND TRICKS

You can always look back at the text to see if any important information is missing.

3. Part A

Which statement BEST identifies one key detail that should be included when you retell paragraph 6?

Ⓐ All the animals want to be a part of the contest.

Ⓑ Some animals like daylight, and some like nighttime.

Ⓒ The animals argue over who should win the contest.

Ⓓ Some of the animals cannot decide who should win.

Part B

Underline TWO sentences in paragraph 6 that BEST support the answer to Part A.

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This question has two parts. First, answer part A. Then, answer part B.

4. Part A

After the contest is over, half the animals are happy and half are sad. Why is this a key detail to include when you retell the story?

Ⓐ It is important because it leads to Rabbit changing his mind.

Ⓑ It is important because it shows that Rabbit is selfish.

Ⓒ It is important because it describes what the animals want.

Ⓓ It is important because it explains how the story ends.

Part B

Underline THREE sentences at the end of the story that BEST support the answer to Part A. [See paragraph 16]

This question has two parts. First, answer part A. Then, answer part B.

5. Part A

Read these sentences that retell paragraphs 7–14.

> Squirrel wants Rabbit to win, and Bat wants Owl to win. The day of the contest arrives, and all the animals meet in the center of the woods. Rabbit tells them that he will chant "Light" and Owl will chant "Night." The first one to say the wrong word will lose. Then they chant for hours. The animals cheer them on. However, Owl finally grows tired and says, "Light."

HINT, HINT

Remember: Key details are the main character, places, and important events.

Which of the following describes why these sentences do a good job of retelling paragraphs 7–14?

Ⓐ They include the setting of the story.

Ⓑ They describe how Rabbit feels about day.

Ⓒ They describe how Owl feels about night.

Ⓓ They include everything that is said.

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Part B

Underline ONE phrase in paragraphs 9–10 that BEST supports the answer to Part A. [See paragraph 9.]

6 Retell paragraph 16 in your own words.

Sample response: Rabbit wanted everyone to be happy. He made half the day bright and half the day dark.

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EXIT TICKET

3RL2

Now you know how to identify key details and retell stories. Let's revisit the Real-World Connection.

Think about the stories Anya reads with her grandmother. Anya wants to retell those stories to her parents. How can Anya retell the stories? Write your answer below.

Sample answer: Anya can retell stories using the key details. The key details are the main character, the places, and the important events. Anya can find the key details in the story. Then she can retell the story to her parents by telling them the key details.

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Noah lifted his head up and screeched, "That's not science. That's fun!"

His mom laughed. "Then I think you'll have some 'fun' with this science fair after all," she told him.

[Reading Level: 730–830L; Word Count: 203]

THINK ABOUT IT

Why are Noah's traits important to the story? How might the story be different if it were about someone who likes science?

Complete the chart. List sentences that show character traits and how they help the story.

SENTENCE FROM STORY	CHARACTER DESCRIPTION	HOW IT HELPS THE STORY
"Noah walked home from school with little hope."	Noah does not have much confidence.	It shows that there is something wrong.
"Noah hated science. It was his worst subject."	Noah has strong feelings about science.	It sets up the problem that Noah faces.
"He hated having to speak in front of large groups, too."	Noah is not a strong presenter.	It names another problem Noah will face.
"You watch the stars with your telescope almost every night!"	Mom shows Noah that he does like science.	It shows that Noah may be able to overcome his problem.
"That's not science. That's fun!"	Noah does not know that he really does like science.	It shows that Noah will be able to meet his challenge.

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How Am I Doing?

What questions do you have?

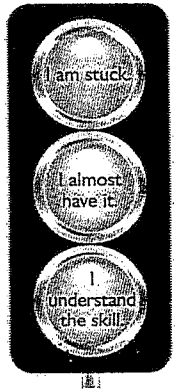
Write one character trait that Noah has.

Explain how Noah's motivations help you understand the story.

SKETCH IT

In the space below, draw a picture of Noah based on his character traits in the story.

Color in the traffic signal that shows how you are doing with the skill.



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please give a big hand to an enormous talent—Benjamin Belinski, Producer!" She points to me in the back of the gym.

31 "Bravo," the audience shouts. People turn to see who I am.

32 I wave sheepishly until someone grabs my arm and sticks my hand into the air to make me more noticeable. I bow.

33 Benjamin Belinski, Producer. I like the sound of that.

[Reading Level: 630–730L; Word Count: 642]

This question has two parts. First, answer part A. Then, answer part B.

TIPS AND TRICKS

What does Kate say to Benjamin in these paragraphs?

1. Part A

Which word would BEST describe Kate in paragraphs 1–6?

Ⓐ encouraging

Ⓑ determined

Ⓒ pleasant

Ⓓ talented

Part B

Underline the sentences in these paragraphs that BEST support the answer to Part A.

2. Which sentence BEST describes why Benjamin was nervous on Talent Night?

Ⓐ He was performing a comedy routine and could not remember the lines.

Ⓑ He thought everyone's performance was better than his own.

Ⓒ He was afraid no one would notice his talents at the end of the show.

Ⓓ He hoped that his organizing skills would make the show run smoothly.

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3. How would you describe the traits that helped Benjamin identify his talent?

Sample response: His friends said he was the glue that held them together. He always organizes things for them to do. He has game night, bike rides, and yard sales. He has a talent for organizing all of these fun things.

4. Benjamin is known among his friends as someone who is helpful and a good leader. Which sentence BEST supports this description of Benjamin?

Ⓐ "In the next few weeks, I write a zillion lists, make sure every item gets checked off, and ask a lot of people to do jobs." (paragraph 23)

Ⓑ "When the show begins, each person with an act knows his or her place in the lineup." (paragraph 27)

Ⓒ "Everybody contributed and cooperated to put together this marvelous night," she announces. (paragraph 30)

Ⓓ "I wave sheepishly until someone grabs my arm and sticks my hand into the air to make me more noticeable." (paragraph 32)

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THINK ABOUT IT
What does Kate do in this paragraph?

This question has two parts. First, answer part A. Then, answer part B.

5. Part A
In paragraph 8, which statement BEST describes how Kate feels about Benjamin's joking?

Ⓐ His joking bothers her.
Ⓑ His joking amuses her.
Ⓒ His joking makes her sad.
Ⓓ His joking makes her scared.

Part B
In paragraphs 8–10, underline the TWO sentences that BEST support the answer to Part A.

HINT, HINT
What are Benjamin's classmates doing in this story?

6. How would you describe Benjamin's friends and classmates?

Sample response: His friends and classmates are very talented.

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EXIT TICKET

RL3

Now you know how to identify character traits. Let's revisit the Real-World Connection.

Imagine you are discussing with Emilio and Emmett *How I Made It Through School.* Emilio wants to describe his favorite character to Emmett. Write a few sentences explaining to Emilio how he can describe his favorite character.



Sample answer: Emilio can describe his favorite character using the character's traits. He can find sentences in the story that describe the traits. Then, he can look at how these traits help the story. He can describe the character to Emmett by telling Emmett how the character's traits help the story.

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Authors sometimes use familiar words in new ways. Authors also sometimes use phrases that mean something different from the actual words they use.

The chart below shows words and phrases from "Project Practice." The context clues help you understand the meaning of these words and phrases. Can you complete the chart?

WORD OR PHRASE	WHICH CLUES HELP YOU UNDERSTAND THE WORD OR PHRASE?
Julie thought this contest was going to be a piece of cake.	She did not practice her report because contests always came easy to her. She always won the first place medal without trying very hard.
When the teacher announced the science fair finalists, Julie was all ears.	She listened eagerly as the teacher announced, "Julie Barnes, Mario Howell, and Debra Smith are the three finalists."
Debra's and Mario's presentations were by the book.	They followed all the rules.
Julie became tongue-tied.	She was too ashamed to say anything.
Julie drew a blank.	She could not think of an answer.

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How Am I Doing?

What questions do you have?

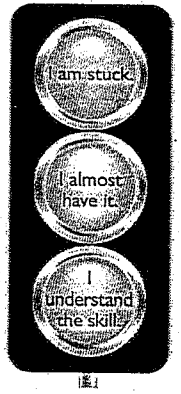
How do you figure out the meaning of familiar words used in a new way?

How do you figure out the meaning of phrases you do not know?

TURN AND TALK

Find a partner. Read a story together. On a separate sheet of paper, write down any familiar words used in a new way. List words or phrases that come before or after the familiar words. Then, determine what they mean.

Color in the traffic signal that shows how you are doing with the skill.



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READING NOTES

to the right. With no one guarding the right end, he put on an extra burst of speed and galloped across the goal line.

28 Cheers burst from the Pandas' fans.

29 Paul's kick was good, and the game ended seconds later, Pandas 7, Cobras 6.

30 You did it, kid!" Coach said to Brian as the Pandas celebrated on the field. "Way to use your head. You added a new twist to an old play. Good job."

31 "Thanks, Coach," said Brian, beaming.

32 Then he raced over to his teammates and shouted, "Rock Hill! Jensen! Here we come!"

[Reading Level: 630–730L; Word Count: 706]

1. Read this sentence from paragraph 10.

> "Brian pulled off his helmet, wiped his sweaty forehead, and found an empty spot on the bench."

What does spot mean in this sentence?

Ⓐ a bit Ⓑ a circle

Ⓒ to mark Ⓓ a place

2. Read these sentences from paragraph 16.

> "You saw the scoreboard. We're *trailing* by six, but we still have half the game left. Our defense is good; otherwise that score might say 26 instead of 6."

Use context clues to figure out what *trailing* means in this paragraph. Then, write a sentence using the same meaning of the word *trailing*.

Sample response: Amy is trailing behind her class in cookie sales.

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This question has two parts. First, answer part A. Then, answer part B.

3. Part A

Read this sentence from paragraph 18.

> "Brian's heart sank."

What does heart sank mean in this sentence?

Ⓐ to feel sad Ⓑ to feel angry

Ⓒ to feel clever Ⓓ to feel content

Part B

Which sentence BEST supports the answer to Part A?

Ⓐ "Our defense is good; otherwise that score might say 26 instead of 6." (paragraph 16)

Ⓑ "He wanted to see the Rock Hill–Jensen game, but he wanted to help with the win himself, not ride on everyone else's shoulders." (paragraph 18)

Ⓒ "As minutes ticked by in the third quarter, Cal's passes and running plays proved no better than Brian's." (paragraph 19)

Ⓓ "He had to come up with something new, something that would fool the Cobras completely." (paragraph 22)

HINT, HINT

Which sentence gives you a clue about how Brian feels?

4. The phrase His heart singing once again in paragraph 21 means that Brian feels happy. Which phrases or sentences provide context clues that support this meaning? Use two of the phrases below to fill out the chart.

"Coach Harris put Brian back in." (paragraph 20)

"Brian tried his best" (paragraph 21)

"things were still moving slowly." (paragraph 21)

CONTEXT CLUE 1	"Coach Harris put Brian back in."
CONTEXT CLUE 2	"Brian tried his best"

THINK ABOUT IT

Which phrases or sentences support how Brian feels?

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HINT, HINT

This question requires you to choose three selections. Why did Brian have high hopes?

5. Read this sentence from paragraph 23.

> "With one minute and fourteen seconds to go, Brian's hopes soared."

The phrase hopes soared means Brian had good feelings. Which THREE selections from the story BEST support the definition of hopes soared?

- Ⓐ "OK, kid," he said. "It's our last chance. Go for it." (paragraph 20)
- Ⓑ "Thanks to the Pandas' defense, though, the Cobras weren't making any progress either." (paragraph 21)
- Ⓒ "The plays he'd been calling were pretty routine." (paragraph 22)
- Ⓓ "He had to come up with something new, something that would fool the Cobras completely." (paragraph 22)
- Ⓔ "He had thought of the winning play!" (paragraph 23)
- Ⓕ "He told the guys what he had in mind." (paragraph 24)

This question has two parts. First, answer part A. Then, answer part B.

6. Part A

Read this sentence from paragraph 27.

> "Suddenly, Tim came sweeping around from his left-end position, grabbed the ball out of Sal's raised hand, and sprinted to the right."

Which is the BEST definition of sweeping in this sentence?

- Ⓐ to run in circles
- Ⓑ to move quickly
- Ⓒ to sneak up
- Ⓓ to brush by

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Part B

Which word from the sentence BEST explains the meaning of sweeping?

- Ⓐ "around"
- Ⓑ "grabbed"
- Ⓒ "raised"
- Ⓓ "sprinted"

7. Read this sentence from paragraph 31.

> "Thanks, Coach," said Brian, beaming.

The author is describing the expression on Brian's face. Based on this information and the story, what does beaming mean? Write TWO words or phrases from the story and why they helped you figure out the meaning.

Sample response: I think *beaming* means that Brian is smiling. The word "celebrated" in paragraph 30 shows that Brian and his team are happy. The sentence "Thanks, Coach," shows that Brian is smiling because his coach said he did a good job.

THINK ABOUT IT

What happens to Brian in the story? How does he feel about what happens?

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EXIT TICKET

Now you know how to find the meaning of words and phrases. Let's go back to the Real-World Connection. Remember, Samuel read these sentences in his book.

> "Jack played the par five hole. It usually takes five strokes to reach this hole, but Jack got to the hole in three strokes. He scored an eagle!"

Help Samuel find the meaning of *eagle*. Look at context clues in the sentences before and after the word. Then, complete this sentence.

An eagle in golf is when a player gets to a hole two strokes under par.

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TIPS AND TRICKS

Get familiar with the terms *setting, characters, plot, conflict, resolution, theme,* and *chapter.* Know what each of these terms means. You will see these terms on tests.

Vocabulary in Action

You will see words in this lesson that are used in many ways.

- The conflict is the problem the characters in a story must solve. Characters in a story can be real or pretend. They can be people or animals. How the characters look, think, and act help build the story.
- An event is what happens in the story. Events include what the characters do and what is done to them in the story.
- The resolution happens when the characters solve the problem.
- Characters usually learn a lesson during the story. This lesson is called the theme.
- Sometimes a story will have chapters. Chapters break a story into parts. Each chapter builds on what happened in the chapter before it. Chapters are like pieces of a puzzle. Together they create the big picture.
- The setting is the time and place where the story happens. The setting could be in the past, present, or future. It could be in the real world or a made-up world.

GUIDED INSTRUCTION

Meghan is reading a book called *Giants*. Read chapter 1 of *Giants*. Underline sentences that describe the characters. Circle words and phrases that describe the setting. Highlight details that describe the conflict. Draw a box around details that describe events. Then, use this information to complete the chart.

Chapter 1

Once upon a time, Minis built an amazing garden. The fruit was ripe and sweet. The vegetables were crisp and healthy. The Minis used the warm ocean to water their plants. Every morning the Minis came out of their hidden tunnels to enjoy the cool air and take care of their crops.

Mini Mirran stood two inches tall. Flowers bloomed as she walked past. Sometimes, she would pick one and place the stem into her hair. Other times, she would pick special peppers and place them in her bag.

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Another Mini, Vander, was three inches tall. He always had a huge grin on his face, especially when he got to cook.

"It's such a beautiful day," Mirran cheerfully said.

"Yes, I am enjoying this wonderful morning," Vander replied.

The even smaller Mini children played outside as Vander stirred a spicy pot of stew. Mirran added the peppers from her bag as Vander mixed each one into the pot. Mirran then collected several pieces of fruit to serve to the children.

Suddenly, there was a loud boom that shook the ground. Fruits and vegetables fell from the garden's plants. The pot began shaking more and more as the boom sounds became louder and louder. Mirran quickly ran with the children into the tunnels. Large feet soon destroyed the garden with each step. A trail of squishy fruit and broken vegetables was all that was left.

When Vander looked up, a huge giant stood over him. He wished the Minis had built a big fence to protect the garden.

[Reading Level: 620–720L; Word Count: 257]

The parts of a story work together to tell the whole story. The chart below shows the parts of this chapter. Fill in how the conflict helps tell the story.

PARTS OF STORY	HOW EACH PART HELPS TELL THE STORY
Setting: Once upon a time, garden, warm ocean, the cool air	"Once upon a time" suggests that the story is make-believe (not real). The story takes place a long time ago. The "garden," "warm ocean," and "cool air" show that the story begins outside.
Characters: Mini Mirran stood two inches tall. Another Mini, Vander, was three inches tall. "It's such a beautiful day," Mirran cheerfully said. "Yes, I am enjoying this wonderful morning," Vander replied.	Two or three "inches tall" shows that the characters are also make-believe (not real). The characters' spoken words show that they are enjoying the weather.
Events: Mirran picked flowers and peppers. Children played outside.	These events show how the Minis are enjoying the day outside.
Conflict: There was a loud boom. Large feet destroyed the garden. A huge giant was standing over him.	Large feet destroy the garden. This chapter ends by showing the story's conflict. Vander must face the giant.

TURN AND TALK

Work with a partner to talk about what the characters look like. Are the characters real or pretend? What kinds of stories have these kinds of characters?

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1. What is the lesson or theme of the story?

Sample response: The Minis should have built a fence to protect the garden.

2. Write one sentence telling how you think the conflict will be solved.

Sample response: The giant will see Vander and say sorry for stepping on the garden.

TURN AND TALK

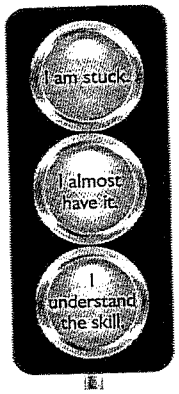
Work in a small group. Decide what might happen in the next chapter of *Giants*. Then, on your own paper, write your version of the chapter. Next, compare your version with the versions of the other group members. Work together to create a final version you all agree on. Present it to the class.

How Am I Doing?

What questions do you have?

Think about your favorite story. What is the setting? Who are the characters? What problem must the characters solve? How do they solve it? What lesson do the characters learn?

Color in the traffic signal that shows how you are doing with the skill.



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INDEPENDENT PRACTICE

Read Chapters 2 and 3 of this story. Then, answer the questions that follow.

Excerpt from *Enchanted Castle*

by E. Nesbit | Genre: Fantasy

In Chapter 1, three children, Gerald, Jimmy, and Kathleen, find a "princess" in a garden. She brings them to her magical, enchanted castle. She shows them her jewels. Then, she puts on a magical ring that makes her invisible.

Chapter 2

1 They had not been there five minutes before the feet of a runner sounded loud on the gravel. A very black and distinct shadow fell on the white marble floor.

2 "Your shadow's not invisible anyhow," said Jimmy.

3 "Oh, bother my shadow!" the voice of the Princess replied. "We left the key inside the door. It's shut itself with the wind, and it's a spring lock!"

4 There was a heartfelt pause.

5 Then Gerald said, in his most business-like manner:

6 "Sit down, Princess, and we'll have a thorough good palaver[1] about it."

7 "I shouldn't wonder," said Jimmy, "if we was to wake up and find it was dreams."

8 "No such luck," said the voice.

9 "Well," said Gerald, "first of all, what's your name, and if you're not a Princess, who are you?"

10 "I'm—I'm," said a voice broken with sobs, "I'm the—housekeeper's—niece—at—the—castle—and my name's Mabel Prowse."

11 "That's exactly what I thought," said Jimmy, without a shadow of truth, because how could he? The others were silent. It was a moment full of agitation and confused ideas.

[1] talk

READING NOTES

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This question has two parts. First, answer part A. Then, answer part B.

1. Part A
In Chapter 3, what does Jimmy want after Gerald suggests they leave?

Ⓐ tea
Ⓑ a glass case
Ⓒ shoes
Ⓓ a scrap of paper

Part B
Underline FOUR sentences in Chapter 3 that BEST support the answer to Part A. [See paragraphs 17, 24, 33, and 35.]

This question has two parts. First, answer part A. Then, answer part B.

HINT, HINT
Remember that the conflict is the main problem the character faces.

2. Part A
What is the main conflict?

Ⓐ Mabel is an invisible girl.
Ⓑ Mabel decides to run away.
Ⓒ The shoes are the wrong size for Mabel.
Ⓓ The children are locked out of the castle.

Part B
Which paragraph BEST supports the answer to Part A?

Ⓐ paragraph 3
Ⓑ paragraph 13
Ⓒ paragraph 23
Ⓓ paragraph 27

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3. In Chapter 3, which TWO events would be different if the children could see Mabel?

Ⓐ Mabel would not decide to write her aunt a note.
Ⓑ Mabel would not be heard in the Temple of Flora.
Ⓒ Jimmy would not want to go home to have his tea.
Ⓓ Mabel would believe her aunt liked her very much.
Ⓔ Mabel would not beg to go with the three children.
Ⓕ Mabel would be able to wear Queen Elizabeth's shoe.

4. Why does Mabel want to leave? Use a sentence from the story to explain your response.

Sample response: Mabel wants to leave so she does not upset her aunt. Mabel says, "Take me with you. I'll leave her a note to say I've run away to sea."

This question has two parts. First, answer part A. Then, answer part B.

5. Part A
According to the passage, which event causes Mabel to think that her aunt does not like her very much?

Ⓐ Mabel runs away to sea.
Ⓑ Mabel locks everyone out of the castle.
Ⓒ Mabel confesses that she really is not a Princess.
Ⓓ Mabel forgets to put back Queen Elizabeth's shoes.

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Part B

Which part of the story BEST supports the answer to Part A?

Ⓐ "We left the key inside the door. It's shut itself with the wind, and it's a spring lock!" (paragraph 3)

Ⓑ "I'm the—housekeeper's—niece—at—the—castle—and my name's Mabel Prowse." (paragraph 10)

Ⓒ "She wouldn't let me go to the fair because I'd forgotten to put back some old trumpery shoe that Queen Elizabeth wore" (paragraph 21)

Ⓓ "No, no, no!" moaned Mabel invisibly. "Take me with you. I'll leave her a note to say I've run away to sea." (paragraph 27)

6. What causes Mabel to decide to write a letter to her aunt?

Ⓐ Mabel does not put the shoes back and makes her aunt upset.

Ⓑ Mabel does not want to upset her aunt because she is invisible.

Ⓒ Mabel is afraid the police will come after her.

Ⓓ Mabel wants to join the others for tea.

▶ THINK ABOUT IT

What is the conflict in each chapter?

7. How does Mabel change in the story?

Ⓐ In Chapter 2, she is upset about being invisible. In Chapter 3, she is upset about being left behind.

Ⓑ In Chapter 2, she is bothered by being called Princess. In Chapter 3, she wishes she were the princess.

Ⓒ In Chapter 2, she worries about her shadow being visible. In Chapter 3, she worries about being able to drink tea.

Ⓓ In Chapter 2, she wants to introduce the others to her aunt. In Chapter 3, she wants to leave without saying goodbye to her aunt.

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EXIT TICKET

3RL5

Now you know how to identify parts of a story. Let's go back to the Real-World Connection. Remember, Meghan told Heba this story. Write the missing part of the story in the space below. Then, answer the questions.

A beautiful princess sleeps in her castle in the woods.
She has been sleeping for hundreds of years.
She will only wake up if a prince gives her a kiss.

_____

Then the princess wakes up.

- Who are the characters?

  Sample answer: The characters are a princess and a prince.

- What is the setting?

  Sample answer: The setting is a castle in the woods.

- What is the conflict?

  Sample answer: The princess will only wake up if a prince gives her a kiss.

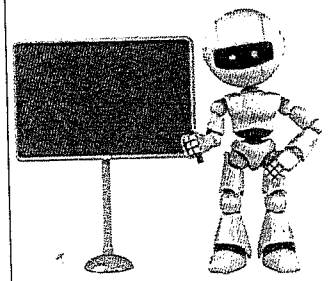
- Help Meghan tell Heba how the conflict is solved.

  Sample answer: A brave prince finds the castle. He gives the sleeping princess a kiss.

- What is the resolution?

  Sample answer: The princess wakes up.

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6 ROBOT [*speaks robotically*]: Good morning, Terrance. How are you?

7 TERRANCE: I am fine, Robot. How are you?

8 ROBOT: Fabulous. I am so happy to be here in Miss Robert's classroom.

9 [*STUDENTS laugh.*]

10 MISS ROBERT [*shocked*]: How did he know my name?

11 TERRANCE: I don't know. That was not one of the programmed answers.

12 ROBOT [*looks at board*]: It looks like today's objective is to explain how technology influences our day-to-day activities. You may have a seat, Miss Robert.

13 MISS ROBERT [*turns to TERRANCE*]: Terrance, it looks like your robot is taking over our classroom.

14 ROBOT [*to class*]: This is how technology influences our day-to-day activities. I am the teacher now. Everyone gets an A.

15 [*STUDENTS laugh.*]

[Reading Level: NP; Word Count: 185]

TURN AND TALK

The conflict is the problem in the play that is solved in the end. What is the conflict in each scene? Which part of the dialogue provides details that support the conflict in Scene 1 of *Robot Take Over*?

PART OF A PLAY	EXAMPLE FROM THE SCENE
Characters: The characters are the people, animals, or robots in the play.	The characters in *Robot Take Over* are Terrance, Robot, Miss Robert, and Students.
Setting: The setting tells the time and location of where the play takes place.	*Robot Take Over* takes place during first period in a classroom.
Dialogue: Dialogue shows two or more people talking to each other.	Sample answer: ROBOT [*speaks robotically*]: Good morning, Terrance. How are you? TERRANCE: I am fine, Robot, how are you?
Stage directions: Stage directions tell how the characters move or speak.	Sample answer: [*TERRANCE enters the classroom with ROBOT.*]

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1. Which line of dialogue BEST shows the main problem in Scene 1?

   Ⓐ "Let me show you. I programmed him to answer some basic questions."

   Ⓑ "Good morning, Terrance. How are you?"

   Ⓒ "Fabulous. I am happy to be here in Miss Robert's classroom."

   Ⓓ "I don't know. That was not one of the programmed answers."

2. Underline the stage direction that tells how Miss Robert feels about Robot's behavior.

How Am I Doing?

What questions do you have?

Write a stage direction that describes how someone around you is moving or speaking.

How do stage directions help playwrights and actors tell the story?

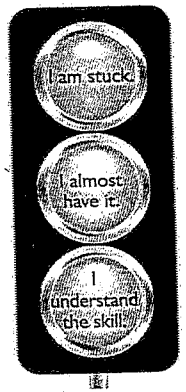
HINT, HINT

Remember to read the stage directions. They give clues about the characters' feelings and actions. Do not read stage directions aloud if you are performing a play!

TURN AND TALK

Work in a small group. Discuss and decide what might happen in the next scene of *Robot Take Over*. On your own paper, write your version of the scene. Compare your version with the versions of the other group members. Work together to create a final version you all agree on. Act it out for the class.

Color in the traffic signal that shows how you are doing with the skill.



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1. How does Kate feel at the end of Scene I? Give an example of stage direction that shows this.

Sample response: Kate feels scared at the end of Scene I because the stage direction says "[*Kate is frightened.*]"

2. Which of the following is a stage direction?

Ⓐ "SETTING: Five minutes later in the schoolroom"

Ⓑ "KATE: Take me home, Bed! Please take me home!" (section 19)

Ⓒ "BED: Then I will take you home. Goodbye teacher!" (section 24)

Ⓓ "[*The BED goes with KATE, who still tries to hide under the covers.*]" (section 28)

3. Which of the following is dialogue?

Ⓐ "SETTING: Two minutes later in Kate's bedroom"

Ⓑ "[*KATE is asleep. Her MOTHER comes.*]" (section 29)

Ⓒ "MOTHER: You have been dreaming, child." (section 34)

Ⓓ "[*She jumps out of bed.*]" (section 38)

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This question has two parts. First, answer part A. Then, answer part B.

4. Part A

In Scene II, what does Kate do after Bed agrees to take her home?

Ⓐ Kate laughs so her mother can hear.

Ⓑ Kate tries to hide under the covers.

Ⓒ Kate wakes up and goes to school.

Ⓓ Kate asks Bed where they are going.

Part B

What happens in Scene II that causes Kate's actions in Part A?

Ⓐ Bed takes Kate home.

Ⓑ Kate agrees to wake up early.

Ⓒ Kate asks Bed to take her home.

Ⓓ The teacher and children laugh at her.

This question has two parts. First, answer part A. Then, answer part B.

5. Part A

How does Scene III build on Scene II?

Ⓐ Kate does not want Bed with her ever again in her class, so she wakes up and goes to school.

Ⓑ Kate's mother keeps telling her to wake up until she finally wakes up and goes to school.

Ⓒ Kate does not want to have any more bad dreams that keep her awake.

Ⓓ Kate hides under the covers, so she can go back to sleep.

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Part B
Which section BEST supports the answer to Part A?

Ⓐ "[*KATE is asleep. Her MOTHER comes.*]" (section 29)

Ⓑ "MOTHER: Kate, Kate! You are asleep again! Get up and go to school!" (section 30)

Ⓒ "MOTHER. It was a dream, my dear." (section 36)

Ⓓ "KATE: I must not be late to school. I promised the Bed." (section 40)

6. Which TWO sections in Scene III BEST show how Kate's character changed?

Ⓐ "[*KATE is asleep. Her MOTHER comes.*]" (section 29)

Ⓑ "MOTHER: Kate, Kate! You are asleep again! Get up and go to school!" (section 30)

Ⓒ "MOTHER: You have been dreaming, child." (section 34)

Ⓓ "[*She jumps out of bed.*]" (section 38)

Ⓔ "MOTHER: Oh, that is fine!" (section 39)

Ⓕ "KATE: I must not be late to school. I promised the Bed." (section 40)

TIPS AND TRICKS

Pay special attention to how characters change throughout the different scenes of a play. This will tell you a lot about the message of the story.

7. How do Kate's actions and behaviors change from Scene I to Scene III? What does she do differently? Give an example of dialogue that shows this.

Sample response: In Scene I, Kate does not want to get out of bed. She keeps saying, "By and by, mother, by and by." By the end of Scene III, Kate jumps out of bed right away. She says, "I must not be late to school. I promised the Bed."

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EXIT TICKET



Now you can identify the parts of a play. Let's revisit the Real-World Connection to see how Madison's play is going! Imagine you are Madison's friend. She and her sister have a great idea for a play. They have already written an outline. They do not know how to make the story work for the stage. Give them some tips about how to write the play. Use the following vocabulary words in your answer: *script, dialogue, stage directions, setting, scene,* and *actors.*

Sample response: You need a script to tell the actors what to say and do. The script includes stage directions. These tell the actors where to move onstage and what to do. Your script will also need information about the setting. This is when and where the play takes place. Create a new scene whenever the setting or time changes. These are the parts of a play that will help your story come to life onstage!

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WORDS TO KNOW

rhyme
poet
stanza
verse
rhyme scheme

Lesson 20

IDENTIFY PARTS OF A POEM 3RL5

INTRODUCTION

Real-World Connection

NATURAL WONDERS

Michael likes to write poems. He writes about sports, friends, and nature. He even writes about his pet lizard. His friend, Joel, has read some of Michael's poems. He likes the way they sound. Joel wants to write his own poem. What does Joel need to know about poetry to write his own poem? We will practice these skills during the Guided Instruction and Independent Practice. Then, we will come back to Joel's poem at the end of the lesson.

What I Am Going to Learn

- How to name the parts of a poem
- How to use the terms of poetry, such as *stanza*



What I May Already Know 2RL4

- I know how words and phrases form rhymes.
- I know how words and phrases create rhythm and meaning in a poem.

Vocabulary in Action

You will come across these words as you read about the parts of a poem.

- Rhyme happens when two or more words have the same end sounds. Some examples are *chair / bear* and *lizard / blizzard*.
- A poet is a person who writes poems.

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- A stanza or a verse is a group of lines in a poem.

  Stanzas can have a different number of lines. Stanzas with four lines are the most common.

  Stanzas are usually separated by blank lines.

  Each stanza can have its own idea.

- Rhyme scheme is the pattern of end rhymes in a poem. It is written out in letters, such as *AABB* or *ABAB*. You can look at the end of each line to figure out the poem's rhyme scheme.

  Sometimes, every other line rhymes.

  Other times, groups of two or three lines in a stanza rhyme.

  Some poems do not use rhyme at all.

GUIDED INSTRUCTION

Michael wants to help Joel write a poem. He shows Joel what a poem can look like. This poem has two stanzas. Each stanza has four lines. Look at the poem Michael wrote. Circle the words that rhyme. Then, use letters to label each line to find the rhyme scheme.

You Can Write a Poem

1 You can write a poem (here) A
2 Do not worry. Have no (fear) A
3 Write your poem really (neat) B
4 Give your story a cool (beat) B
5 Grab a pen and write with (me) C
6 It is so much fun. You'll (see) C
7 Write so much, your hand will (ache) D
8 Share the poems that you (make) D

[Reading Level: NP; Word Count: 50]

HINT, HINT

Use a new letter to label the lines when the rhymes at the end change.

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Michael reads a lot of poetry. It inspires him to write his own poetry. Here is one of his favorite poems by Robert Louis Stevenson.

Young Night-Thought

All night long and every night,
When my mama puts out the light,
I see the people marching by,
As plain as day, before my eye.

Armies and emperors and kings,
All carrying different kinds of things,
And marching in so grand a way,
You never saw the like by day.

So fine a show was never seen
At the great circus on the green;
For every kind of beast and man
Is marching in that caravan.

At first they move a little slow,
But still the faster on they go,
And still beside them close I keep
Until we reach the town of Sleep.

[Reading Level: NP; Word Count: 105]

TURN AND TALK

Ask a partner how many stanzas this poem has. How many lines are in each stanza? What is the main idea of each stanza?

HINT, HINT

Look for rhymes at the end of each line.

Can you answer the questions in this chart?

Which words rhyme?	Sample answers: night/light, by/eye, kings/things, way/day, seen/green, man/caravan, slow/go, keep/sleep
What is the rhyme scheme?	Sample answer: The rhyme scheme is AABB, CCDD, EEFF, GGHH.

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How Am I Doing?

What questions do you have?

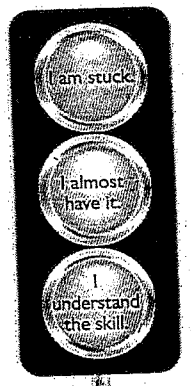
What is a stanza? How are stanzas usually separated?

How can you figure out a poem's rhyme scheme?

THINK ABOUT IT

In the space below, write a poem. It can be about anything. As you write, remember what you learned about the different parts of a poem.

Color in the traffic signal that shows how you are doing with the skill.



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INDEPENDENT PRACTICE

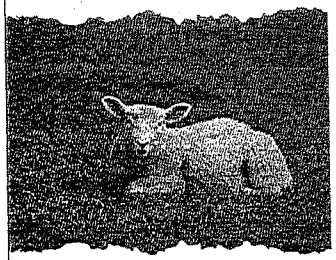
Read the poem. Then, answer the questions that follow.

The Sheep

by Ann Taylor | Genre: Poem

Lazy sheep, pray tell me why
In the grassy fields you lie,
Eating grass and daisies white,
From the morning till the night?
Every thing can something do,
But what kind of use are you?

Nay, my little master, nay,
Do not serve me so, I pray;
Don't you see the wool that grows
On my back to make you clothes?
Cold, and very cold you'd get,
If I did not give you it.



Sure it seems a pleasant thing
To nip the daisies in the spring,
But many chilly nights I pass
On the cold and dewy grass,
Or pick a scanty dinner where
All the common's brown and bare.

Then the farmer comes at last,
When the merry spring is past,
And cuts my woolly coat away
To warm you in the winter's day;
Little master, this is why
In the grassy fields I lie.

[Reading Level: NP; Word Count: 147]

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This question has two parts. First, answer part A. Then, answer part B.

1. **Part A**
What does the poet MOST LIKELY want readers to feel?

Ⓐ how shy the sheep is
Ⓑ how lazy the sheep is
Ⓒ how giving the sheep is
Ⓓ how hungry the sheep is

Part B
Underline FOUR lines in the poem that BEST support the answer to Part A. [Lines 9–12]

2. How many lines are in this poem?

Ⓐ 4
Ⓑ 7
Ⓒ 12
Ⓓ 24

3. How many lines are in each stanza?

Ⓐ 2
Ⓑ 3
Ⓒ 5
Ⓓ 6

TIPS AND TRICKS

Read the lines out loud. Listen for any words that sound the same.

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This question has two parts. First, answer part A. Then, answer part B.

4. Part A

What is the rhyme scheme of this poem?

Ⓐ AABCBC
Ⓑ AABBAB
Ⓒ ABCABC
Ⓓ AABBCC

Part B

Underline the words in lines 13–18 that "B" represents in the rhyme scheme.

This question has two parts. First, answer part A. Then, answer part B.

5. Part A

Which stanzas show how the sheep feels?

Ⓐ stanzas 1 and 3
Ⓑ stanzas 2 and 4
Ⓒ stanzas 2, 3, and 4
Ⓓ stanzas 1, 2, and 3

Part B

Which line shows where the speaker changes from the master to the sheep?

Ⓐ "Lazy sheep, pray tell me why" (line 1)
Ⓑ "In the grassy fields you lie" (line 2)
Ⓒ "But what kind of use are you?" (line 6)
Ⓓ "Nay, my little master, nay" (line 7)

HINT, HINT

A stanza is a group of lines. Lines 1–6 are stanza 1.

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6. Which line BEST shows how the master feels about the sheep?

Ⓐ "But what kind of use are you?" (line 6)
Ⓑ "Do not serve me so, I pray" (line 8)
Ⓒ "Cold, and very cold you'd get" (line 11)
Ⓓ "Sure it seems a pleasant thing" (line 13)

7. What idea in the poem does the poet revisit in the last stanza? Use details from the poem to support your answer.

Sample response: In stanza 4, the poet comes back to the idea that the sheep gives wool. In stanza 2, the sheep says the farmer uses the wool on the sheep's back to stay warm. The poet adds to this idea in stanza 4. The sheep says he lies in the field because the farmer cuts his wool to keep warm.

SKETCH IT

By each stanza, draw a picture of "master" or "sheep" to tell who is speaking. Write a sentence to summarize each stanza.

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EXIT TICKET

3RL5

Now you have learned the parts of a poem. Let's return to the Real-World Connection. Here is the poem that Joel wrote. Circle the stanzas. Underline the words at the end of each stanza that rhyme.

Ode to Football

I love to play football.
It is a lot of fun.
My coach makes us practice
With a long two-mile run.

One day I will go pro.
A famous quarterback I'll be.
It'll take lots of practice,
But skill I will not lack.

I'll tackle the defense.
I'll intercept the ball.
I'll catch every single pass.
And bust each human wall.

I'm a good team player.
I'll always love the game.
And when I make it big,
I'll get a lot of fame.



[Reading Level: NP; Word Count: 83]

How do you think Joel did? What is the rhyme scheme that Joel used? What should he do to improve his poem?

Sample answer: Joel's poem is OK. His rhyme scheme seems like ABAB, but it is not clear. The end of the second and fourth lines in each stanza normally rhyme. This is not true in the second stanza. Joel should change the second stanza so the second and fourth lines rhyme.

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Look at the pronouns used in each sentence. What do they tell you about the point of view? Complete the chart. What is the point of view in this story?

HOW THE NARRATOR FEELS	WHAT THE NARRATOR SEES
• I didn't want to leave my friends.	• My dog, George, sat next to me for the entire ride.
• I'll never find another friend like him.	• As we turned off the interstate, we passed a really big playground.
• I'm going to have a very boring summer.	• I didn't see any outdoor basketball courts, though.
• I didn't feel like I was at home.	• When we arrived to our new house, the rooms were all empty.
• I tried to fight back tears when my dad walked into my room.	• The walls to our new home were all bare.

Point of View: The pronouns I, my, me, we, and our show that the story is written in first person.

THINK ABOUT IT

Look at the sentences that show what the narrator does. How does the narrator see the events that happen? Is the narrator a character in the story or someone outside the story?

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How Am I Doing?

What questions do you have?

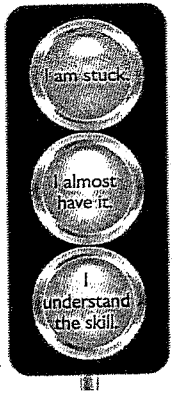
What are three points of view writers use to tell stories?

How can you tell from which point of view a story is told?

TURN AND TALK

Work with a partner. Discuss how this story would be different if it were written in third-person point of view. In the space below, write three examples.

Color in the traffic signal that shows how you are doing with the skill.



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READING NOTES

INDEPENDENT PRACTICE

Read the story. Then, answer the questions that follow.

Boss for a Day

Genre: Short Story

1 Ty opened the front door and called, "Mom?" There was no answer. Usually Ty would come home to Buddy barking. Mom would be at the kitchen table with her laptop and baby Marc on her knee, but today the table was bare except for a sheet of paper. Ty picked up the paper and read it.

2 *Dear Tyrone, I know you would rather not talk to me right now. I'm sorry I hurt your feelings this morning. I should not have laughed when you said grownups had it easy and kids do all the work.*

3 Ty stopped reading. Mom could say she was sorry all she wanted, but it did not change things. Take out the recyclables. Load the dishwasher. Pick up your toys. She makes demands, and he does all the work! He read on.

4 *The doctor said I need plenty of rest to get over my cold, so I'm taking a nap upstairs. You will have to be in charge until Grandma arrives tomorrow morning, so please pick up Marc and Buddy at Mrs. Kanaar's when you get home. You can come in and wake me if you need help. Otherwise, you're the boss.*

5 "Wow!" Ty said aloud. That was great news! He could do whatever he wanted for a whole night.

6 Minutes later, Ty was back from Mrs. Kanaar's with Marc and the pup. He put them both on the living room rug along with a toy bear for Marc and a chew bone for Buddy. Then he went to check on Mom.

7 "Hi, son," she said sleepily, "could you get me a glass of water?"

8 Ty went to the kitchen and found Marc chewing Buddy's bone and Buddy licking Marc's toy bear.

9 "No!" Ty yelled, taking away the bone and throwing the bear in the trashcan. Marc screamed and Buddy began to howl. Ty picked up his little brother and finished getting some water for Mom.

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10 "Everything okay?" she asked, pulling herself upright so she could take a drink.

11 "Absolutely," Ty replied as he closed the bedroom door.

12 The rest of the evening went by in a blur. Marc threw his macaroni and cheese all over the dining room, and it took Ty almost an hour to pick up all of the noodles. Then Buddy knocked over the kitchen trash can, and Marc started to cry because his diaper needed changing. It was a nightmare!

13 A few long hours later, Ty was finally able to rock Marc to sleep. Then he straightened the living room and folded the laundry before finally sitting down to do his homework.

14 Ty was so tired when he went to bed that he almost did not notice the old gray book Mom had left on his pillow. It was her diary from when she was a little girl. Ty opened it to a page marked with a faded blue ribbon and read:

15 *I'm so mad! How come kids have to do all the work? Peel potatoes. Pull the weeds. Take care of Lizzie. Grownups have it easy! All they have to do is order kids around while they talk on the phone or hang out in the kitchen. I cannot wait until I'm grown up. Then, I can make my kids do all the work!*

16 Tired as he was, Ty had to smile. He and Mom were not so different after all. Ty knew now that being a grownup was not as easy as he had thought. He was thankful that he had a few more years to practice.

[Reading Level: 630–730L; Word Count: 588]



1. Select TWO pronouns that represent second person point of view.

Ⓐ I
Ⓑ me
Ⓒ you
Ⓓ he
Ⓔ her
Ⓕ your
Ⓖ us

HINT, HINT

Which pronouns do you use when you talk about something you did versus something a friend did?

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THINK ABOUT IT

What pronouns are used in this paragraph?

This question has two parts. First, answer part A. Then, answer part B.

2. Part A

Who is telling the story in paragraph 1 of "Boss for a Day"?

Ⓐ Ty is telling the story.

Ⓑ Ty's mom is telling the story.

Ⓒ Marc is telling the story.

Ⓓ An outside narrator is telling the story.

Part B

Underline the pronouns in paragraph 1 that support the answer to Part A.

3. Which statement BEST describes how Ty's feelings about adults change from the beginning to the end of the story?

Ⓐ Ty realizes being a grownup is harder than he thought.

Ⓑ Ty realizes the boss can do whatever he wants.

Ⓒ Ty learns that grownups have it easier than kids.

Ⓓ Ty learns that kids do all the work in the house.

4. Which sentence from the story is written from the second-person point of view?

Ⓐ "Mom could say she was sorry all she wanted, but it did not change things." (paragraph 3)

Ⓑ *"You will have to be in charge until Grandma arrives tomorrow morning."* (paragraph 4)

Ⓒ "It was her diary from when she was a little girl." (paragraph 14)

Ⓓ *"Then, I can make my kids do all the work!"* (paragraph 15)

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5. How is the point of view in paragraph 2 different from the point of view in paragraph 6? Explain your answer by showing the pronouns.

Sample response: Paragraph 2 is first-person narration by Mom. Paragraph 2 has the pronouns *I* and *me*. Paragraph 6 is in third-person point of view. Paragraph 6 has the pronouns *he* and *them*.

6. Which TWO statements are written from the first-person point of view?

Ⓐ *"I'm sorry I hurt your feelings this morning."* (paragraph 2)

Ⓑ "Ty was so tired when he went to bed that he almost did not notice the old gray book Mom had left on his pillow." (paragraph 14)

Ⓒ "Ty opened it to a page marked with a faded blue ribbon" (paragraph 14)

Ⓓ *"Pull the weeds."* (paragraph 15)

Ⓔ *"I cannot wait until I'm grown up."* (paragraph 15)

HINT, HINT

Which statements show how a character inside the story feels?

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7. Rewrite paragraphs 1, 3, 5, and 6 of "Boss for a Day" from Ty's point of view.

Sample response: I opened the front door and called, "Mom?" There was no answer. Usually I would come home to Buddy barking. Mom would be at the kitchen table with her laptop and baby Marc on her knee. Today the table was bare, except for a sheet of paper. I picked it up and read.

I stopped reading. Mom could say she was sorry all she wanted, but it did not change things. Take out the recyclables. Load the dishwasher. Pick up your toys. She makes demands, and I do all the work! I read on.

"Wow!" I said aloud. That was great news! I can do whatever I want for a whole night.

Minutes later, I was back from Mrs. Kanaar's with Marc and the pup. I put them both on the living room rug along with a toy bear for Marc and a chew bone for Buddy. Then I went to check on Mom.

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EXIT TICKET

RL.6

Now you have learned how to determine point of view. Let's return to the Real-World Connection.

Read this page from Lisa's story "No Place Like Home." Underline the words that help you figure out from whose point of view the story is told.

No Place Like Home



Once Angel put everything on the shelf, she gasped. Her favorite teddy bear, Jerry, was missing. Unzipping every part of her suitcase, she looked for her missing teddy bear.

"Mom!" she screamed and ran out of her room. "I can't find Jerry! I can't find Jerry!"

Mom was in the living room opening a large, brown box. She pulled out three pillows and Jerry.

"You found him!" Angel exclaimed.

"He couldn't fit in your suitcase, so I put him in here."

Angel ran back to her room hugging Jerry. With a big smile on her face, she placed him on top of her new bed.

"It wouldn't be home without you!"

[Reading Level: 480–580; Word Count: 111]

From what point of view is this story told?

Sample answer: This story is told in third person.

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Jerry and Emily on a glacier

When Jerry and Emily arrived in Norway, their host was surprised to see all their gear. Their suitcases were stuffed with ice-climbing equipment. They were ready to go explore the glacier! The very next day, they went to meet their guide. He showed them how to use ropes and other safety equipment to climb the glacier. The ropes helped make sure they did not slip. Since Jerry and Emily had already practiced hiking on ice, they were not afraid. But the glacier was very steep. It was a big challenge to stay upright! Their guide was impressed with how well Jerry and Emily handled the climbing. He called them "Honorary Junior Glacier Guides."

[Reading Level: 590–690L; Word Count: 194]

THINK ABOUT IT

This story does not tell what a glacier looks like. You can see that in the picture. What else can you learn from the picture?

Part A

How does the photograph help describe the setting?

Ⓐ It shows how brave Jerry and Emily are.

Ⓑ It shows how frightening it is to climb a glacier.

Ⓒ It shows how friendly their guides in Norway are.

Ⓓ It shows how Jerry and Emily wear gear to climb a steep, icy glacier.

Part B

Finish filling in the chart below. Add one phrase from the text that supports the answer to Part A.

"Ice climbing equipment"
"ropes and other safety equipment"
Sample answer: "layers of clothing to protect them from the cold"

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How Am I Doing?

What questions do you have?

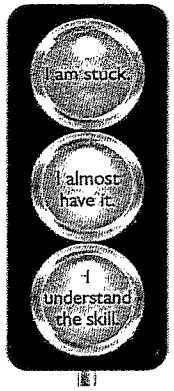
How can an image help you understand the setting of a text?

Choose your favorite illustrated text. Explain how the illustrations help you understand the mood, setting, and character traits.

SKETCH IT

Make a list of character traits for your favorite character. What do your characters do that make you think they are brave, honest, generous, or funny? Draw a picture of your character acting this way.

Color in the traffic signal that shows how you are doing with the skill.



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17 When Uncle Kiri and his dogs sped by, Arun and Thida cheered. The dogs looked more excited than the tourists! As this year's Iditarod began, Arun and Thida could not help but smile. They were proud to be a part of one of Alaska's most special cultural traditions.

[Reading Level: 600–700L; Word Count: 776]

1. How does the first picture of the sled dogs help show the setting in the story? Use TWO of the sentences below to fill out the chart.

The dogs are strong.
The trail runs through the mountains.
The musher steers the sled.
The race happens on snowy trails.

SETTING	The trail runs through the mountains. The race happens on snowy trails.

HINT, HINT

Review the definitions of *mood*, *setting*, and *character traits*.

This question has two parts. First, answer part A. Then, answer part B.

2. Part A

Which word BEST expresses the mood of the story?

Ⓐ calm Ⓑ exciting
Ⓒ happy Ⓓ arctic

Part B

Underline TWO sentences from paragraphs 1 through 3 that BEST support the answer to Part A.

3. Choose TWO ways the second picture adds to paragraph 6.

Ⓐ It shows the route the dogs must travel.
Ⓑ It shows that the musher takes good care of the dogs.
Ⓒ It shows that Alaska is very large.
Ⓓ It shows what the dogs eat when they are resting.
Ⓔ It shows that the dogs must rest during the two-week race.

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This question has two parts. First, answer part A. Then, answer part B.

4. Part A

How does the picture of Nova add to the meaning of paragraph 13?

Ⓐ It shows the face of Nova, the lead dog.
Ⓑ It shows how strong the lead dog, Nova, is.
Ⓒ It shows Nova leading the rest of the dogs in the pack.
Ⓓ It explains why Nova is the lead dog.

Part B

Underline the THREE details in paragraph 13 that are also in the picture.

5. How does the last picture show character traits?

Sample response: It shows that the sled dogs must be strong and work together.

6. How does the last picture help show the mood of the story? Use TWO of the sentences below to fill out the chart.

Some dogs wear booties on their feet to protect them.
Crowds gather eagerly to watch the race.
The dogs are energetic at the beginning of the race.
Arun and Thida made it to the start of the race on time.

MOOD	Crowds gather eagerly to watch the race. The dogs are energetic at the beginning of the race.

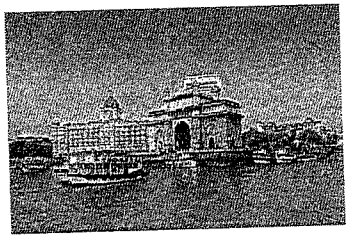
TIPS AND TRICKS

Remember to focus on the question. This question asks about *mood*. Only choose sentences that describe mood.

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EXIT TICKET



Now you have practiced thinking about how images connect to a text. Let's revisit the Real-World Connection. Talia is looking at the cover of the library book about India. She wonders what she is learning about India from the photograph. List **three** things you think Talia will learn from her book about India, based on the cover. What do you see in the photograph? What does it tell you about India?

Sample answer:

1. She will learn what the buildings are named.
2. She will learn where the buildings are located.
3. She will learn about the people who use the buildings.

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Vocabulary in Action

You will see words in this lesson that are used in many ways.

- A series is a collection of stories. They are usually all written by the same author. Each story in the series often has the same characters.
- When you compare, you tell what is the same about the stories.
- When you contrast, you tell what is different about the stories.
- The plot is all the main events of the story. The plots of two stories may be alike or may be different. A plot tells what the characters do.
- The theme is the story's central message. It answers the question, "What does this story teach us?"
- Setting is where and when a story takes place. Each book in a series may have the same setting. The setting can also be different.

TURN AND TALK

Think about stories you like that feature the same character. What else is the same in each story? What is different about the stories? Do you know of any series that do not have the same main character?

GUIDED INSTRUCTION

Read these two stories about Daring Darius. Pay attention to how the two stories are similar and how they are different. Underline two setting details in each story.

Daring Darius, Fixer

Darius loved to fix things, especially if it helped someone else. One afternoon, Darius was climbing the monkey bars at the neighborhood playground. All of a sudden, he heard a loud bang. He turned around. Lola, his five-year-old neighbor, was dangling from the swing set! The seat had fallen off, but Lola didn't want to let go of the chains. She was afraid to fall to the ground. Daring Darius to the rescue! He quickly dove under Lola and let her use his back as a stepping stool. She got down from the swing safely. Then Darius put the seat back onto its chains so no one else would get hurt. What a hero!

[Reading Level: 550–650L; Word Count: 114]

TIPS AND TRICKS

Use one color to underline what is the same in two stories. Use another color to underline what is different. Try it when you read books in a series!

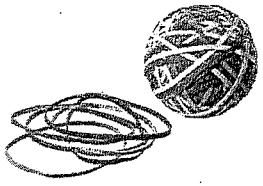
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Daring Darius, Helper

Darius loved to collect rubber bands. He had a whole ball of them. Every day, he added the rubber band that held his mother's daily newspaper together. He also kept a few rubber bands in his pockets, just in case. He was very proud of his collection. One day when he went out to get the newspaper for his mom, he saw Lola, his next door neighbor. She was slipping around on the icy sidewalk in her sneakers. She was about to fall down! What if she got hurt?

Daring Darius to the rescue! Darius dashed carefully over to Lola and grabbed her hand to steady her. Then, he reached into his pocket and pulled out a handful of rubber bands. He put five of them around each of Lola's sneaker toes. Instant grip power! What a hero!

[Reading Level: 530–630L; Word Count: 138]



TURN AND TALK

This text is another example of the main character's courage and helpfulness. What is similar and what is different about the story's events compared to the first story?

Part A

How are the settings of these two stories similar?

Ⓐ Darius and Lola are in both stories.

Ⓑ Darius rescues Lola in both stories.

Ⓒ Darius and Lola are outside in both stories.

Ⓓ Darius is a hero in both stories.

HINT, HINT

You must know what *setting* means to answer this question correctly. There are many ways that a story can be similar. This time, you must focus on how the settings are similar.

Part B

Fill in the chart below. List two more key details about the setting in each story.

STORY	SETTING DETAIL
Daring Darius, Fixer	"neighborhood playground"
Daring Darius, Fixer	"dangling from the swing set"
Daring Darius, Helper	"he went out to get the newspaper"
Daring Darius, Helper	"icy sidewalk"

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READING NOTES

8 Elena looked around the hideout and grabbed a branch from the ground. Slowly, she walked over to Willie. When she was close enough, she held out the stick and quickly brushed the scorpion off of Willie's back. Willie woke up and barked at the scorpion, sending it scurrying from the hideout as fast as it could move.

9 "Come on, Willie, let's go home," Elena said, her voice full of pride. She felt brave and strong as she led Willie up the hill to their house.

[Reading Level: 600–700L; Word Count: 413]

Willie Saves the Day

Genre: Realistic Fiction

1 At first, Elena was excited for summer storm season in the desert, but then the storms got boring. After three long days of rain, the sun was finally shining. Elena could not wait to go outside and play.

2 "Let's go, Willie. It's pirate time!" Elena said, running outside with her dog, Willie. The two ran into the desert behind Elena's house. They raced down the hill to their favorite hiding spot beneath a bush. As they got closer to their hideout, Elena could not believe her eyes. Their super-secret pirate hideout was completely flooded. Water from the storms was rushing over the bushes and down the hill like a river. Elena sat by the edge of the water and sighed.

3 "Looks like it's going to be another boring day," she said. Willie rested his head on her shoulder. Elena began tossing rocks into the water. The water moved so quickly that it was hard to even see a splash.

4 A moment later, Elena spotted her plastic treasure box on a rock downstream. The water must have washed it out of her hideout and down into the creek.

5 "Come on, Willie, let's save our treasure!" Elena said. She ran alongside the water toward her treasure box. Willie stayed close by her side. She kneeled down and reached out for the box, but it was beyond her reach. She inched closer to the edge, yet it was still too far away. The water roared

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below her. Elena stood up and looked around for a stick. She found one that was shaped like a hook. She reached out with the stick, but it only pushed the box further away.

6 With one last effort, Elena threw herself forward, but she missed the box and toppled into the water. She tried to stand, but the ground beneath her was too slippery. The water was rushing faster and higher. Elena kicked and pushed, but she could not stand up again. She tried to yell for help, but the water kept splashing her face.

7 Willie stood barking at the edge of the water. He barked loudly, as though he were calling for help. Then he dove into the water and paddled toward Elena. Willie grabbed her shirt between his teeth and pulled her free of the mud.

8 Safe at last, Elena hugged Willie, and the big shaggy dog licked the water off her smiling face. Then Elena and Willie climbed up the hill and returned home. It had not been a boring day after all!

[Reading Level: 560–660L; Word Count: 418]

1. What is the setting for each story? How are the settings different? Use the three best phrases below to fill out the chart.

Hideout behind a bush in the desert

Flooded hideout behind a bush in the desert and a nearby creek

Both settings are behind a bush in the desert

One setting includes the creek while the other does not

ELENA AND THE SCORPION SETTING	Hideout behind a bush in the desert
WILLIE SAVES THE DAY SETTING	Flooded hideout behind a bush in the desert and a nearby creek
HOW SETTINGS ARE DIFFERENT	One setting includes the creek while the other does not.

READING NOTES

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TIPS AND TRICKS
This question is about the plot. Do you remember what *plot* means? If not, go back and review!

This question has two parts. First, answer part A. Then, answer part B.

2. Part A
How is the beginning of each plot similar?

Ⓐ Elena saves her dog, Willie.
Ⓑ Willie saves Elena.
Ⓒ Elena goes outside to play.
Ⓓ Elena falls in a creek.

Part B
Underline ONE plot detail from each story that BEST supports the answer to Part A. Use a detail from paragraph 1 of each story.

3. How is the setting in "Elena and the Scorpion" different from the setting in "Willie Saves the Day"?

Sample response: The hideout in "Elena and the Scorpion" is dry and hot because it is in the desert. The hideout in "Willie Saves the Day" is underwater because of flooding from storms.

4. What plot detail is the same in paragraph 4 of each story?

Ⓐ Elena's purple plastic treasure box is in the hideout.
Ⓑ Elena locates her purple plastic treasure box.
Ⓒ Elena's purple plastic treasure box is washed out of the hideout.
Ⓓ Elena hides her purple plastic treasure box.

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This question has two parts. First, answer part A. Then, answer part B.

5. Part A
How is the plot for each story similar?

Ⓐ In both stories, a character needs to be rescued.
Ⓑ In both stories, Elena needs to be rescued.
Ⓒ In both stories, Willie is in terrible danger.
Ⓓ In both stories, Elena and Willie are in danger.

Part B
How is the plot for each story different?

Ⓐ In Story 1, Elena is stung by a scorpion. In Story 2 story, she almost drowns.
Ⓑ In Story 1, Elena rescues Willie from being stung by a scorpion. In Story 2, Willie rescues Elena from the creek.
Ⓒ In Story 1, Willie rescues Elena from being stung by a scorpion. In Story 2, Elena rescues Willie from the creek.
Ⓓ In Story 1, Elena and Willie are being chased by a scorpion. In Story 2, they fall into the creek.

This question has two parts. First, answer part A. Then, answer part B.

6. Part A
Which theme is only present in ONE of the stories?

Ⓐ The theme of facing danger even if you are afraid
Ⓑ The theme of objects being less important than lives
Ⓒ The theme of saving someone you love
Ⓓ The theme of sticking together in a crisis

TIPS AND TRICKS
Go back and review the stories. What is the theme of each one?

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Part B

Which detail supports this theme?

Ⓐ Elena never recovers the purple treasure box.

Ⓑ Elena chases after the purple treasure box.

Ⓒ Willie chases after the purple treasure box.

Ⓓ Willie digs a hole for the purple treasure box.

7. Which TWO sentences from the stories express the same theme of helping those who are important to us?

Ⓐ "You stay here and guard the treasure, and I'll go look for more," Elena instructed. ("Elena and the Scorpion," paragraph 4)

Ⓑ "When she was close enough, she held out the stick and quickly brushed the scorpion off of Willie's back." ("Elena and the Scorpion," paragraph 8)

Ⓒ "Come on, Willie, let's save our treasure!" Elena said. ("Willie Saves the Day" paragraph 5)

Ⓓ "With one last effort, Elena threw herself forward, but she missed the box and toppled into the water." ("Willie Saves the Day," paragraph 6)

Ⓔ "She tried to yell for help, but the water kept splashing her face." ("Willie Saves the Day," paragraph 6)

Ⓕ "Willie grabbed her shirt between his teeth and pulled her free of the mud." ("Willie Saves the Day," paragraph 7)

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EXIT TICKET

3.RL.9

You have practiced comparing and contrasting books in a series. Let's revisit the Real-World Connection.

Carla was telling Ricardo how much she loved the Daring Darius series. Ricardo was confused. He had trouble understanding the difference between the stories. Imagine that you are in Carla's class. Help her explain the series to Ricardo more clearly. Write a few sentences to explain how the Daring Darius stories are similar and different. Write about setting, characters, plot, and theme. Which of these things stays the same? Which of these are different in each story?

Sample answer: Both Darius stories take place outside and have the same characters, but they are different. Darius saves Lola from a broken swing in the fixer story. He saves Lola from falling on the ice in the helper story. Both stories show how helpful he is and how quickly he solves problems.

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PRACTICE TEST

UNIT 3

Today, you will read a story about a trumpet player and a story about students who play music. After you finish the task, you will write an essay about the characters and themes in the stories.

Read the story "Lessons from a Master." Then answer questions 1 through 2.

Lessons from a Master

Genre: Short Story

1 Charles Pilleteri was a great trumpet player. He played his music throughout the country. Since getting his first trumpet at age seven, he had not gone a day without playing.

2 Before he even started school, Charles loved music. Then one day, at age five, he heard a man playing trumpet outside a downtown restaurant. Charles decided he would learn to play, too. He saved his money to buy his own trumpet. Two years later, he had bought a shiny gold horn. He practiced every day and became a very good player.

3 One day Charles went back to Oakville, the town where he had grown up. His childhood friend, Billy Thompson, played the trumpet, too. Billy taught music at Oakville Elementary School. Charles went to see Billy one afternoon. As he left Billy's office, he saw a boy sitting in the corner of the music room. He was holding a trumpet, but not playing.

4 "I play the trumpet, too," Charles told the boy. "I've played since I was younger than you."

5 "I love the trumpet," the boy said, "but I wish I was better. Last month, I wanted to go to a summer music school. I just got a letter saying I cannot go to the summer music school." He sighed. "I'll never be a *real* trumpet player."

6 "Now, wait one second," Charles said. "When I was your age, we didn't have music lessons in school. You had to pay for them. My family couldn't pay for lessons, but I didn't give up. I taught myself. When I was older, I applied to go to the Heathcliff School. That's a really good school for music. I didn't get accepted either, even after trying for three years in a row! But I got into another school and worked hard. I learned all I could. Last year I played at Carnegie Hall."

7 The boy's eyes widened. "Wait—you're Charles Pilleteri! Wow! Seeing you on television was what made me want to play the trumpet!"

8 The great trumpet player blushed. "That's kind of you to say. I bet someday I'll see you playing on TV as well. Don't give up!"

9 The boy smiled hopefully. As Charles left the building, he heard the boy play a few bars, hit a wrong note, stop, and start over. The second time, he played it correctly—and beautifully.

[Reading Level: 550–650L; Word Count: 390]

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This question has two parts. First, answer part A. Then, answer part B.

1. Part A

Which statement would the boy with the trumpet agree with at the end of the story?

Ⓐ Some people will not be able to reach their dreams.

Ⓑ Anyone can become a great trumpet player.

Ⓒ Famous people are easy to talk with.

Ⓓ Words of support can be worth a lot.

Part B

Which paragraph from the story BEST supports the answer to Part A?

Ⓐ paragraph 2

Ⓑ paragraph 5

Ⓒ paragraph 6

Ⓓ paragraph 9

2. Charles Pilleteri and the boy with the trumpet are the main characters in "Lessons from a Master." Compare and contrast the characters. Write about TWO ways these main characters are alike and TWO ways they are different.

Sample response: Both Charles Pilleteri and the boy play the trumpet. Both want to play the trumpet after hearing someone else play the horn. Also, both try to go to a music school but do not get in. Charles Pilleteri taught himself to play the trumpet. The boy is taking music lessons. Charles Pilleteri is a great trumpet player. The boy is just learning how to play.

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Part B

Which detail from the story helps the reader understand the meaning of the phrase "fingernails scratching a chalkboard"?

Ⓐ "Then, he would gently tap the metal cymbal to his right." (paragraph 7)

Ⓑ "My dad plays for a living, and my mom is a music teacher at the high school." (paragraph 12)

Ⓒ "I used to practice for hours, every day." (paragraph 12)

Ⓓ "I love music, but it turned out the violin was not for me." (paragraph 12)

Refer to the stories "Lessons from a Master" and "Playing to a Different Tune." Then answer questions 4 through 5.

This question has two parts. First, answer part A. Then, answer part B.

4. Part A

How are Charles Pilleteri from "Lessons from a Master" and Chase from "Playing to a Different Tune" alike?

Ⓐ They are both the main characters of their stories.

Ⓑ They are both older and more famous.

Ⓒ They both have been playing music since third grade.

Ⓓ They both help other characters in the stories learn a lesson.

Part B

Which TWO details from the stories BEST support the answer to Part A?

Ⓐ "Seeing you on television was what made me want to play the trumpet!" ("Lessons from a Master," paragraph 7)

Ⓑ "I bet someday I'll see you playing on TV as well. Don't give up!" ("Lessons from a Master," paragraph 8)

Ⓒ "His movements looked simple, but every noise he made helped to drive the rest of the band." ("Playing to a Different Tune," paragraph 7)

Ⓓ "I've been playing the drums since I was in the third grade." ("Playing to a Different Tune," paragraph 10)

Ⓔ "It was very important to them that I learn to play music, and they wanted me to learn with an instrument that I liked." ("Playing to a Different Tune," paragraph 14)

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5. Write an essay about a theme that "Lessons from a Master" and "Playing to a Different Tune" share. Explain how the stories' characters show the theme. Use details from both stories to support your essay.

Both "Lessons from a Master" and "Playing to a Different Tune" are about music. They are about characters who are in school and who are trying to learn to play music. The boy in "Lessons from a Master" has a trumpet. Lindsey in "Playing to a Different Tune" is trying to play a piano. She is having a hard time. Both characters learn something about playing music when they meet new people. The boy with a trumpet meets a famous trumpet player. Lindsey hears a school band playing. She really likes the sounds of the drums. Soon she meets the drummer. He tells Lindsey that he used to play the violin, but he did not like it and changed to drums. Now he is happy and makes good music. Both the boy with the trumpet and Lindsey learn much more about music than they knew before. They learn that a good music player loves the instrument he or she plays. They learn that playing music well takes practice. Both characters are happier and more hopeful at the end of their stories. They have learned important lessons from people who know a lot about music.

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Vocabulary in Action

You will see words in this lesson that are used in many ways.

- If you demonstrate understanding of a text, you give proof, or show that you understand it. How can you demonstrate your understanding of a text? Ask questions about it! Then, you can discuss what you have learned. However, asking questions is not enough. You also need to answer them.
- A key idea is an important idea or detail in a text.
- Charles decides to refer to the text. This means he mentions something in the text that is explicitly, or clearly stated. Explicit information supports the answer to a question. This means you explain or tell more about your ideas. You do this by using information from the text.

GUIDED INSTRUCTION

Charles is very interested in science and technology. He read this article about a piece of technology that was sent to study Mars. As you read, ask yourself questions about the key ideas of the text. Write these questions down if you need to.

Curious About *Curiosity*

In 2012, NASA landed a roaming robot on Mars. This roaming robot is called *Curiosity*. *Curiosity* is also a science lab that drives around the planet. It has six tires and can roll over most rocks and cliffs. It is also equipped with lasers that can blow up rocks that block its path.

Curiosity's main job is to study the surface of Mars. It does this through sensors and testing equipment built into it. This equipment takes samples of rocks and dirt. It analyzes them to see what they're made of. *Curiosity's* instruments and tests have helped scientists. They believe they have found evidence of what was once water on Mars. If there was once water, could there also once have been life?

[Reading Level: 630–730L; Word Count: 123]

THINK ABOUT IT

The author describes many things about the Mars rover *Curiosity*. Where in the text does the author talk about how the rover moves?

TURN AND TALK

What equipment does *Curiosity* have to help it drive over Mars's rocky surface? Underline and talk about the key details that provide explicit information to answer this question.

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Complete the chart. Answer the questions with and without explicit information from the text.

QUESTION	ANSWER WITHOUT EXPLICIT INFORMATION	ANSWER WITH EXPLICIT INFORMATION
How does *Curiosity's* equipment work?	It looks at samples.	"This equipment takes samples of rocks and dirt. It analyzes them to see what they're made of."
What have scientists learned about Mars?	Mars used to have water.	"*Curiosity's* instruments and tests have helped scientists. They believe they have found evidence of what was once water on Mars."

HINT, HINT

The first question uses the word *equipment*. Look for this word or a similar word in the passage. Then, check to make sure the words around it are really the correct answer.



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Woman speaking on early telephone

7 On March 10, 1876, Bell finally had a working telephone. Watson was sitting in one room and Bell in another. Bell spoke the first words ever through the telephone. He said, "Mr. Watson—come here—I want to see you."

8 The original design of Bell's telephone was very different from those used today. The phone had two parts connected by a wire. One part was a long mouthpiece for speaking. The other part was a cup-shaped piece for listening to the speaker. At first, messages could only be sent over a short distance. Improvements to the wires and telephone soon made long-distance calls possible.

9 The invention of the telephone made sending and receiving messages easier than the telegraph. Today, the phone allows you to talk with people all around the world or with your neighbor. It is an amazing tool, and it all started with the pluck of a wire.

[Reading Level: 630–730L; Word Count: 446]

HINT, HINT

Pay attention to the numbers in test questions. In this case, you know you need to select three correct answers.

1. Read the questions about "The First Telephone." Which THREE questions refer to explicit information from the text?

Ⓐ What part of the text was most interesting to you?
Ⓑ What do the dots and dashes in Morse code represent?
Ⓒ What does the harmonic telegraph use to send messages?
Ⓓ What is the difference between a telephone and a smartphone?
Ⓔ What were the first words Bell said over a telephone?
Ⓕ What could Bell have done to make a better telephone?

2. What did Bell's desire to help deaf people lead to?

Ⓐ It led to him moving to America.
Ⓑ It led to the invention of Morse code.
Ⓒ It led to his work on sound-based machines.
Ⓓ It led to Bell's years of studying and teaching.

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This question has two parts. First, answer part A. Then, answer part B.

3. Part A

What was special about the harmonic telegraph that Bell invented?

Ⓐ It produced dots and dashes.
Ⓑ It used wires to transport messages.
Ⓒ It could be used over long distances.
Ⓓ It used musical tones to send messages.

Part B

Underline ONE sentence in the text that BEST supports the answer to Part A. [See paragraph 5.]

HINT, HINT

Skim the text until you find the part where it talks about harmonic telegraphs. Then, read that part more closely to find the exact information you need. This will be the same part of the text you need for Part B.

This question has two parts. First, answer part A. Then, answer part B.

4. Part A

Who was Thomas Watson?

Ⓐ A deaf child who was Bell's student
Ⓑ The inventor of the harmonic telegraph
Ⓒ The designer who built the first working telephone
Ⓓ An electrical engineer who became Bell's assistant

Part B

Underline TWO phrases that BEST support the answer to Part A. [See paragraph 5.]

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This question has two parts. First, answer part A. Then, answer part B.

5. Part A

What gave Bell the idea to send a human voice over a wire?

Ⓐ Bell's years spent teaching at a school for deaf children

Ⓑ Watson's accident with the sound of plucking a long wire

Ⓒ sending and receiving messages through the harmonic telegraph

Ⓓ experiments with sound-based machines to make sounds travel farther

Part B

Underline TWO phrases that BEST support the answer to Part A.

[See paragraph 6.]

6. In paragraph 7, Bell talks to Watson on the telephone. Why does Bell ask Watson to come to him?

Sample response: Bell asks Watson to come to him to be sure the telephone works. If Watson came, Bell would know that Watson heard him. This would mean that the telephone works correctly.

7. Which sentences from the text describe how the invention of the telephone affects life today? Write at least TWO.

Sample response: "Today, it is easy to connect with people who live far away." "Today, the phone allows you to talk with people all around the world or with your neighbor."

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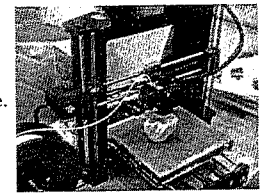
EXIT TICKET

3R1

Now you know how to ask and answer questions about a text. Let's revisit the Real-World Connection.

Charles and Miranda are reading an article about 3-D printers. Here is the article Charles and Miranda read. Read it yourself. How can you show you understand it? Write three questions you might ask.

How Does 3-D Printing Work?



First off, we all know how regular 2-D flat printing works, right? Let's say you had a wrench. You take a picture of it. Now you have a digital picture file. You print that picture file. A flat picture of a wrench comes out of the printer.

With 3-D printing, you do not just get a picture of a wrench. You get an actual wrench! You start by making a special 3-D digital file of the wrench. You use a scanner that scans the object from every direction: top, bottom, and all sides. The 3-D printer uses that special file to manufacture, or build, the object from the bottom up, layer by layer. The printer lays down the very bottom, thin layer of wrench. Then, it adds the next layer, and the next. Soon, it adds the top layer. Now you have a 3-D printed wrench you can use to tighten bolts!

[Reading Level: 550–650L; Word Count: 152]

Sample answer: How does the 3-D printer know what to print? What kind of scanner do you have to use? How is a 3-D printer different from a regular printer?

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HINT, HINT

Ask yourself, "What idea does the author want me to think about?" Look at the title. Choose an answer that connects to the whole text. Then, look for the detail that best explains what the author is trying to say.

Part A

What is the main idea of this text?

Ⓐ Skunks are wild animals.

Ⓑ Skunks are smelly creatures.

Ⓒ Skunks can make good pets.

Ⓓ Skunks can live outdoors.

Part B

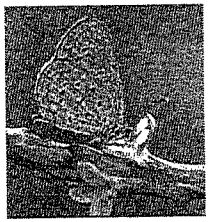
Underline the key detail in the text that BEST supports the answer to Part A.

Check out this website Darryl found.

http://www.butterflyinfo.org/



This is a female Queen Alexandra's Birdwing.



This is a Pygmy Grass Blue.

Butterflies: Big and Small

What animal begins as a creepy, crawly bug and changes into a flying creature as an adult? A butterfly, of course! Did you know that no two butterflies are alike?

Butterflies come in all different sizes and colors. The Queen Alexandra's Birdwing is the largest in the world! This butterfly only lives in eastern Papua New Guinea. The females are bigger than males. Females do not have the bright blue-green colors that males have.

On the other hand, the Pygmy Grass Blue can fit on the tip of your finger. It is the smallest butterfly found in Malaysia. Its bluish-brown wings are less than half an inch wide. It likes to rest on flowering plants on sunny days. What are the biggest and smallest butterflies you have ever seen?

[Reading Level: 630–730L; Word Count: 130]

Look at the fourth sentence. This topic sentence clearly states the text's main idea. "Butterflies come in all different sizes and colors." Key details in the rest of the text tell you more about this main idea.

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The chart below explains how key details from the text support its main idea. Can you fill in the last box?

MAIN IDEA: Butterflies come in all different sizes and colors.	
Key Detail: The Queen Alexandra's Birdwing is the largest in the world!	This detail shows some butterflies are much bigger than others and says more about "different sizes" from the main idea.
Key Detail: Females do not have the bright blue-green colors that males have.	This detail shows male and female butterflies can be different and says more about "colors" from the main idea.
Key Detail: On the other hand, the Pygmy Grass Blue can fit on the tip of your finger.	This detail shows some butterflies are very small and says more about "different sizes" from the main idea.
Key Detail: Its bluish-brown wings are less than half an inch.	This detail shows the smallness and colors of some butterflies. This tells more about "different sizes" AND "colors" from the main idea.

THINK ABOUT IT

This sentence is not a key detail: "This butterfly only lives in eastern Papua New Guinea." Can you find another sentence that is not a key detail?

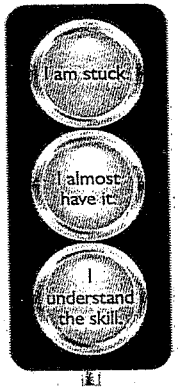
How Am I Doing?

What questions do you have?

How do you figure out the main idea when you read a text?

How do you find key details that support the main idea when you read a text?

Color in the traffic signal that shows how you are doing with the skill.



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READING NOTES

INDEPENDENT PRACTICE

Read the article. Then, answer the questions that follow.

River to the Sea

by Stephen R. Swinburne | Genre: Science Investigation

1 When you have a river for a neighbor, you can't help but get wet. I live beside the West River in Vermont. It's deep enough to swim in and as wide as a two-lane road. I've fished and skimmed stones on the West River. I've even fallen in. But for all the time I've spent playing in the river, I didn't know where it began or where it ended. I decided to find out.

2 Rivers often start in the mountains with no more than a trickle. Rain, melting snow, and water from springs have nowhere to go but down. As trickles follow the easiest paths down, they combine to form brooks. Brooks join to become streams, and streams meet to become rivers. As more and more water joins a river, it gets wider and deeper and faster.

3 That's what happens to the West River. I followed a map to learn this. I drove, then hiked, into the wooded hills about fifteen miles north of my house. I saw that the West River begins as a dribble. It is as skinny as a pencil. By the time it reaches my town, it has become a river.

4 Rivers work hard. They're great diggers. The swift current of a river is a watery shovel digging up pebbles, silt, and sand. Rivers are also carriers. They carry lots of rocks downstream.

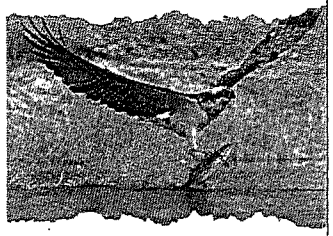
5 In most large rivers, the current is strongest in the deepest part. I can get my feet wet and test this. When I step into ankle-deep water, I feel very little current. But as I step farther out where the water rises over my knees, the current tugs at my legs. I like to ride the river's current on my tube or rubber raft in summer.

6 Rivers are great places to see fish, insects, and other wildlife. Lots of animals and birds live near rivers because there's a good food supply, plenty of drinking water, nesting places, and shelter. To see wildlife, I step quietly. I never know what might be around the next bend. There might be a deer and fawn drinking, a family of ducks, a dragonfly skimming the water hunting mosquitoes. I once saw a bird called an osprey. It was flying over the West River with a foot-long fish in its claws. Rivers are a source of life to many creatures.

7 Most rivers eventually empty into the sea. Once again, I got into my car with a map, this time to see where the West River goes. I followed it through the countryside of Southern Vermont to find that it merges with the wide Connecticut River. The Connecticut River flows out of Vermont. It flows south into Massachusetts. Then it flows into Connecticut. It finally joins Long Island Sound and the Atlantic Ocean.

8 The river outside my door is connected to faraway places. It's neat to know that if I launched a sturdy boat into the river by my house, someday it might reach the open sea. That's the best thing about a river. It's water on the move, and it knows just where to go.

[Reading Level: 610–710L; Word Count: 524]



Osprey catching a fish in a river

1. What is the main idea of the article?

   (A) You can carry a boat by river from a town to the ocean.

   (B) A river starts in one place and ends where it meets the sea.

   (C) Water trickles down mountains and combines into a stream.

   (D) The current of a river is the strongest where the water is the deepest.

This question has two parts. First, answer part A. Then, answer part B.

2. Part A

   What is the main idea of paragraph 2?

   (A) Rivers can be wide and deep.

   (B) Raindrops add water to rivers.

   (C) Melting snow will end up in rivers.

   (D) Rivers begin as trickles in mountains.

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TIPS AND TRICKS

You can find key details by asking yourself questions like Who? What? Where? When? Why? How?

Part B

Underline TWO key details that BEST support the answer to Part A.

[See paragraph 2.]

3. How does the author use a key detail in paragraph 3 to support the article's main idea?

Sample response: In paragraph 3, the author talks about finding where the West River begins as a dribble. This supports the idea that rivers begin as trickles in mountains.

4. What is the main idea of paragraph 4?

Ⓐ Rivers dig up pebbles and sand.

Ⓑ The current in a river can be swift.

Ⓒ Rivers are both carriers and diggers.

Ⓓ The silt in a river is carried downstream.

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This question has two parts. First, answer part A. Then, answer part B.

5. Part A

Which of the following is the topic sentence of paragraph 5?

Ⓐ "In most large rivers, the current is strongest in the deepest part."

Ⓑ "When I step into ankle-deep water, I feel very little current."

Ⓒ "But as I step farther out where the water rises over my knees, the current tugs at my legs."

Ⓓ "I like to ride the river's current on my tube or rubber raft in summer."

Part B

How does the author support the topic sentence of paragraph 5?

Ⓐ He includes details about what river he is in.

Ⓑ He includes details about how the current feels.

Ⓒ He includes details about what he does in summer.

Ⓓ He includes details about how fast the water moves.

This question has two parts. First, answer part A. Then, answer part B.

6. Part A

What is the main idea of paragraph 7?

Ⓐ Some rivers cross through several states.

Ⓑ The sea is the place where most rivers end.

Ⓒ Some states are located next to the ocean.

Ⓓ The best way to follow a river is to use a map.

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Part B

Read this sentence from paragraph 7.

> It finally joins Long Island Sound and the Atlantic Ocean.

How does this key detail support the paragraph's main idea?

Ⓐ It shows that the West River ends in the Atlantic Ocean.

Ⓑ It shows that the West River flows through several states.

Ⓒ It shows that the West River flows into Long Island Sound.

Ⓓ It shows that the West River's course can be seen on a map.

TIPS AND TRICKS

Remember to choose two sentences to answer this question.

7. Which TWO sentences from the passage show the main idea of the whole article?

Ⓐ "When you have a river for a neighbor, you can't help but get wet." (paragraph 1)

Ⓑ "As more and more water joins a river, it gets wider and deeper and faster." (paragraph 2)

Ⓒ "I saw that the West River begins as a dribble." (paragraph 3)

Ⓓ "Rivers are great places to see fish, insects, and other wildlife." (paragraph 6)

Ⓔ "The river outside my door is connected to faraway places." (paragraph 8)

Ⓕ "It's water on the move, and it knows just where to go." (paragraph 8)

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EXIT TICKET

3R12

Now you know how to find the main idea and details in a text. Let's go back to the Real-World Connection. Read this paragraph from Darryl's favorite book.

> Which bugs are really, really big? The Goliath beetle is one of the largest insects in the world. It can grow more than four inches long. It can weigh almost four ounces. That's about how much a mouse weighs! Some people keep Goliath beetles as pets. They feed their pet beetles dog or cat food.

Help Darryl tell Amy about this paragraph. Answer these questions.

What is the main idea of the paragraph?

Sample response: The Goliath beetle is one of the largest insects in the world.

Which two key details support the main idea?

Sample responses: "It can grow more than four inches long." "It can weigh almost four ounces."

Write one sentence that does not support the main idea.

Sample responses: "Some people keep Goliath beetles as pets." "They feed their pet beetles dog or cat food."

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CAUSE	EFFECT
If I put fire or heat under a pot of water	then the water boils
If I put an ice cube on the counter	then ice melts
If I leave crayons in the sun	then the crayons melt

Read this short passage about Sacagawea and the Lewis and Clark expedition. Pay close attention to how the author explains the time order of events.

THINK ABOUT IT

This passage includes information about historical events. Where does the author provide words that tell you the order of events?

Sacagawea's Journey

Sacagawea, a member of the Shoshone tribe, acted as a guide for the Lewis and Clark journey. This group of explorers crossed America to the Pacific Ocean. Sacagawea joined Lewis and Clark in 1804. After that, she used her knowledge of the land to guide them. During their journey, Sacagawea showed them what to eat and where to hunt. They finally reached the Pacific Ocean in 1805.
[Reading Level: 600–700L; Word Count: 67]

HINT, HINT

Find the idea of Sacagawea using "her knowledge of the land" in the text. Then, look for what happened before it.

Part A

What happened before Sacagawea used her knowledge of the land to guide Lewis and Clark?

Ⓐ Sacagawea joined the explorers as their guide.

Ⓑ Sacagawea became a member of the Shoshone tribe.

Ⓒ Sacagawea and the explorers reached the Pacific Ocean.

Ⓓ Sacagawea showed the explorers what to eat and where to hunt.

Part B

Underline the word in the text that BEST supports the answer to Part A.

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How Am I Doing?

What questions do you have?

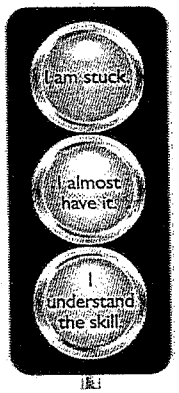
Write your own short, technical steps for something you know how to do well.

How do you and your friends use cause and effect, time order words, and sequence words in your everyday conversations?

SKETCH IT

On a separate sheet of paper, draw three things you did today in the order that they happened. Share with a classmate.

Color in the traffic signal that shows how you are doing with the skill.

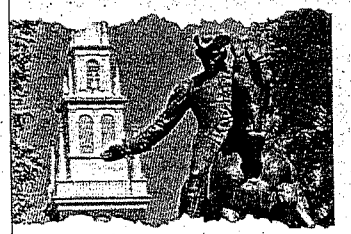


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INDEPENDENT PRACTICE



Statue of Paul Revere in Boston, MA

Read the article. Then, answer the questions that follow.

Midnight Rides

Genre: History

1 Paul Revere is widely known for his "Midnight Ride" in 1775. This is when he rode through Massachusetts, telling American colonists that British soldiers were coming. However, there is another hero from that time who is not well known. Her name is Sybil Ludington. She rode in 1777. She has been called "The Female Paul Revere."

2 Paul Revere was a silversmith born on January 1, 1735. He grew up in Boston, Massachusetts. He took his famous Midnight Ride during the Revolutionary War. On the evening of April 15, 1775, he told the people in Boston that the British soldiers were on the way to attack them. Back then, there were no phones or computers to alert the people. Instead, Paul Revere rode a horse named *Black Beauty* for 20 miles. He did this to wake people up and tell them, "The British are coming! The British are coming!"

3 His warning worked! After his ride, the colonists were able to defeat the British soldiers because they had been warned ahead of time.

4 Two years later, on April 26, 1777, 16-year-old Sybil Ludington made her own famous ride. Sybil was the daughter of an American soldier in the Revolutionary War. Her father was the commander of a group of 500 soldiers in Fredericksburg, New York. This time, the British soldiers were in Danbury, Connecticut. They were heading to New York.

5 First, Sybil's family was visited at home by a messenger who warned them about the coming soldiers. Sybil's father had to stay there to organize his troops. Sybil said she would ride to warn the American soldiers who lived farther away. She was a very good rider. She knew all of the roads in the area. She rode on a horse named *Star*. Sybil banged on doors with a strong stick and yelled, "The British are burning Danbury! Gather at Ludington's!"

SKETCH IT

A timeline is a line that shows historic events and the dates on which they happened. Draw a timeline and use it to take notes as you read this passage.

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6 Sybil's ride lasted 40 miles—twice as long as Paul Revere's ride! The soldiers cheered for Sybil before they marched off to fight the British. A few months later, George Washington came to Sybil's home to thank her for her bravery.

7 Both Paul Revere and Sybil Ludington now have statues built in their honor. The statue of Paul Revere stands in Boston, Massachusetts. The statue of Sybil Ludington stands in front of the library in Danbury, Connecticut. Americans will always be grateful to these heroes for their brave midnight rides.

[Reading Level: 630–730L; Word Count: 398]

1. In paragraph 1, why does the author include the sentence, "She rode in 1777"?

   (A) to show why Sybil was called "The Female Paul Revere"

   (B) to describe the effects of the Revolutionary War in New York

   (C) to explain why there were no phones or computers at that time

   (D) to tell the reader the order in which the two midnight rides occurred

This question has two parts. First, answer part A. Then, answer part B.

2. Part A

Why were the colonists in Boston able to defeat the British soldiers?

   (A) Sybil Ludington rode 40 miles to tell them.

   (B) American spies discovered their plans to attack.

   (C) Paul Revere had told them the British were coming.

   (D) The colonists were able to watch the British army marching.

Part B

Underline the sentence in the text that shows the cause and effect in Part A. [See paragraph 3.]

HINT, HINT

Remember to look for words and phrases that show cause and effect, such as *because*, *if*, *then*, and *therefore*.

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This question has two parts. First, answer part A. Then, answer part B.

3. Part A

Which phrase in paragraph 4 explains the order in which historical events took place?

Ⓐ "Two years later" Ⓑ "16-year-old"

Ⓒ "her own famous ride" Ⓓ "heading to New York"

Part B

What relationship between historical events does this phrase help to describe?

Sample response: It helps explain that Sybil Ludington's ride happened after Paul Revere's ride.

4. What is the reason given in paragraph 5 for Sybil making the ride instead of her father? Use words that show cause and effect.

Sample response: Sybil's father had to stay because he needed to organize his troops. They had to get ready for the arrival of the British. This is why he could not be out riding around.

This question has two parts. First, answer part A. Then, answer part B.

5. Part A

Which historic event occurred AFTER Sybil Ludington's midnight ride?

Ⓐ Paul Revere also made a midnight ride on horseback.

Ⓑ George Washington came to Sybil's home to thank her.

Ⓒ Sybil warned the American soldiers of the British attack.

Ⓓ A messenger visited Sybil's family to alert them of the British coming.

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Part B

Underline the phrase in the text that BEST shows the sequence of events in Part A. [See paragraph 6.]

6. Which TWO sentences from the passage contain language that describes the time order of the historical events?

Ⓐ "On the evening of April 15, 1775, he told the people in Boston that the British soldiers were on the way to attack them." (paragraph 2)

Ⓑ "He did this to wake people up and tell them, 'The British are coming! The British are coming!'" (paragraph 2)

Ⓒ "Her father was the commander of a group of 500 soldiers in Fredericksburg, New York." (paragraph 4)

Ⓓ "First, Sybil's family was visited at home by a messenger who warned them about the coming soldiers." (paragraph 5)

Ⓔ "Sybil said she would ride to warn the American soldiers who lived farther away." (paragraph 5)

Ⓕ "Americans will always be grateful to these heroes for their brave midnight rides." (paragraph 7)

HINT, HINT

Remember to choose two sentences that contain time words.

7. Number these events in the order in which they happened.

The American soldiers cheered Sybil for the warning she gave them.	3
Paul Revere warned the Boston patriots that the British were on their way to attack them.	1
The British marched from Danbury, Connecticut, toward New York.	2

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Lesson 26 DESCRIBE SERIES OF EVENTS, IDEAS, AND PROCEDURES

EXIT TICKET

SRI3

Now you know cause and effect words. You know time order words and sequence words. You can use these words to tell about historical events and scientific procedures. Let's revisit the Real-World Connection. Remember, Jackie is writing a report about the history of airplanes. Her events were in a confusing order. Using what you learned in this lesson, how could Jackie revise her writing to make it easier to understand?

Sample answer: Jackie should use cause and effect words. She should also use time order words. She should talk about the steps the Wright brothers used to build the airplane. She should talk about the steps in order. Then, she should talk about what happened when they flew.

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Vocabulary in Action

As you read, you will come across different types of words.

- A context clue is a word, sentence, or picture. Context clues help you discover the meaning of a new word. Look before and after the unknown word in a sentence. Here are some examples of context clues.

  A definition is the meaning of a word. You can sometimes find a definition right after the word in the text. For example, look at this sentence. *The sides of this steep canyon plunge, or drop down, about 3,000 feet.* The definition of the word *plunge* is "drop down." It is right next to *plunge* in the sentence.

  A synonym is a word that has the same or nearly the same meaning as another word. You can use a synonym for the word *treacherous* in this paragraph to figure out its meaning.

  "However, no one lives at the bottom of this treacherous gorge. The steep sides and sharp rocks make it unsafe to live there." The synonym *unsafe* is in the next sentence.

You may also come across words that you can break into parts to figure out their meanings.

- A prefix is a word part at the beginning of a word. Prefixes can help you figure out the meaning of words.
- A suffix is a word part at the end of a word. Suffixes can give you hints to the meaning of the words.
- A root word is a smaller word part you may know within a word you do not know.

Can you fill in the last box of this chart?

WORD	PREFIX OR SUFFIX	MEANING
unpaved	The prefix *un–* means "not."	*un* + *paved* means "not paved"
eagerly	The suffix *–ly* means "in this way."	*eager* + *ly* means "in an eager way"

- You can use a dictionary to look up the meaning of unknown words.

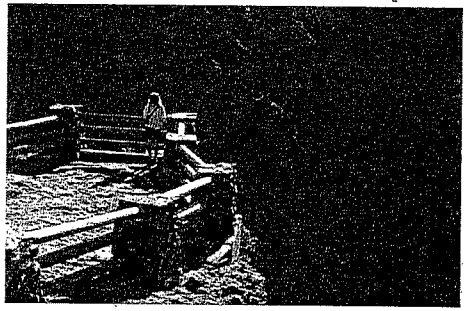
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GUIDED INSTRUCTION

Read this ad Keisha saw in a magazine. Use context clues to figure out the meaning of the underlined word.

Hike the Black Canyon

Take a thrilling hike this summer in the Black Canyon! The bottom gets only 30 minutes of sun each day. That is how the canyon got its name, but do not fear! Experienced guides will take you from rim to rim. This trek lasts four days. It includes a walk across a bridge above the thundering Gunnison River.
[Reading Level: 630–730L; Word Count: 58]



THINK ABOUT IT

This text has many clues about the meaning of the underlined word. You can see that a trek is something that takes time and happens on foot.

Part A

Look at the underlined word. What is the meaning of trek?

Ⓐ test
Ⓑ trail
Ⓒ trip
Ⓓ river

HINT, HINT

What clues does the author give the reader about the meaning of trek? Look in the sentences before and after the unknown word for context clues. A context clue can be a definition, an example, or a synonym.

Part B

Underline TWO synonyms in the text that help you determine the meaning of trek.

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as well. Some people take a ride in a helicopter or a hot-air balloon to see the rock from a fresh point of view. Others go on hikes with Aboriginal guides to get closer to the rock and learn more about ancient Aboriginal history. If you do get the chance to visit, make sure to see Ayers Rock at sunrise or sunset for the best views. It is a truly magical sight!

[Reading Level: 630–730L; Word Count: 389]

HINT, HINT

The meanings of prefixes and suffixes can give you clues about the meaning of difficult words.

This question has two parts. First, answer part A. Then, answer part B.

1. Part A

Read this sentence from paragraph 2.

> "At times, the rock reflects the light of sunrise and sunset."

What is the meaning of reflects in this sentence?

Ⓐ thinks about
Ⓑ throws back
Ⓒ takes in
Ⓓ casts blame

Part B

What is the BEST way to figure out the meaning of reflects in paragraph 2?

Ⓐ by looking at the definition given in the text
Ⓑ by breaking the word into its different parts
Ⓒ by looking at words and sentences around it
Ⓓ by looking at synonyms with similar meanings

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2. What clues in paragraph 3 does the author give the reader about the meaning of native?

Ⓐ The author tells that Aborigines have lived in Australia for thousands of years.
Ⓑ The author tells that the Aborigines gave this famous rock the name Uluru.
Ⓒ The author tells that William Gosse named the island mountain Ayers Rock.
Ⓓ The author tells that Uluru is an important part of the culture of the Aborigines.

3. Read this sentence in paragraph 3.

> "This way, both names for the mountain are still preserved, or kept."

What is the meaning of preserved? How does the author help you learn the meaning of this word?

Sample response: The meaning of preserved is "kept." I know this because the author gives "kept" as a synonym right after the word "preserved."

4. Which TWO phrases from paragraph 4 give clues about the meaning of erosion?

Ⓐ "was created"
Ⓑ "broke down"
Ⓒ "formed a hard layer"
Ⓓ "became exposed"
Ⓔ "a natural process"
Ⓕ "wore down"

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TIPS AND TRICKS

Try replacing the unknown word with each answer, one at a time. Which word makes the most sense with the rest of the sentence?

This question has two parts. First, answer part A. Then, answer part B.

5. Part A

Read these sentences from paragraph 4.

> "Then the seawaters disappeared. Slowly, the rock layers became exposed."

What is the meaning of exposed in this sentence?

Ⓐ dried

Ⓑ covered

Ⓒ unhidden

Ⓓ faded

Part B

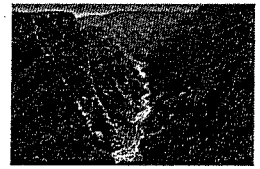
Underline ONE phrase in the paragraph that BEST supports the answer to Part A.

6. According to paragraph 4, what does monolith mean? How does the author help you learn the meaning of the word?

Sample response: A monolith is a single rock formation. I know because the author gives the definition in the text.

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EXIT TICKET



Now you know how to use context clues. Let's revisit the Real-World Connection.

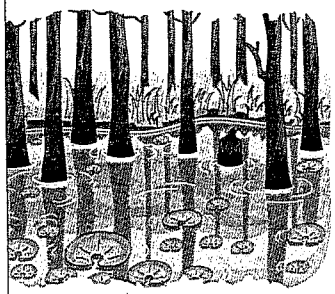
Think about the word *gorge* that Keisha was having trouble with in the beginning of the lesson. Remember that she thought about pictures she saw of the Black Canyon. It was deep and rocky. Remember that she thought about the way the show used the word: "The Black Canyon is a gorge." Remember that she thought about other words that were used to talk about the Black Canyon: *valley* and *deep*. Use what you learned in the lesson to define the word *gorge* on the lines below.

Sample answer: The word *gorge* means a big area surrounded by mountains. The gorge is much lower than the mountains. That is why the mountains look so big. A gorge is also like a giant hole. It is full of rocks.

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GUIDED INSTRUCTION

Read this movie review. Use the text features to answer the question.



Skeeter Swamp

Buddy Flick Gets Laughs

The new movie *Best Buddy* gets a big thumbs up. The story is scary, funny, and sweet. A boy named Tyler explores a swamp and gets lost. He narrowly escapes, but a friendly alligator helps him find his way back home.

This movie has plenty of action and good music. Crisp 3D pictures make the swamp scenes seem real. The ending is a surprise. It is worth the price of a ticket! **Grade: A**

Director: Alice Adams
Writer: Martha Mason
Tyler: Jason Brown (voice)
Alex Alligator: Cindy Jones (voice)
Carl Crayfish: Jim B. Nutter (voice)
Bob Bobcat: Dean Allen (voice)
Simon Snapping Turtle: Denzel Smith (voice)

[Reading Level: 440–540L; Word Count: 106]

THINK ABOUT IT

This review has a few different text features. Look for the text features that will help you find the information you want.

HINT, HINT

Go back and look at the review. Only look at the text features. You do not have to read the whole review again.

Part A

Which text feature helps you find information about the actors in the movie?

Ⓐ picture
Ⓑ caption
Ⓒ sidebar
Ⓓ bold print

Part B

Underline the text that BEST supports the answer to Part A.

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How Am I Doing?

What questions do you have?

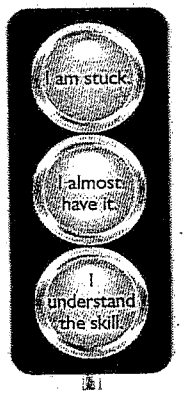
Write an example of a time you used a text feature or online search tool to find something you were looking for.

Text features and search tools are meant to help the reader. Do you think multiple headings would make it easier to find information in a text? Why or why not?

TURN AND TALK

Under the supervision of your teacher, go online to your school's website. With a partner, list the text features and search tools that you see. Share what you and your partner find with other classmates.

Color in the traffic signal that shows how you are doing with the skill.



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READING NOTES

INDEPENDENT PRACTICE

Read the article. Then, answer the questions that follow.

Ways to Dance

Genre: Feature Article

1 What do you think of when you hear the word *dance*? If you are familiar with tap dance, you might think of the sound of feet tapping quickly. Maybe you picture someone spinning on tiptoe. Maybe you imagine people doing flips and headstands. The single word *dance* can bring to mind these thoughts and many more. That is because there are hundreds of different ways to dance. Which of these popular forms of dance would you like to try?

Ballet

2 Ballet is a kind of dance that uses the beauty of moving. Ballet dancers often tell a story through their dance. There might also be costumes and scenery. One famous ballet tells the story of *Sleeping Beauty*.

3 Ballet dancers wear **leotards** or **tutus**. Many also wear special footwear called *pointe shoes*. These help ballet dancers to stand on their toes. Ballet dancers use five basic positions for their feet.

Tap Dance

4 Tap dance has its name for a reason. Tap dancers tap their feet to make sounds. Tap shoes have metal on the toes and heels. Sometimes there is music involved in tap dance. Other times, the only sound is that of the dancer's feet.

5 Tap dancers use several different moves in their performances, and they change between these moves very quickly. They can make quick, careful steps using part of their feet. They can also stomp their feet flat on the floor. Tap dancers learn ideas for moves from other dancers. Then they add their own ideas to make the moves their own.

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Hip-Hop Dance

6 Hip-hop dance is newer than ballet or tap. It is part of hip-hop music and culture. Many moves are very difficult and dancers do a lot of fancy tricks. Tricks like **headstands** are a major part of hip-hop dance.

7 One kind of hip-hop is called **break dancing**. Break dancers combine fancy arm and footwork with "freezes." These are moments when they stop moving. Hip-hop dancers usually wear comfortable clothes and shoes that make it easy to move around. With all the exciting tricks they do, hip-hop dancers need to be able to move freely.

[Reading Level: 630–730L; Word Count: 347]



Break dancing

1. Which text feature shows you what break dancing looks like?

   Ⓐ caption
   Ⓑ bold print
   Ⓒ photograph
   Ⓓ heading

This question has two parts. First, answer part A. Then, answer part B.

2. Part A

   How is information organized in this article?

   Ⓐ It is organized with headings.
   Ⓑ It is organized with hyperlinks.
   Ⓒ It is organized with sidebars.
   Ⓓ It is organized with visuals.

Part B

Underline THREE details that BEST support the answer to Part A.

HINT, HINT

Knowing how an article is organized can help you locate information quickly.

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3. Explain what information the headings give the reader about the text.

Sample response: The headings tell the reader what type of dance each section is about.

4. What information do you get from the caption beneath the picture?

Ⓐ what types of shoes a ballet dancer wears
Ⓑ who is dancing in the photo
Ⓒ what the dancer is doing in the photo
Ⓓ what "freezes" are in break dancing

5. Why are some words in bold print?

Sample response: The bold words are the key words of the article. These words are easy to find when you look at the text because they are bold.

This question has two parts. First, answer part A. Then, answer part B.

6. Part A

After reading this article, you want to find more information about what ballet dancers wear on their feet. What search tool would help you find more information online?

Ⓐ key words
Ⓑ icon
Ⓒ menu
Ⓓ hyperlink

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Part B

Which paragraph in the text contains information that would help you with the search in Part A?

Ⓐ paragraph 1
Ⓑ paragraph 3
Ⓒ paragraph 5
Ⓓ paragraph 7

7. The photograph BEST helps the reader understand information in which paragraph?

Ⓐ paragraph 1
Ⓑ paragraph 3
Ⓒ paragraph 5
Ⓓ paragraph 7

TIPS AND TRICKS

You should not need to reread the whole article to answer this question. How can you use text features to find the answer quickly?

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EXIT TICKET

3R5

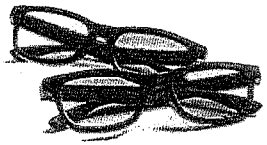
Now you know how to use text features and search tools to find information quickly. Let's revisit the Real-World Connection.

Imagine you are helping Diane and Corinne find information about 3D showings at the movie theater. Remember what you have learned about how to use text features to find important facts and details. Then, read the following page from the Capitol Theater website. Finally, complete the text features chart below.

https://www.capitoltheatermovies.com

Watch in 3D

The Capitol Theater offers 3D showings. These allow viewers to experience the full depth of their movies. The three-dimensional effect is incredible. It makes it look like the characters are popping out of the screen. Our theater now has special 3D glasses for kids, too. These glasses fit younger viewers better, but they offer the same bright, clear viewing area as do 3D glasses for adults. There is an extra charge for 3D glasses, $2.50 per person.



Fits viewers age 8 and under.

[Reading Level: 630–730L; Word Count: 77]

TEXT FEATURE	EXAMPLE(S)	WHAT IT DOES
bold words	3D showings, 3D glasses	Sample answer: It shows me these words are important; shows me where in the text I will find information about the topic in bold.
picture	two pairs of glasses	Sample answer: It helps me understand what the new 3D glasses look like.
caption	"Fits viewers age 8 and under."	Sample answer: It explains that the new kids' 3D glasses are meant for viewers 8 and under.

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Vocabulary in Action

You will see words in this lesson that are used in many ways.

- An opinion is a personal belief or feeling that an author gives about a topic. Readers also have their own opinions. A reader's opinions might not be the same as the author's.
- The opinions in a text are the author's point of view. This is how the author talks about the subject. Readers may see the same subject from a different point of view. They might also share the author's point of view. It depends on their opinions of a subject.
- A fact is a statement that you can prove true. Facts are different from opinions. Opinions cannot always be proven. Facts may give clues about an author's point of view.
- An author's purpose is the reason for writing the text. Here are three of the most common purposes for writing.
  1. to inform, or give facts, to readers about a topic
  2. to entertain readers by telling them an interesting story
  3. to persuade, or convince, readers to do something or to believe something
- How can you figure out an author's point of view? Sometimes, the author will tell the reader directly. Other times, it is not stated in the text. Try these steps.

  Look for opinion words. These include *think, best, worst, believe,* or *feel*. These strong words often give clues about how an author feels about a subject.

  Look at the facts the author chooses to support an opinion.

  Identify the author's purpose.

TURN AND TALK

What is the difference between the author's opinion and opinion words?

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GUIDED INSTRUCTION

Read this letter to the editor Benny found. Think about opinion words, facts, and the author's purpose to help you answer the question.

Letter to the Editor

Dear Editor,

My daughter is always online. She says that all of her homework is online, but she has a hard time reading the computer screen. She also likes to look at other things online.

My daughter's teachers are assigning more homework that calls for being on the computer. I believe that it is too much. Some parents think that students learn better when they read a book. They can actually hold a book and move around easily to other pages.

Eye doctors are concerned about computer screens hurting young children's eyes. Computer use can make it hard for children to sleep. Students need rest to do well in school. Also, not all families can afford computers for homework.

For these reasons, I feel that teachers should assign less computer homework. Computers are important, but books are important, too. I think students learn better when they use paper books.

Sincerely,

Alex Gonzalez

[Reading Level: 600–700L; Word Count: 153]

THINK ABOUT IT

This text states an opinion about a topic. It gives facts to support the opinion. Draw two lines under the facts. Can you see that the author holds a certain point of view based on the opinion words he uses? Circle the opinion words

Part A

Which sentence states the author's point of view?

Ⓐ No child should have a computer.

Ⓑ Children work better on the computer.

Ⓒ More children should have computers in their homes.

Ⓓ Students should have less homework on computers.

HINT, HINT

How does the author of the letter feel about computers? Look for opinion words. Choose an answer that states the author's point of view. Then look for three (3) sentences that help you figure out the author's point of view.

Part B

Underline THREE sentences in the text that BEST support the answer to Part A.

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▶ THINK ABOUT IT

What is the author trying to persuade the reader to believe?

1. Which statement agrees with the author's point of view?

Ⓐ Billboard advertising is unsafe.

Ⓑ Billboards make highways look nice.

Ⓒ Billboards should be more colorful.

Ⓓ Billboards should have big cows on them.

This question has two parts. First, answer part A. Then, answer part B.

2. Part A

Which sentence states the author's point of view about billboards?

Ⓐ The author wants to have small billboards.

Ⓑ The author wants to have no billboards.

Ⓒ The author enjoys looking at billboards.

Ⓓ The author enjoyed billboards when or she was young.

Part B

Which selection from the text BEST supports the answer to Part A?

Ⓐ "Drivers have to think quickly and be aware of the speed limit." (paragraph 1)

Ⓑ "Billboards are large. They often use eye-catching print and pictures to get drivers to look." (paragraph 2)

Ⓒ "It seems that more and more billboards are popping up each day." (paragraph 4)

Ⓓ "Together, we can have our voices heard to get rid of billboards." (paragraph 6)

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3. Why did the author write this text?

Sample response: The author wrote this text because he/she thinks billboards are ugly and unsafe. The author believes people should get rid of billboards.

This question has two parts. First, answer part A. Then, answer part B.

4. Part A

What does the author want readers to do?

Ⓐ Plant more trees along highways.

Ⓑ Look more closely at billboards.

Ⓒ Take steps to get rid of billboards.

Ⓓ Ask leaders for better street signs.

Part B

Which sentence from the text BEST supports the answer to Part A?

Ⓐ "They have to look at street signs, traffic signals, and people crossing the street." (paragraph 1)

Ⓑ "Sure, billboards are good for selling things." (paragraph 2)

Ⓒ "There were billboards along the highways in the past." (paragraph 3)

Ⓓ "Send emails or letters to your city leaders." (paragraph 5)

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This question has two parts. First, answer part A. Then, answer part B.

5. Part A

Read this sentence from paragraph 2.

> "That quick glance could lead to a crash."

What opinion does this sentence support?

HINT, HINT

Read paragraph 2 again. What is the purpose of this paragraph?

Ⓐ Billboards take away from the beauty of nature.

Ⓑ Billboards cause some drivers to drive less carefully.

Ⓒ Billboards are a problem because there are too many.

Ⓓ Billboards help companies sell products and services.

Part B

Underline TWO other sentences in the text that BEST support the answer to Part A. [See paragraphs 1 and 2.]

6. Explain whether paragraph 4 expresses an opinion or a fact. How you can tell?

Sample response: It expresses an opinion. The author uses the opinion word *ugly* to describe how he sees billboards. The author also says more billboards *seem* to pop up every day, but does not give facts to prove it.

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EXIT TICKET

3RI6

Now you know how to figure out an author's point of view. You can tell if the author's point of view is different from your own. Let's revisit the Real-World Connection. Imagine you are helping Benny figure out an author's point of view. He wants to know how the author feels about paper books. He wants to know why the author feels that way. Remember what you have learned about how an author's opinions and purpose for writing can give clues about point of view. Then, read this magazine article that Aaron gave Benny. Look at the sentences with underlined opinion words. Then, complete the chart below.

Is This the End of Libraries?

by Beth Curtis

I feel it is time to let students use computers for everything. School libraries are limited by space. It is difficult to keep so many books on their shelves. One computer can hold more books than any library. I think it is best if students have access to all books instead of only a few.

Computers allow students to interact with books. Maybe a student is reading and finds a word he or she does not know. With a paper book, the student has to stop and find a dictionary. I believe this gets in the way of reading. On the computer, students can quickly go to a dictionary website. Sometimes, computer books even define words for you.

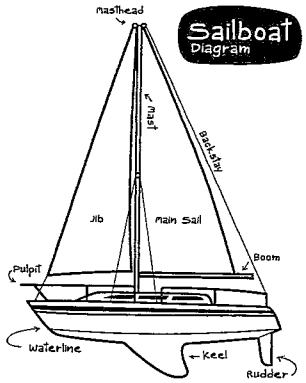
Students are using computers more and more. Students like to read words on a screen. They like to be able to watch videos. That is something that paper books cannot do. I think it is time we put more computers in schools so that students can read books online.

[Reading Level: 580–680L; Word Count: 171]

WHAT IS THE AUTHOR'S POINT OF VIEW ON PAPER BOOKS?	Sample response: She says they are outdated. She believes students should use computers instead.
DO YOU AGREE OR DISAGREE WITH THE AUTHOR'S POINT OF VIEW? WHY OR WHY NOT?	Student answers will vary.

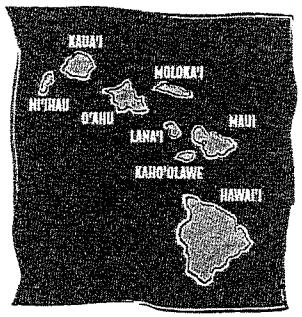
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- A diagram is an illustration that shows and names the parts of an object. Here is an example.



GUIDED INSTRUCTION

David and Lily know how to write words in Hawaiian. Read this article about a special mark that they use. Use the text to help you understand the illustration. Use the illustration to help you understand the text. Underline parts of the text that the illustration helps explain.



Writing Upside Down is OK

An *'okina* is used when writing in the Hawaiian language. It is a mark that looks like an apostrophe. Only the apostrophe is turned upside down. English words have consonants and vowels. An *'okina* is a consonant in Hawaiian. For many years, companies did not use the *'okina* when they printed Hawaiian words. They did not have the correct tools to make the mark. Even today, it can still be difficult to type an *'okina* with a computer. People need to use a special font and keyboard to do it.

[Reading Level: 560–660L; Word Count: 90]

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Part A

Based on the text, what is the BEST description of what an *'okina* in the Hawaiian language looks like?

Ⓐ large period
Ⓑ backward comma
Ⓒ wide exclamation point
Ⓓ upside down apostrophe

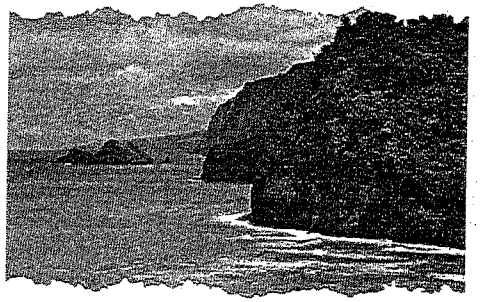
Part B

Which part of the map shows an *'okina*?

Ⓐ the large ocean
Ⓑ the eight islands
Ⓒ the square shape
Ⓓ the written names

HINT, HINT

Look at the illustration on the previous page. What type of illustration is this? Think about a "What" question: What information does it show? Then think about a "How" question: How does the illustration show this information?



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and goats live there. There are also waterfalls running down the sides of the canyon.

4 Visitors can enjoy many activities at Waimea Canyon. The canyon is located across two state parks. There are hiking trails, picnic areas, and lookout points. Some visitors even get a great view of the canyon by flying over it in a helicopter.

5 Waimea Canyon is a great place to see nature's beauty. It is no surprise that visitors come from all around the world.

[Reading Level: 630–730L; Word Count: 273]

1. Read paragraph 1. Which state would MOST LIKELY be on a map if the article were about the Grand Canyon?

Ⓐ Arizona Ⓑ Hawaii
Ⓒ Nevada Ⓓ Utah

This question has two parts. First, answer part A. Then, answer part B.

2. Part A

What information in paragraph 2 could a diagram BEST show?

Ⓐ the exact place on the island
Ⓑ the exact size of the canyon
Ⓒ the beauty in the land
Ⓓ the direction the rivers flow

Part B

Underline the sentence from paragraph 2 that BEST supports the answer to Part A.

▶ HINT, HINT

Look for answers to questions in both the text and the illustrations.

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3. Which TWO sentences from paragraph 2 have information that can BEST be shown on a map?

Ⓐ "Waimea Canyon is on the island of Kauai."
Ⓑ "It is found on the west side of the island."
Ⓒ "Waimea Canyon is 14 miles long, one mile wide, and about 3,600 feet deep."
Ⓓ "The canyon was formed by lava flows from a volcanic eruption many years ago."
Ⓔ "This event created the Waimea riverbed."
Ⓕ "Now, the Waimea river runs through the bottom of the canyon."

This question has two parts. First, answer part A. Then, answer part B.

4. Part A

What does the photograph show about Waimea Canyon?

Ⓐ wild pigs
Ⓑ native birds
Ⓒ growing trees
Ⓓ flowing waters

Part B

Which sentence from paragraph 3 BEST describes what is shown in the photograph?

Ⓐ "Waimea Canyon is very colorful."
Ⓑ "This is because, unlike the Grand Canyon, it is home to lots of living things of different shapes and sizes."
Ⓒ "Large fir trees and wild pigs and goats also live there."
Ⓓ "There are also waterfalls running down the sides of the canyon."

◀ TIPS AND TRICKS

Sort the sentences into categories. Some sentences match better with the photograph. Some sentences match better with the map.

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SKETCH IT

In the space below, draw the illustrations you describe in questions 6 and 8.

5. There is no illustration for paragraph 4. Explain in your own words what illustration you would include. What would it show?

Sample response: I would include a map to show the state parks around Waimea Canyon. The map would show the hiking trails, picnic areas, and lookout points to help visitors find them.

6. Read this sentence from paragraph 4.

> "Some visitors even get a great view of the canyon by flying over it in a helicopter."

Which phrase BEST describes what a photograph could show for this sentence?

Ⓐ animals in the canyon

Ⓑ a helicopter on the ground

Ⓒ visitors at a lookout point

Ⓓ a view of the canyon from a helicopter

7. What kind of illustration would help explain the ideas of paragraph 5? Explain in your own words what illustration you would include. What would it show?

Sample response: I would include an image of tourists visiting Waimea Canyon. This would show how popular it is.

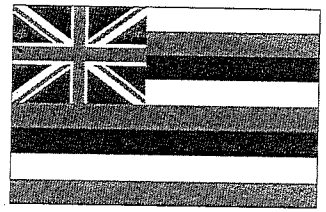
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EXIT TICKET

3R17

Now you know how to connect pictures and text. Let's revisit the Real-World Connection to check in with David and Lily's research into Hawaii's state flag.

David and Lily can look for information about Hawaii's flag on a computer. They can also look in books at the library. Use the illustration to write two questions they can ask about the flag.



Sample answer:

1. What does the pattern in the top left corner mean?
2. Why does the flag have eight stripes?

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Yo-Yo Ma was born in 1955 in Paris, France. When he was four years old, he learned how to play the cello. When he was seven, he and his family moved to New York because he wanted to go to the Juilliard School for music. After college, Ma had to have back surgery. He was in a body cast for six months. He could not play music, but once he recovered he performed in concerts. Ma has worked with many different musicians and singers. He also plays many different types of music. Ma has won more than 15 Grammy awards for his albums.

[Reading Level: 630–730L; Word Count: 306]

THINK ABOUT IT

The author talks about how these people have done well in their fields. What do they have in common? Look at the clues in the text. What did the three get that shows they did well?

Complete the chart by listing the words and phrases you found in the passage next to the link they show.

LINK	WORDS AND PHRASES
Sequence	When, first, then, once, after
Cause and effect	Made, to, because
Compare	won many awards, won a big science contest, won more than 15 Grammy awards

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How Am I Doing?

What questions do you have?

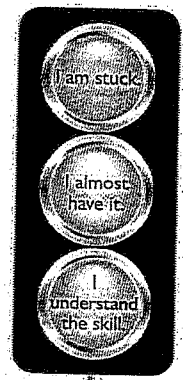
You learned that the concept of cause and effect shows how two events are connected. Write an example of cause and effect in your life.

How do you and your friends use comparisons in your everyday conversations?

TURN AND TALK

Work with a partner. On a separate sheet of paper, make a timeline from the article "Thomas Edison," which can be found in the Independent Practice on the next page.

Color in the traffic signal that shows how you are doing with the skill.



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TIPS AND TRICKS

Words and phrases that are important to remember will often be italicized in the passage. Pay attention to these words and phrases. Look for clues to help you understand the connections they make.

INDEPENDENT PRACTICE

Read the article. Then, answer the questions that follow.

Thomas Edison

Genre: History Connection

1 Thomas Edison is well known as the inventor of the lightbulb. He was full of great ideas and came up with many inventions in his lifetime. Edison is sometimes called *The Greatest Inventor* of his time, but he did not start out that way.

2 Thomas Alva Edison was born in Milan, Ohio, on February 11, 1847. He was a curious child. Edison always wanted to know how things worked. Sometimes this got him into trouble.

3 Edison had trouble in school when he was young. He was smart but did not like to sit still in a classroom. The lessons did not interest him. He liked to work with his hands and understand what went on inside things. He stayed in school for only three months. After he left school, his mother taught him at home. Once Thomas learned to read, he read everything he could find! As he got older, he enjoyed learning about science. Electricity was especially interesting to him. He wanted to find out more about it.

4 After all his reading and learning, Edison used his ideas to experiment. When Thomas was 15, he started working by sending messages using the telegraph. Before long, he was trying to get patents on his inventions. A *patent* is a legal document that gives an inventor the right to sell what he creates. A patent also means that no one else can take an inventor's idea and use it.

5 In 1877, Thomas Edison applied for a patent on his new invention: the *phonograph*. It let people record music and play it back. Before the phonograph, the only way people could hear music was by listening to musicians play.

6 Edison was not only inventing things to entertain people. The year after the phonograph, Edison came up with his idea for the lightbulb. After nearly two years of trying, his lightbulb finally worked. Then he kept working until the bulb's lights lasted for a longer time. Before the lightbulb, people lit their houses with candles at night. The public was excited to try another of Thomas Edison's inventions.

7 Thomas Edison was a curious boy who grew up to be a brilliant inventor. He used his creativity and intelligence to solve all kinds of problems. Edison's inventions paved the way for many products still used today.

[Reading Level: 610–710L; Word Count: 382]

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This question has two parts. First, answer part A. Then, answer part B.

1. **Part A**

Which BEST describes the reason that Edison's school lessons did not interest him?

Ⓐ He wanted to take things apart instead.
Ⓑ He thought there were too many kids in his class.
Ⓒ He thought the teacher did not explain things well.
Ⓓ He did not have enough time to finish the lessons.

Part B

Cite evidence from the text that supports your response about Edison's reason for having trouble in school.

Sample response: The author says that the lessons did not interest Edison. Then, the author says, "He liked to work with his hands and understand what went on inside things." This explains why the lessons did not interest him. He liked to take things apart to understand them.

READING NOTES

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2. Which TWO sentences show cause and effect? Put them in the correct places in the chart.

Thomas Edison applied for a patent in 1877.
Thomas Edison invented the phonograph.
Thomas Edison created a lightbulb that lasted for a long time.

CAUSE	Thomas Edison invented the phonograph.
EFFECT	Thomas Edison applied for a patent in 1877.

3. Place Edison's actions in the sequence in which he did them.

He read a lot about science.
He invented the phonograph.
He went to school for three months.
He made a lightbulb that gave off light for a long time.
He worked as a telegrapher.

ORDER	EDISON'S ACTIONS
1	He went to school for three months.
2	He read a lot about science.
3	He worked as a telegrapher.
4	He invented the phonograph.
5	He made a lightbulb that gave off light for a long time.

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This question has two parts. First, answer part A. Then, answer part B.

4. Part A

Which happened before Edison's mother taught him at home?

Ⓐ He left school.
Ⓑ He applied for a patent.
Ⓒ He invented the lightbulb.
Ⓓ He worked as a telegrapher.

HINT, HINT

Which of these caused Edison's mother to teach him at home?

Part B

Underline the sentence in the text that BEST supports the answer to Part A. [See paragraph 3.]

5. Reread paragraphs 2 through 4. What does the author say about Edison that might have caused him to become a great inventor?

Sample response: Edison wanted to know how things worked. He liked to work with his hands. He was smart. He liked to read about science and electricity. He was creative and liked to experiment.

THINK ABOUT IT

What effect did these inventions have?

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EXIT TICKET

3RI8

Now you know how to find connections between events and ideas. Let's revisit the Real-World Connection. Imagine you are working with Han on his project. Search the article for differences among the three famous Chinese Americans. Write a few sentences that describe those differences. Be sure to use what you learned about making connections by comparison.



Sample answer: The three Chinese Americans are different. Feng Zhang was born in China. Maxine Hong Kingston and Yo-Yo Ma were not. Maxine Hong Kingston and Yo-Yo Ma are famous for creative arts. Feng Zhang is famous for science.

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Vocabulary in Action

You will see some important vocabulary words in this lesson.

- A topic is a subject you want to learn about.
- An important point is what the author wants you to know about the topic.
- The author will use a key detail to back up an important point. Key details include facts and examples.
- To compare two texts means to explain ways they are alike.
- To contrast two texts means to explain ways they are different.

GUIDED INSTRUCTION

Edward checked out two books on "green" energy. Read two passages from these books. Compare and contrast the most important points and key details in the charts below.

THINK ABOUT IT

Notice the important points of the two texts as you read. How are they similar? How are they different?

Renewable Energy

Fuels like coal, oil, and natural gas are all nonrenewable. This means they cannot be replaced. When a coal mine is empty, the coal will not grow back. It is gone forever.

Renewable energy is different. It does not run out so easily. Solar energy is one example. Solar panels make energy from sunshine. Since the sun comes up every day, more solar energy will always be available. It will never run out.

Energy produced by wind and water power is also renewable. Windmills make electricity when the wind blows. Dams use the power of flowing water to make electricity. Wind and water are continual sources of power.

Renewable energy is better because we will never run out of it. Also, burning fossil fuels pollutes the air. Solar, wind, and water power do not create pollution or harm the environment.

[Reading Level: 510–610L; Word Count: 140]

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Renewable, But Not Unlimited

Renewable energy comes from sources that cannot be used up. Coal, oil, and natural gas will all be gone someday. Solar, wind, and water energy will never run out. However, that does not mean they are always there when you need them.

Solar panels do not work at night. Wind turbines make no electricity on calm days. Rivers that generate electricity can dry up during a drought. These are problems with these energy sources.

Renewable energy may be better for the environment than fossil fuels. However, renewable energy is not totally harmless. Giant windmills are dangerous for birds. Dams built for electricity can flood valleys. This destroys animal habitats and sometimes even towns.

Trees are a source of renewable energy. Trees that are cut down for fuel can be replanted, but it takes many years for forests to grow back. We will soon run out of trees if we cut down too many. Burning wood pollutes the air, too. Not all renewable energy is good for the environment.

[Reading Level: 630–730L; Word Count: 168]

Now that you have read both passages, organize what you have learned. Complete the charts to compare and contrast important points and key details from the two readings. Some boxes are filled in as examples.

PASSAGE: RENEWABLE ENERGY	
IMPORTANT POINTS	KEY DETAILS THAT SUPPORT IMPORTANT POINTS
Fuels like coal and gas are nonrenewable.	When a coal mine is empty, the coal will not grow back.
Sample answer: Renewable energy does not run out so easily. Examples are solar, wind, and water power.	Sample answer: The sun comes up every day, so more solar energy will always be available.
Sample answer: Solar, wind, and water power do not create pollution or harm the environment.	Sample answer: Windmills make electricity when the wind blows. Dams use the power of running water to make energy.

TURN AND TALK

Find a partner and look over your charts. Share one similarity between the two passages (a comparison). Share one difference (a contrast).

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PASSAGE: RENEWABLE, BUT NOT UNLIMITED	
IMPORTANT POINTS	KEY DETAILS THAT SUPPORT IMPORTANT POINTS
Renewable energy comes from energy sources that will never run out.	Coal, oil, and natural gas will all be gone someday, but solar, wind, and water energy will never run out.
Sample answer: Solar, wind, and water energy will never run out, but that does not mean they will always be there when you need them.	Sample answer: Solar panels do not work at night.
Sample answer: Renewable energy may be better for the environment than fossil fuels, but it is not totally harmless.	Sample answer: Giant windmills are dangerous for birds.

HINT, HINT

The question asks about contrast. Reread the two texts and look for differences.

Part A

Which statement contrasts important points from the two texts?

Ⓐ Both texts say renewable energy is better for the environment.

Ⓑ Both texts say renewable energy causes pollution.

Ⓒ The first text says renewable energy does not harm the environment. The second text says it does.

Ⓓ The first text says fossil fuels will eventually run out. The second text says fossil fuels will never run out.

Part B

Underline TWO sentences (one in each text) that BEST support the answer to Part A.

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How Am I Doing?

What questions do you have?

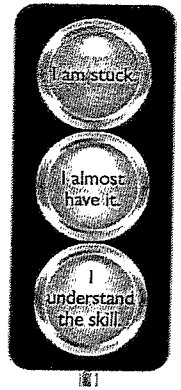
Write a sentence to explain the difference between an important point and a key detail.

How does comparing and contrasting help you understand information?

SKETCH IT

On a separate sheet of paper, create a Venn Diagram. Draw two big circles that overlap in the middle. Label the first circle: *Renewable Energy*. Label the second circle: *Renewable, But Not Unlimited*. Write details that tell how the stories are different in the outer circles. Write details that tell how the stories are alike where the circles overlap. Share with your classmates.

Color in the traffic signal that shows how you are doing with the skill.



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READING NOTES

turbine are connected to the generator. When the blades spin, they cause the magnets in the generator to move. This movement is then turned into electricity.

6 After the generator makes this energy, it sends the energy through wires to a place called a *substation*. At the substation, the energy is made into a type of electricity that can be used to power homes and other buildings. The electricity then travels through power lines to many different buildings. Some power lines are underground. Others are above ground.

7 Sometimes wind energy travels very far to reach the place where it will be used. In some cases, however, it does not have to go far at all. Some people build their own turbines right next to their homes. One small wind turbine can usually provide all the energy a house will ever need.

[Reading Level: 630–730L; Word Count: 473]

This question has two parts. First, answer part A. Then, answer part B.

1. Part A

According to BOTH texts, what is the purpose of turbines?

Ⓐ Turbines create energy from the wind.

Ⓑ Turbines create energy from the sun.

Ⓒ Turbines use magnets and wires to create energy.

Ⓓ Turbines use electricity to spin their blades like a fan.

Part B

Underline ONE sentence from EACH text that BEST supports the answer to Part A. [See paragraph 3 of "Wind: Clean Energy" and paragraph 1 of "How a Turbine Works."]

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2. Based on these two passages, how is energy from wind turbines transported?

Ⓐ Energy moves through wires.

Ⓑ Magnets in a generator move energy.

Ⓒ The blades of the turbine move energy as they spin.

Ⓓ Trucks and other vehicles move wind energy to new places.

3. Paragraph 6 of "Wind: Clean Energy" says, "People usually do not like to live close to turbines because of the noise they make." Which sentence from "How a Turbine Works" contrasts with this idea?

Ⓐ "Turbines work best in areas that are very flat and clear." (paragraph 3)

Ⓑ "Each turbine can produce enough energy for over 200 homes." (paragraph 4)

Ⓒ "However, a turbine uses wind to move its blades." (paragraph 5)

Ⓓ "Some people build their own turbines right next to their homes." (paragraph 7)

HINT, HINT

Remember that contrasting means finding differences. Which sentence says something different from the sentence in the question?

4. Paragraph 6 of "Wind: Clean Energy" says it would be difficult to build wind turbines near cities. Which statement from "How a Turbine Works" BEST supports this idea?

Ⓐ "The ancient Persians in the Middle East used windmills on their farms almost 3,000 years ago!" (paragraph 1)

Ⓑ "The first American colonists also used windmills." (paragraph 1)

Ⓒ "Mountains, trees, or tall buildings would block the wind." (paragraph 3)

Ⓓ "In fact, turbines are even found in the ocean!" (paragraph 3)

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5. Which is an important point of "Wind Power: Clean Energy," but not "How a Turbine Works"?

   Ⓐ Wind turbines can be located anywhere.

   Ⓑ Magnets in the generator create electricity when the blades spin.

   Ⓒ Wires carry electricity from the turbine to a substation.

   Ⓓ Wind energy is a good replacement for energy from fossil fuels.

6. Compare and contrast paragraph 6 of "Wind: Clean Energy" with paragraph 7 of "How a Turbine Works." Do you think both authors believe wind is a good source of energy? Use details from the text to support your answer.

Sample response: I think the author of "How a Turbine Works" thinks wind is a good source of energy. This author says that people have their own wind turbines because they "provide all the energy a house will ever need." I do not think the author of "Wind: Clean Energy" thinks wind is a good source of energy. This author says that people "do not like to live near wind turbines because of all the noise they make."

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7. Now it is your turn. Based on the readings, do you believe that wind is a good source of energy? Support your conclusion with evidence from at least one of the two texts.

Sample response 1: Yes, I believe that wind is a good source of energy. *Wind: Clean Energy* says wind will always be available. It is also a clean source of power and cheap, too. Another plus is that scientists are working on ways to make it work even better.

Sample response 2: No, I do not believe that wind is a good source of energy. It says in *How a Turbine Works* that wind turbines are really big. Wind farms also have to be located in flat, clear spaces, so they cannot be built near mountains or forests. This means that wind energy would not work in some places.

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EXIT TICKET

3R19

Now you have learned more about how to compare and contrast two texts. Let's revisit the Real-World Connection. Remember that Edward is finding out more about "going green."



Edward has read a lot of library books about "going green." He is ready to organize his information. He is not sure where to start. Help Edward by listing three questions he could ask to compare and contrast renewable energy sources.

Sample response:

1. How much does the resource cost to use?
2. How does the resource get to people's homes?
3. How is the resource collected?

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This question has two parts. First, answer part A. Then, answer part B.

1. Part A

How are industrial diamonds different from diamonds used in jewelry?

Ⓐ They are useful rather than only beautiful.

Ⓑ They are made to decorate bigger objects.

Ⓒ They are not found anywhere in nature.

Ⓓ They are not inside the Earth as long.

Part B

Which detail from the article BEST supports the answer to Part A?

Ⓐ "Jewelry diamonds are cut in special ways." (paragraph 1)

Ⓑ "The only thing that can scratch or break a diamond is another diamond." (paragraph 2)

Ⓒ "Their hardness makes them very useful where tough surfaces are needed." (paragraph 3)

Ⓓ "Diamonds are special due to both their beauty and usefulness." (paragraph 5)

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Read the article "How We Use Minerals." Then, answer questions 2 through 3.

How We Use Minerals

Genre: Science Investigation

1 Minerals are all around us. They are a part of everything we do and everywhere we go. But what exactly is a mineral? It is almost anything that forms naturally in the earth and is not living. This means that a mineral was not made by a person. It has never been alive. For example, wood is not a mineral. Wood comes from living trees, but many minerals also exist in the soil, the sky, our houses, and even our bodies.

2 Some minerals are hard, such as iron. Other minerals are very soft. Talc is so soft that you can scratch it with your fingernail. A diamond is so hard that only another diamond can scratch it. Some gemstones are very colorful, such as red rubies and green emeralds. A mineral called *fluorite* even glows in the dark! Other minerals are dull and gray. Basalt and slate are two examples. Many rocks you might find in a park or in a river are minerals. Not every rock is a mineral. A rock with an image of a snail or leaf in it is not a mineral. A piece of hard tree sap is not a mineral. A rock that is made up of a lot of other small rocks is not a mineral either.

3 Everyone needs certain minerals such as calcium and zinc to stay healthy. Some people even take vitamins every day to get more of the good minerals your body needs, but a mineral such as lead can harm the human body. Lead is good for making batteries when it is handled with care. It does not cost a lot. On the other hand, gold costs a lot of money and is good for making jewelry. Gold is soft and easy to shape. People have wanted gold throughout history because its lovely color does not change over time.

4 We use minerals every day without thinking about it. Take a pencil as an example. Sometimes, the soft gray center that is used to make marks on paper is called the "lead." This part of the pencil is really made from graphite, not lead. Graphite is a shiny, gray mineral. It is almost as soft as talc. This is why it is good for pencils. Even the band that holds the eraser to the end of your pencil is made from copper or aluminum. Copper is a shiny, orange metal. It is one of the minerals used to make pennies. Electricity and heat can move through copper quickly. Many of the wires inside the walls of your school are made from copper.

5 Like copper, aluminum is a very useful metal. When you think of aluminum, you may think of aluminum foil or cans, but most aluminum is used for building things because it is light and strong. It is also the most common mineral in Earth's crust. Aluminum is used to make cars, airplanes, and buildings. Aluminum can be recycled. This means the same aluminum found in a bicycle wheel could be reused in something else many years later.

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6 Quartz is another common mineral that is very interesting. It comes in very many different colors. Certain kinds of quartz have their own names. Some are even used for jewelry. These are called semiprecious stones. These stones are not as rare or expensive as precious stones. They are very beautiful and more common than precious stones. These kinds of quartz are often found in jewelry. A purple, see-through piece of quartz is called *amethyst*. A *tiger's eye* is an orange-brown kind of quartz that light shines on in a special way. Quartz is also a tough mineral. It is used more often in sandpaper than in jewelry. Quartz handles electricity in a way that causes the stone to vibrate, or move back and forth. Its vibrations are too slow for our eyes. This quality makes quartz very good for telling time. Many of the finest clocks and watches use quartz for this reason. Telescopes and microscopes also use quartz for clear, strong lenses.



7 We need minerals for most things. You could not eat a sandwich, ride the bus, or write your name without using several minerals. It is impossible to say what our lives would be like if we did not have minerals.

[Reading Level: 630–730L; Word Count: 711]

This question has two parts. First, answer part A. Then, answer part B.

2. Part A

Read the sentence from paragraph 2.

> "A rock with an image of a snail or leaf in it is not a mineral."

What is the reason that this type of rock is not a mineral?

Ⓐ It is not a mineral because it is very soft.

Ⓑ It is not a mineral because it is not beautiful.

Ⓒ It is not a mineral because it contains many little rocks.

Ⓓ It is not a mineral because it formed from something living.

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Part B

Which detail from the article BEST supports the answer to Part A?

Ⓐ "This means that a mineral was not made by a person. It has never been alive." (paragraph 1)

Ⓑ "Many minerals also exist in the soil, the sky, our houses, and even our bodies." (paragraph 1)

Ⓒ "Some gemstones are very colorful, such as red rubies and green emeralds." (paragraph 2)

Ⓓ "A rock that is made up of a lot of other small rocks is not a mineral either." (paragraph 2)

This question has two parts. First, answer part A. Then, answer part B.

3. Part A

Read these sentences from paragraph 3.

> "Lead is good for making batteries when it is handled with care. It does not cost a lot. On the other hand, gold costs a lot of money and is good for making jewelry."

How are the two sentences connected?

Ⓐ They show a series of events.

Ⓑ They show a cause and an effect.

Ⓒ They show a problem and how to solve it.

Ⓓ They show how things are alike and different.

Part B

Which phrase BEST shows how the sentences in Part A are connected?

Ⓐ "when it is handled with care"

Ⓑ "doesn't cost a lot"

Ⓒ "on the other hand"

Ⓓ "is good for making jewelry"

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Think about the articles "Why Diamonds Are Special" and "How We Use Minerals." Then, answer questions 4 and 5.

4. Suppose you find an interesting rock in a park. How would you figure out if it is a mineral? Explain how to tell it is a mineral, and if so what type of mineral.

Sample response: First, I would see whether it is made by people or from something living like a plant or animal. If it is not, it is probably a mineral. I would see whether it is soft or hard. If it is soft, it could be talc. I would see if it is shiny. If so, it could be gold. I would also see whether it sparkles. If so, it could be a diamond or quartz. If it is a pretty color, it might be a semiprecious stone, such as an amethyst.

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5. You have read two passages about minerals. What would be missing from our lives if we did not have minerals? Write an essay answering this question. Support your essay with information and examples from both sources.

Sample response: Minerals are important to many parts of our lives. First, without minerals we would not be as healthy. Our bodies need minerals such as calcium and zinc. In fact, we might not even be able to live without these minerals.

Second, we would not have tools that work as well as the ones we have now. Saws and other tools use diamonds to make the blades sharper. We would not have copper wires to carry electricity to heat buildings. We would not have aluminum to make most cans. Aluminum also makes cans very light. Our clocks, telescopes, and microscopes would not work as well because they use quartz in their lenses. We would not even have pencils without graphite. We might have to use charcoal or plant dyes to write.

All these things are necessary. If we did not have them, our lives would not be as comfortable. We probably would not have the cities we have now because minerals are used in the buildings and in tools to make the buildings.

Also, our world would not be as beautiful. We would not have gold. We would not have diamonds and semiprecious stones to make into beautiful jewelry. Without minerals, the world would be very different from the one we know.

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