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Notes

Lesson 1

USE ROOT WORDS AND AFFIXES 4RF3a, 4L4b

WORDS TO KNOW
root
affix
prefix
suffix

INTRODUCTION

Real-World Connection

ADVENTURE

Jennifer is on a field trip at a museum. The teacher shows the class a strange old machine called a telegraph. Everyone wants to know what it does. "I'll give you two clues," the teacher says. "A *telephone* is used to talk to someone *far away*. The beginning of the word *tele-* means far away. Here is your second clue. When I sign my *autograph*, I am *writing* my name. When a word has the root *graph*, it has to do with writing."

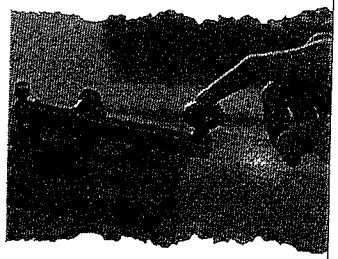
Jennifer raises her hand. "I know now. A telegraph sends written messages far away."

"That's right," the teacher says. "Before phones, email, and text messages, people used the telegraph to send messages around the world."

Jennifer used her background knowledge about root words, prefixes, and suffixes to figure out the meaning of *telegraph*. Can she use the same strategy when she encounters other new words? Let's learn more about root words and affixes in Guided Instruction and Independent Practice. Then, we will check in with Jennifer a little later.

TURN AND TALK

Find a partner and, in your own words, explain how Jennifer figured out what a telegraph machine does.



What I Am Going to Learn

- How to use familiar word parts as clues to help me find the meaning of a new word
- How to use what I know about word parts to read new words accurately

What I May Already Know 3RF3a, 3L4b

- I know the meaning of many common prefixes and suffixes.
- I know how to figure out the meaning of a new word when a familiar affix is added to a familiar root (for example, comfortable and uncomfortable).

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Vocabulary in Action

TIPS AND TRICKS

Use familiar prefixes, suffixes, and roots to figure out the meanings of unfamiliar words.

As you read, you will come across some important new vocabulary words.

- A root is the base of a word. Sometimes, a root cannot stand alone as a word.
- An affix is a word part that you can add to the beginning or the end of a root.
- A prefix is a word part at the beginning of a word.
- A suffix is a word part at the end of a word.

Many prefixes, suffixes, and roots come from other languages, such as Greek and Latin. The chart below lists some common word parts and their meanings.

PREFIXES, SUFFIXES, AND ROOTS	MEANING	EXAMPLES
sub– (prefix)	under	subway
im–, in– (prefix)	not	impossible, indirect
mis– (prefix)	badly or wrongly	misuse
re– (prefix)	again, back	reapply
–able, –ible (suffix)	able to be done	likable, responsible
–ful (suffix)	full of	colorful
–ment (suffix)	state of, result of	excitement
–ion, –tion, –ation (suffix)	act of, result of	instruction
–less (suffix)	without	helpless
aqua (root)	water	aquarium
loc (root)	place	locate
graph, gram (root)	to write	autograph
vis (root)	to see	vision

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GUIDED INSTRUCTION

Read this page from a story.

Lost!

Mom, Dad, my brother Charlie, and I gathered on a grassy patch next to the dirt road. A nearby tree propped up our bikes. We were only 30 minutes into our ride, and we were already lost.

"The map must be mislabeled," Dad announced, looking tired. We did not dare say it, because we didn't want to hurt Dad's feelings, but Mom, Charlie, and I were all thinking the same thing: the map was not wrong. "Our only option is to head back, and maybe we'll notice where we got off course," Dad said.

We all responded with a sigh; it seemed our adventure was coming to an end before it had even begun.

[Reading Level: 700–800L; Word Count: 114]

THINK ABOUT IT

Look at the word *mislabeled* in the second paragraph. What synonym would work in its place?

Complete the chart below. The first word is done for you as an example.

WORD	ROOT	PREFIX	MEANING OF PREFIX
improper	proper	im–	not
mislabeled	label	mis–	wrongly

Part A

What is the meaning of mislabeled in the story?

Ⓐ not labeled
Ⓑ labeled wrongly
Ⓒ the state of being labeled
Ⓓ able to be labeled

HINT, HINT

If you *misunderstand* something, you have an incorrect idea about it. What does it mean if you *mislabel* something?

Part B

Underline the word in the paragraph that has a similar meaning to mislabeled.

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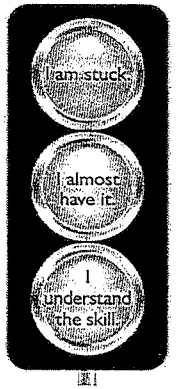
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SKETCH IT

On a separate sheet of paper, draw an image that represents the meaning of the root word *led*. Then, draw a second image that represents being *misled*. This helps you see how a prefix or suffix changes the meaning of a root word. Draw some other examples and share with your classmates.

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



How Am I Doing?

What questions do you have?

Explain how a prefix or suffix changes the meaning of a root word.

How do word parts act like clues to help us figure out the meaning of a word?

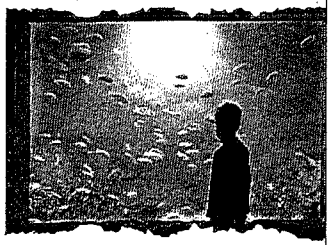
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INDEPENDENT PRACTICE

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

Aquarium Adventure

Genre: Short Story



1 When I was very young, my parents bought me a small aquarium to keep in my room. I have many different kinds of fish. Most of them are small, but they are all very colorful and beautiful. The aquarium's cover has a lamp with a blue light that makes the bright colors of the fish even more visible.

2 Sometimes I watch the fish in my aquarium for hours. For me, they are even more entertaining than watching television or playing computer games. My friends think I must be insane, but I like to imagine I am looking through the window of a submarine.

3 When I was five years old, I asked my mother if I could get inside and swim with the fish, but she just laughed and shook her head. "That's impossible, Ivan" she said. "Maybe this weekend we can visit the big aquarium in the city," she said. "They have thousands of rare fish there, and some are even larger than you."

4 "Will I get to swim with the fish at the aquarium?" I asked.

5 "Not this time, but maybe when you're older," Mom explained. "There is one tank where people can swim with the fish, but it's not for small children."

6 Yesterday was my tenth birthday, so I decided to remind my mother about what she had said. "I still don't think you're old enough," said Mom, "but let's go to the city aquarium anyway."

7 I tried to hide my disappointment. I had visited the aquarium many times already. "Okay, Mom. Let's go then," I said with a half-smile.

8 When we arrived, a man in a diving suit wished me a happy birthday and then handed me a small wetsuit, mask, and flippers. "Are you ready to swim with the big fish?" he asked.

9 I looked over at my mother, confused. Hadn't she said I was still too young to swim with the fish at the aquarium?

10 Mom smiled at me. "This is your surprise birthday present," she said. "I thought you might enjoy it."

11 For a moment I was speechless. I couldn't believe this was happening! Excitedly, I pulled on my diving suit, and the diver helped me climb into the tank. All around me were fish and other sea animals, like turtles and sea snails. The animals were not afraid

SKETCH IT

When you come across a word that has a root or affix that is familiar to you, draw a quick sketch in the margin that demonstrates its meaning.

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of me because they were used to swimming with people. One big fish even let me touch the smooth, slippery scales on the side of its body.

12 When it was time to return home, I climbed out of the tank and changed my clothes. With a big smile, I thanked the diver and gave Mom a big hug. "This was the most incredible birthday surprise ever!" I exclaimed.

[Reading Level: 700–800L; Word Count: 453]

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

1. Part A

What is the meaning of colorful in paragraph 1?

Ⓐ without color
Ⓑ not colored
Ⓒ able to be colored
Ⓓ full of colors

TIPS AND TRICKS

Look for words and phrases in paragraph 1 that help you determine the meaning of colorful.

Part B

Underline another word in paragraph 1 that has the same suffix as colorful.

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

2. Part A

The root word *sane* comes from a Latin word that can mean *healthy or reasonable.* Knowing this, what is the BEST meaning for the word insane in paragraph 2?

Ⓐ very reasonable or healthy
Ⓑ the state of being reasonable or healthy
Ⓒ not reasonable or healthy
Ⓓ able to be reasonable or healthy

Part B

Which statement BEST supports the answer to Part A?

Ⓐ Ivan's friends think his idea about watching aquariums is smart.
Ⓑ Ivan's friends don't understand his interest in watching aquariums.
Ⓒ Ivan's friends like that he watches aquariums for hours.
Ⓓ Ivan's friends think watching aquariums is a healthy thing to do.

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3. The root word *marine* comes from the Latin word for *sea.* Look at the prefix and the root to determine the MOST LIKELY meaning of the word submarine (paragraph 2).

Ⓐ a ship that sails across the sea
Ⓑ a ship that goes under the sea
Ⓒ a ship that is not able to go to sea
Ⓓ a ship that is not at sea

4. Using roots and affixes, identify THREE words from the passage that have something to do with *seeing.*

Ⓐ "inside"
Ⓑ "visit"
Ⓒ "visible"
Ⓓ "slippery"
Ⓔ "television"
Ⓕ "disappointment"

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

5. Part A

What is the meaning of impossible in paragraph 3?

Ⓐ something that cannot be done
Ⓑ something that can be done again
Ⓒ something that small children can do
Ⓓ something that cannot be seen

HINT, HINT

Think about what the word *possible* means. Now think about what the prefix *im–* means.

Part B

Underline a detail in paragraph 3 that BEST supports the answer to Part A.

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6. The root *cred* comes from the Latin word for *believe*. Knowing this, use roots and affixes to determine the meaning of the word incredible in paragraph 12. Explain your thinking.

Sample response: I think "incredible" means to not be able to believe something. The prefix *in-* means "not." The suffix *–ible* means "able to be done." Because *cred* means "to believe," adding the suffix means "able to believe." The prefix makes the meaning the opposite, so it means "not able to believe."

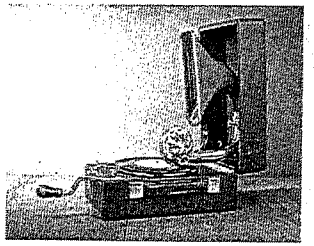
7. How would you change the word *colorful* in paragraph 1 to make it mean the opposite? What would you change and why?

Sample answer: To make the word *colorful* mean the opposite, I would first remove the suffix *–ful*, meaning "full of." I would then just have the root word *color*. Looking at the chart above, I see that the suffix *–less* means "without." Next, I would add *–less* to *color* to make the word "colorless," which is the opposite of colorful.

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EXIT TICKET

4RF3a, 4L4b



Now you know how to use root words and affixes to understand new words. Let's revisit the Real-World Connection.

Jennifer used her knowledge of word parts to find the meaning of the word *telegraph*. Can she use the same strategy when she encounters other new words? Now that you have had some more practice with root words and affixes, you are ready to answer! Imagine that during Jennifer's field trip to the museum, she and her classmates see another strange old machine—a phonograph, or record player. Jennifer now knows that the root word *graph* means "to write." The affix *phono* means "sound." Explain how Jennifer can use her knowledge of these two word parts to figure out the meaning of the word *phonograph*.

Sample answer: Just as she did for the word *telegraph*, Jennifer can put these two familiar word parts together to find the meaning of the unknown word, *phonograph*. She knows *graph* means "to write," so the machine must have something to do with writing. She also knows that *phono* means "sound," so the machine must have something to do with sound or music. A phonograph is also called a record player, so she can find the meaning "a machine that plays written sounds." Record players take records, which have music written on them, and turn them into sound. Jennifer can use this same strategy to find out the meaning of many different words.

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UNIT 1

WORDS TO KNOW
context
confirm
self-correct
reread

Lesson 2

USE CONTEXT CLUES FOR WORDS 4RF4c, 4L4a

INTRODUCTION

Real-World Connection

MUSIC

Jacob wanted to play a musical instrument. He read a flyer about the school band. The flyer listed names of band instruments. At first, Jacob misread a word. It had more than one meaning but Jacob knew the word had to be about music, so he read the sentence again. He thought of instruments that began with the letter *b*. This time he read the word correctly. It was the word *bass*. A bass is a musical instrument. It is also a type of fish.

What strategies did Jacob use to figure out the correct meaning of the word *bass*? Can you follow the same steps when you need help understanding confusing words? We will explore how to find the meanings of words that have multiple definitions in Guided Instruction and Independent Practice and then revisit Jacob and his school band at the end of the lesson.

THINK ABOUT IT

Discover word meanings by reading the sentence again. Think about how the other words relate to the difficult word.



TIPS AND TRICKS

Use these strategies to understand word meanings: *reread, use context clues, look for definitions and restatements.*

What I Am Going to Learn

- How to use context clues to help me recognize and understand words
- How to correct myself if I make a mistake

What I May Already Know 3RF4c, 3L4a

- I know that when I make a mistake with a word, rereading the text will help me.
- I know that if I come across a word I do not know, I should look at the sentence again for clues about what it means.

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Vocabulary in Action

As you read, you will notice a few key vocabulary terms.

- Context clues are words that come before and after an unknown word. They give details, such as definitions, restatements, and examples, to help you find the meaning of the word.
- When the details support what you think the meaning of a word is, they confirm your guess.
- If the details do not support what you think the meaning of a word is, you may have to self-correct, or go back and check the context again.
- One thing you can do to self-correct is reread the text. This means reading it again.

GUIDED INSTRUCTION

Authors often describe important words in many ways. Definitions, restatements, or examples point to the meaning. Read this text.

Musical Genres

Music can make people have different moods, such as sad, romantic, or excited. Music can make people so excited that the thrill makes them want to dance! Different musical genres create different feelings.

Musical genres are the different styles of music, such as classical, country, and hip-hop. Some music, such as dance, is fast, while R&B, Rhythm and Blues, is slower.

Each genre has its own style with music notes and beats played in different ways. Musicians can create new genres too, or they can mix many genres together in one song.

Music can tell a story, and it can capture life during a certain time. Musical genres relate feelings with sound. Music tells stories through the notes and lyrics that are played.

[Reading Level: 800–900L; Word Count: 123]



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TURN AND TALK

Find a partner and take turns reading sentences aloud to search for context clues. Sometimes hearing the text out loud can help you make sense of it.

"Musical Genres" has many context clues. Complete the chart below to help you find the meaning of some confusing words from the text. Some boxes are filled in for you.

UNKNOWN WORD	TEXT DEFINITION	CONTEXT CLUES
moods	feelings or states of mind	"Music can make people have different moods, such as sad, romantic, and excited." This sentence gives examples of moods to help define it.
genres	groups of music styles that have some of the same qualities	"Musical genres are the different styles of music, such as classical, country, and hip-hop." The definition of the word and examples of the word are given in the sentence.
relate	to tell something	"Music tells stories through the notes and lyrics." The word is defined in the next sentence by restating.

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How Am I Doing?

What questions do you have?

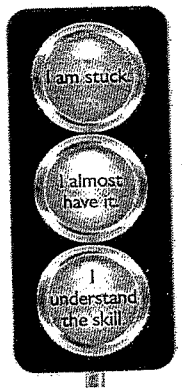
Write a step-by-step explanation reflecting your understanding of how context clues help you find the meaning of an unfamiliar word.

How does using context clues help you become a better reader?

SKETCH IT

Create a word map. In the middle of a sheet of paper, write a sentence with an unknown word from a story you have recently read. Draw a shape around the sentence and highlight the unknown word. In each corner of the paper, write a context clue from the story that helps you understand the meaning of the unknown word. Draw a shape around each context clue, then a line to connect it to the unknown word.

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



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INDEPENDENT PRACTICE

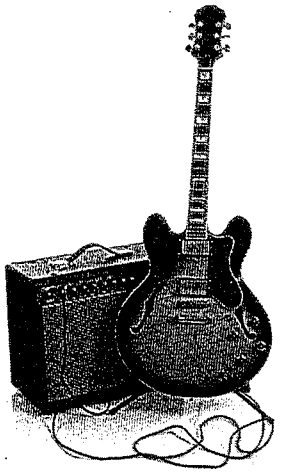
Read the article. Then, answer the questions that follow.

The Electric Guitar

Genre: History

SKETCH IT

In the margins of the story, draw quick sketches of key words. When you look back at the text, the images will give you a visual summary of what you read.



1 The classic guitar is an instrument that has been around since the sixteenth century. The electric guitar is an altered, or changed, version of the same instrument. It stays true to the original form of the classic guitar. However, technology led to many changes. One example is the materials used to make the guitars and the types of strings. The electric guitar has an interesting history. It starts from a need for louder guitars in the 1920s.

2 People didn't just *want* the guitar to be louder. They *needed* it to be louder. Musicians often played guitars as part of musical groups, mainly big bands. Other instruments, such as the horns, were much louder than the stringed instruments. This created the need to make the guitar louder, so it could be heard along with the rest of the band.

3 This need did not immediately lead to the invention of the electric guitar. First, guitar makers tried to make guitars louder by making them larger and by using steel strings. After they created microphones and speakers, it became much easier to make the sounds from the guitar louder. The microphones and speakers projected the sounds of the guitar.

4 Then, musical exploration during the 1930s led to the first electric guitar. An inventor named George Beauchamp created this one-of-a-kind guitar in 1931. Beauchamp and several others worked on the guitar when the sales were low due to the Great Depression.

5 Leo Fender, a manufacturer of electronic instruments, made the more well-known electric guitar in 1948. It was called the Fender Broadcaster. He then continued to make electric guitars. In 1951, Fender came out with the electric bass guitar. This guitar had three electric pickups, which catch the vibration, or movement, of sound and turn them into electric sound. At the time, guitars had two electric pickups.

6 A love of rock-and-roll music spread throughout the United States. Electric guitars grew in popularity. The electric guitar allows musicians to do much more with the sounds they make. They can change the tone of the music. For example, electric guitars are connected to speakers. The distance between them changes how loud the music is. Guitarists can experiment with ways to change the sounds. That freedom of musical expression was particularly important during the rock-and-roll movement.

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7 The electric guitar has continued to grow and change as technology has developed. A beloved musical instrument, its invention has changed the musical experience for musicians and their audiences forever.

[Reading Level: 750–850L; Word Count: 409]

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

1. Part A

What context clue provides the BEST meaning of the word altered in paragraph 1?

Ⓐ "changed"
Ⓑ "true"
Ⓒ "same"
Ⓓ "instrument"

THINK ABOUT IT

Replace *altered* with each of the answer choices and reread the sentence. Which option makes the most sense in context?

Part B

Which statement BEST describes how the answer to Part A helps the reader understand what the word altered means?

Ⓐ It provides an example of something altered.
Ⓑ It shows the dictionary definition of the word *altered*.
Ⓒ It restates the word *altered* using another word.
Ⓓ It explains the process of something being altered.

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

2. Part A

What is the BEST meaning of the word projected in paragraph 3?

Ⓐ kept the original sound
Ⓑ created new pickups
Ⓒ produced different sounds
Ⓓ sent the sound out farther

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Part B

Underline the phrase that BEST supports the answer to Part A.

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

3. Part A

Which word can replace the word exploration in paragraph 4?

Ⓐ bands
Ⓑ inventions
Ⓒ study
Ⓓ journey

TIPS AND TRICKS

Think about what paragraph 4 is mostly about. If you understand the overall content, you can determine meaning.

Part B

What context clue from paragraph 3 or 4 BEST supports the answer to Part A?

Ⓐ "The microphones and speakers projected the sounds of the guitar." (paragraph 3)
Ⓑ "led to the first electric guitar" (paragraph 4)
Ⓒ "Beauchamp and several others worked on the guitar" (paragraph 4)
Ⓓ "the sales were low due to the Great Depression" (paragraph 4)

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4. What is the meaning of the word manufacturer in paragraph 5? What context clues did you use to help you find the meaning of this word?

Sample response: I think the word "manufacturer" means someone who makes something. In the text, Leo Fender is a manufacturer of electronic instruments. It says in the paragraph that he made an electric guitar, the Fender Broadcaster. He also continued to make electric guitars after that. This shows me what the word "manufacturer" means.

5. What context clue provides the BEST meaning of the word vibration in paragraph 5?

Ⓐ "movement"
Ⓑ "sound"
Ⓒ "bass"
Ⓓ "pickup"

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6. Which context clue BEST shows the meaning of the phrase a beloved musical instrument in paragraph 7?

Ⓐ "The electric guitar has an interesting history. It starts from a need for louder guitars in the 1920s." (paragraph 1)

Ⓑ "This created the need to make the guitar louder, so it could be heard along with the rest of the band." (paragraph 2)

Ⓒ "In 1951, Fender came out with the electric bass guitar." (paragraph 5)

Ⓓ "A love of rock-and-roll music spread throughout the United States. Electric guitars grew in popularity." (paragraph 6)

7. Now that you know its meaning, how would you use synonyms to rewrite the phrase a beloved musical instrument to give the same message in a different way? Explain your thinking in your response.

Sample answer: *Beloved* means that people really like it, so I might change that word to "popular." The *musical instrument* the author is talking about is the electric guitar. The reading starts by talking about the classic guitar, so I might replace that phrase with "version of a classic instrument" In this story, "a beloved musical instrument" and "a popular version of a classic instrument" mean pretty much the same thing and get the same idea across to the reader.

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EXIT TICKET

4RF4c, 4L4a

In the Real-World Connection, Jacob used some strategies to interpret the word *bass* in his school band flier. What strategies did Jacob use to figure out the correct meaning of the word *bass*? Can you follow the same steps when you need help understanding confusing words?

Now that you have learned more about using context clues, you are ready to answer! Identify and explain the steps Jacob took to find the meaning of the unknown word. You may want to use these words in your response: **context, confirm, self-correct,** and **reread.**

Sample answer: When Jacob first read the word *bass* in the school band flier, he got the meaning wrong. He thought it referred to the fish, but he knew the word must be about music in some way so he **self-corrected** by **rereading** the text. He looked at the **context** and saw that the word came in a list of band instruments. He remembered there is a musical instrument called a bass, so that must be what the word meant. He **confirmed** his answer. I can use this same process when I come across a confusing word: self-correct, reread, search for context, and confirm my answer.

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WORDS TO KNOW

understanding	purpose
poetry	line
stanza	prose
inform	fluently
expression	entertain
orally	rate
rhythm	

Lesson 3

READ FOR UNDERSTANDING 4RF4a, 4RF4b

INTRODUCTION

Real-World Connection

MYSTERY AND SUSPENSE

Mario likes to read aloud. Recently, he found an interesting article about a camp created around a mystery theme. He read it for fun. He decides to read it aloud to his sister. He carefully pronounces each word as he reads. He reads at a good speed and changes his voice, depending on what he is reading. He raises his voice when reading the headings aloud.

Can you explain why Mario's reading techniques kept his sister interested in the story and helped her understand its message? In Guided Instruction and Independent Practice, we will learn more about reading for understanding and revisit Mario and his sister at the end of the lesson.



TURN AND TALK

Take turns reading stories aloud with a friend. While you read, make note of any words you have trouble pronouncing. Practice them until they become easy. This will help both of you understand the story.

What I Am Going to Learn

- How to read a text at my grade level with purpose and understanding
- How to read aloud at a good pace with expression in my voice

What I May Already Know 3RF4a, 3RF4b

- I know that when I read I need to focus on understanding the message.
- I know how to read aloud in a way to comprehend the text.

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Vocabulary in Action

As you read, you will notice some key vocabulary terms.

- When you read, you read for understanding, or the general meaning of the text.
- Purpose is the reason for doing something. The purpose for reading could be for fun or to learn something.
- Poetry is like a song. It has a special form and is made up of lines and stanzas.

  A line in a poem is a single row of words.

  A stanza in a poem is a group of lines.
- Prose is writing that is made up of sentences and paragraphs. Unlike poetry, it does not have a special form.
- One purpose of nonfiction is to inform, or teach about a topic.
- Reading a text fluently means reading correctly and at a smooth pace.
- When you read with expression, you use your voice to show your feelings and emotions.
- To entertain is to amuse.
- Reading text orally means reading it aloud. Reading aloud can help you say words correctly and understand the author's purpose.
- Rate is the speed at which you read.
- Rhythm is the beat of a poem. It helps to move the poem along.

TIPS AND TRICKS

When you read, try to answer three questions: Why am I reading? Why is the author writing? What exactly does the text say?

GUIDED INSTRUCTION

Understand What You Read

When reading, there are steps you can take to help yourself better understand the text. These steps apply to both prose and poetry. Here are some examples.

- Identify your purpose for reading.
- Identify the author's message.
- Ask yourself, "What is this about?"

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- Underline unfamiliar words and phrases, and look them up or use the nearby text to figure out the meanings.
- Make mental pictures of what you read.
- Take notes as you read.
- Pay attention to the facts and details.
- Look for connections.
- Explain what you read to another person.

Now read this story and apply these tips as you read.

A New Pet

"I have a new pet," Jillian called across the fence to her neighbor, Abigail. "Come see it." Abigail ran over to Jillian's house, excited to see Jillian's new pet. She was thinking about all the pets it could be: a puppy, a kitten, a goldfish, a rabbit, or maybe even a hermit crab. Jillian opened the door, grinning from cheek to cheek, and pointed to her new pet.

Gasping, Abigail covered her mouth, and asked, "Is it sleeping?"

Jillian replied, "Yes, it's *nocturnal*, so it sleeps during the day."

Staring curiously at the little creature, Abigail then asked, "Is it a hamster? He sure is funny-looking for a hamster. What do you feed it?"

The strange creature hung from a small branch as Jillian put a grape and an apple slice in a bowl next to it. Then, its eyes slowly opened and it climbed down and stared at them.

"No, it's not a hamster! It is an *omnivore*, which means it eats animals and plants. This little guy in particular likes to eat insects and nectar, but we give him fresh fruits or vegetables," explained Jillian.

"I've never seen such a thing—it looks like a flying squirrel!"

"It has *a gliding membrane*, so it can glide from tree to tree, but it doesn't fly like a bird, and it's not a squirrel."

"This is the coolest pet I've ever seen! What is it?" asked Abigail, staring intently at the animal.

"You have to guess!" replied Jillian, clearly having a good time with the guessing game.

[Reading Level: 750–850L; Word Count: 257]

SKETCH IT

Based on the descriptive words in the text, draw an image of Jillian's pet in the space above.

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Read with Fluency and Understanding

Mario wants to better understand the story, "A New Pet." Mario takes notes. He put the notes into categories. He wants to ensure he has all the facts to figure out what the new pet is. Can you complete the chart?

What is the purpose?	Although the text provides facts, the purpose of the story is to entertain. It is a story about two friends and a mystery pet. In the story, Jillian introduces Abigail to the pet.
What can you tell about Abigail?	She is curious about the animal. There are several details that show this, such as the questions she asks about the animal.
What is the animal?	Mario thinks the animal is a sugar glider. He looks up information about sugar gliders and sees that his guess was right!
How did Mario guess what the animal was?	Mario found the italicized words in the text. These words tell him specific features of the pet. It is active at night. It eats plants and meat. It glides but does not fly.

Part A

Which statement BEST explains when you should add expression to your voice while reading this story?

Ⓐ Add expression throughout the entire story.

Ⓑ Add expression when you are reading details about what the animal eats.

Ⓒ Add expression when you are reading about the animal gliding from tree to tree.

Ⓓ Add expression when you are reading about how unique the animal is.

HINT, HINT

Look back at the text. Punctuation marks such as question marks and exclamation points can give clues about where to read with expression.

Part B

Underline ONE line that you should read aloud with a lot of expression.

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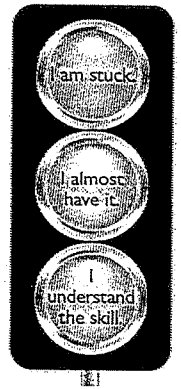
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TURN AND TALK

In a small group, brainstorm to list all of the things you read in the past day. Be as complete as you can. Include school books, magazines, Internet articles, the backs of cereal boxes, street signs, notes on the refrigerator door, and everything else. Then group these reading materials into categories. Base your categories on your purpose for reading the specific item. Then, work together to create a One Day of Reading mural. Illustrate it with drawings, photographs, and examples of text. Display it outside of your classroom.

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



How Am I Doing?

What questions do you have?

How can both the author and the reader of a text have a purpose?

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INDEPENDENT PRACTICE

Read the story to yourself and then read it aloud. Then, answer the questions that follow.

Excerpt from The Secret Garden

by Frances Hodgson Burnett | Genre: Novel

1 She had been lying awake turning from side to side for about an hour, when suddenly something made her sit up in bed and turn her head toward the door listening. She listened and she *listened.*

2 "It isn't the wind now," she said in a loud whisper. "That isn't the wind. It is different. It is that crying I heard before."

3 The door of her room was ajar and the sound came down the corridor, a faroff faint sound of fretful crying. She listened for a few minutes, and each minute she became more and more sure. She felt as if she must find out what it was. It seemed even stranger than the secret garden and the buried key. Perhaps the fact that she was in a rebellious mood made her bold. She put her foot out of bed and stood on the floor.

4 "I am going to find out what it is," she said, "Everybody is in bed and I don't care about Mrs. Medlock—I don't care!"

5 There was a candle by her bedside and she took it up and went softly out of the room. The corridor looked very long and dark, but she was too excited to mind that. She thought she remembered the corners she must turn to find the short corridor with the door covered with tapestry—the one Mrs. Medlock had come through the day she lost herself. The sound had come up that passage. So she went on with her dim light, almost feeling her way, her heart beating so loud that she fancied she could hear it. The far-off faint crying went on and led her. Sometimes it stopped for a moment or so and then began again. Was this the right corner to turn? She stopped and thought. Yes it was. Down this passage and then to the left, and then up two broad steps, and then to the right again. Yes, there was the tapestry door.

6 She pushed it open very gently and closed it behind her, and she stood in the corridor and could hear the crying quite plainly, though it was not loud. It was on the other side of the wall at her left and a few yards farther on there was a door. She could see a glimmer of light coming from beneath it. The Someone was crying in that room, and it was quite a young Someone.

7 So she walked to the door and pushed it open, and there she was standing in the room!

THINK ABOUT IT

The author is building suspense in this part of the story. Think about what you have read so far. Make predictions about what you think might happen next.

THINK ABOUT IT

Authors write to entertain, to persuade, or to inform. Try to figure out the author's purpose when you read. This will help you understand better.

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READING NOTES

8 It was a big room with ancient, handsome furniture in it. There was a low fire glowing faintly on the hearth and a night light burning by the side of a carved fourposted bed hung with brocade, and on the bed was lying a boy, crying fretfully.

9 Mary wondered if she was in a real place or if she had fallen asleep again and was dreaming without knowing it.

10 The boy had a sharp, delicate face the color of ivory and he seemed to have eyes too big for it. He had also a lot of hair which tumbled over his forehead in heavy locks and made his thin face seem smaller. He looked like a boy who had been ill, but he was crying more as if he were tired and cross than as if he were in pain.

11 Mary stood near the door with her candle in her hand, holding her breath. Then she crept across the room, and as she drew nearer the light attracted the boy's attention and he turned his head on his pillow and stared at her, his gray eyes opening so wide that they seemed immense.

12 "Who are you?" he said at last in a half-frightened whisper. "Are you a ghost?"

13 "No, I am not," Mary answered, her own whisper sounding half frightened. "Are you one?"

14 He stared and stared and stared. Mary could not help noticing what strange eyes he had. They were agate gray and they looked too big for his face because they had black lashes all round them.

15 "No," he replied after waiting a moment or so. "I am Colin."

16 "Who is Colin?" she faltered.

17 "I am Colin Craven. Who are you?"

18 "I am Mary Lennox. Mr. Craven is my uncle."

19 "He is my father," said the boy.

20 "Your father!" gasped Mary. "No one ever told me he had a boy! Why didn't they?"

21 "Come here," he said, still keeping his strange eyes fixed on her with an anxious expression.

22 She came close to the bed and he put out his hand and touched her.

23 "You are real, aren't you?" he said. "I have such real dreams very often. You might be one of them."

[Reading Level: 720–820L; Word Count: 787]

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1. What is the BEST explanation of what happens in the story?

Ⓐ Mary has a dream about a crying baby.

Ⓑ Mary escapes from Mrs. Medlock's home.

Ⓒ Mary sneaks out of her room and meets a boy named Colin.

Ⓓ Mary loses an important key in her house.

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

2. Part A

Read paragraph 4 aloud. Which statement BEST explains how the reader's voice should change?

Ⓐ When the reader says, "she said," he or she should say it in a whisper.

Ⓑ When the reader says, "Everybody is in bed," he or she should say it in a singsong voice.

Ⓒ When the reader says, "I am going to find out what it is," he or she should say it nervously.

Ⓓ When the reader says, "I don't care about Mrs. Medlock—I don't care!" he or she should say it loudly.

Part B

Which sentence BEST explains why the reader's voice would change?

Ⓐ The character is nervous about finding something.

Ⓑ The exclamation point after the words, "I don't care!" shows anger.

Ⓒ The statement, "everybody is in bed," shows a change that needs to stand out.

Ⓓ The phrase, "she said," needs to stand out because it is not a character saying it.

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3. Which TWO details from the story would BEST be read in a quiet voice?

Ⓐ "It isn't the wind now" (paragraph 2)

Ⓑ "I am going to find out what it is" (paragraph 4)

Ⓒ "Yes, there was the tapestry door." (paragraph 5)

Ⓓ "It was a big room with ancient, handsome furniture in it." (paragraph 8)

Ⓔ "Who are you?" (paragraph 12)

4. Underline ONE sentence from paragraphs 15–21 that would BEST be read in a loud voice.

5. Describe some tips a reader can use to improve his or her understanding of the story. Use evidence or examples from the story to support your answer.

Sample response: Readers can do several things to help them understand the story. For example, a reader could underline unfamiliar words and look up the meaning. The reader could read sentences out loud. Reading out loud can help a reader figure out how a character is feeling. For example, in paragraph 20, Mary gasps, "Your father!" A reader would most likely raise his or her voice because Mary is described as gasping. This tells the reader that Mary is feeling surprised.

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6. What do you think is the author's purpose for writing this text? What facts from the story can you use to support your answer?

Sample response: I believe that the author's purpose for writing this text is to entertain readers. From the strange noise in the night, to Mary's search around the big and scary mansion, to the discovery of Mary's pale and sick-looking cousin, the author builds suspense and makes the reader want to learn more. This mysterious tale is definitely meant to entertain!

TIPS AND TRICKS

Consider what the story is about. This will help you figure out the purpose.

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EXIT TICKET

RF4a, RF4b

Now that you have learned how to read for understanding, you are ready to revisit Mario and the Real-World Connection.



When Mario read the mystery article to his sister, he did several things. He pronounced words carefully, he read at a good speed, and he changed his voice at certain points in the reading. Why do Mario's reading techniques keep his sister interested in the story and help her understand the story's message?

Use what you have learned in this lesson to craft your response. You may want to use the following vocabulary words: *understanding*, *fluently*, *rate*, *expression*, and *entertain*.

Sample answer: Mario uses many different techniques to encourage his sister's understanding of the article. He makes sure to read fluently and at a good rate, which means that he reads without mistakes and at a smooth pace. To make sure to entertain his sister, he changes the expression of his voice when he gets to interesting parts. These techniques keep his sister engaged and focused on understanding the author's message.

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THINK ABOUT IT

Similes help paint pictures in your mind. They help you better imagine the thing the author describes.

TURN AND TALK

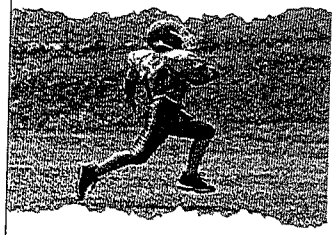
With a partner, discuss the ways in which the use of simile and metaphor create vivid images whereas literal words may make the story less exciting.

Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

- Figurative language is different from literal meaning because the language is not direct and clear. Instead, it creates images in your mind and makes you think about what the author is trying to say.
- Literal words mean exactly what the dictionary says they mean. They are direct and clear.
- A simile describes something by using the words *like* or *as* to compare it to something else.
- A metaphor describes something by calling it something else.

GUIDED INSTRUCTION



Authors can use literal and figurative language to describe what is taking place in the story. Read the following passage about Nathan's football game.

Hero of the Day

Nathan had the football, and he was not going to lose it. With the prize tucked under his arm, he narrowed his eyes and focused on the goal line. He ran—boy, did he run! He was a freight train, and when number 89 dove to tackle him, Nathan ducked and shot around him. Numbers 42 and 36 tried to block the way, but Nathan broke through. They fell like plastic toy soldiers, and Nathan was unstoppable. The crowd roared as he crossed into the end zone: Touchdown!

[Reading Level: 700–800L; Word Count: 88]

HINT, HINT

Remember that a simile is figurative language that says something is *like* something else. Which answer choice shows where the author uses this language?

Part A

Where in the story does the author use a simile?

Ⓐ when describing the prize tucked under his arm
Ⓑ when describing how fast Nathan ran
Ⓒ when describing how Nathan avoided being tackled
Ⓓ when describing how the other players were defeated

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Part B

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

The author uses metaphors in the story. The left column identifies the metaphors. Follow these steps. Step 1: Read each metaphor. Step 2: Fill in the column that explains what is compared. Step 3: Fill in the column that explains the meaning.

METAPHOR	COMPARISON	MEANING
"with the prize tucked under his arm."	the football to a prize	Nathan protects the ball from other players trying to get it.
"He was a freight train"	Nathan to a freight train	Nathan is fast and powerful as he runs.

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TURN AND TALK

Work with a partner to write three similes and three metaphors. Share them with your classmates.

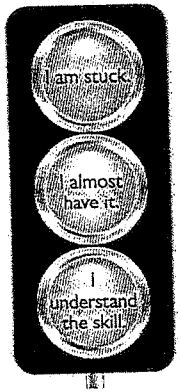
How Am I Doing?

What questions do you have?

Share which you like better, metaphor or simile, and explain why.

Why do you think using similes and metaphors makes a story more interesting?

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



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INDEPENDENT PRACTICE

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

Lucía Scores a Goal

Genre: Short Story



1 We have only two minutes left to score a goal, and the scoreboard is blank like a fresh chalkboard. We're tied zero to zero; it isn't unusual to have a soccer game with a very low score. I block the other team's attempt to score a goal with my shin. The ball lands in front of me, and we don't have much more time. I'm so tired that I sound like a broken air pump when I breathe. I start dribbling the ball toward the opposite team's goal.

2 My teammates run forward alongside me like a gaggle of geese. I try to find a teammate I can pass to, but the other team is blocking everyone. I shuffle forward and reach the halfway point. I'm a jaguar on the hunt, sprinting across the field. A member of the opposite team gets close to me and tries to take the ball from me, but I move like a dancer and apply some fancy footwork to confuse her. The other player is taken by surprise as I sneak past her with the ball.

3 A true ninja in the game, I slip the ball past two more players and dart into the penalty box. It's just the goalie and me now; a one-on-one showdown. The goalie stares me down, and time is a clogged drain, barely moving. I take a moment to decide where along the goal line I will try to aim. I lift my leg up like a golfer lifts a club, and then bring it down and launch the ball toward the upper-left corner of the goal. The ball is a rocket through the air. The goalie leaps to block it but misses. Then the ball hits the goal post and bounces back! I am a rhino charging toward the ball headfirst. The ball bounces off my head and into the goal. My team roars and cheers while the scorekeeper puts a "1" under our team's name. My teammate Taylor gives me a high five while the referee blows the whistle. The game has ended. We won—we are the champions!

[Reading Level: 750–850L; Word Count: 351]

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

1. Part A

In paragraph 1, to what does the author compare the scoreboard?

Ⓐ The author compares the scoreboard to a clear chalkboard.

Ⓑ The author compares the scoreboard to a broken air pump.

Ⓒ The author compares the scoreboard to a blocked score attempt.

Ⓓ The author compares the scoreboard to a game without many points.

Part B

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

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

2. Part A

In paragraph 1, how does the author use figurative language to describe Lucía being tired?

Ⓐ The author uses a metaphor to describe the soccer ball.

Ⓑ The author uses a simile to describe how Lucía dribbled the ball.

Ⓒ The author uses a simile to describe the sound of Lucía's breathing.

Ⓓ The author uses a metaphor to describe the opposite team's goal.

Part B

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

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3. What does the author mean by the phrase A true ninja in the game in paragraph 3?

Ⓐ Lucía is dressed in black.

Ⓑ Lucía is very sneaky with the ball.

Ⓒ Lucía is running fast.

Ⓓ Lucía is afraid of the other players.

4. Which TWO quotes from the story contain figurative language?

Ⓐ "We're tied zero to zero; it isn't unusual to have a soccer game with a very low score." (paragraph 1)

Ⓑ "I start dribbling the ball toward the opposite team's goal." (paragraph 1)

Ⓒ "I move like a dancer and apply some fancy footwork to confuse her." (paragraph 2)

Ⓓ "The goalie stares me down, and time is a clogged drain, barely moving." (paragraph 3)

Ⓔ "I take a moment to decide where along the goal line I will try to aim." (paragraph 3)

Ⓕ "Then the ball hits the goal post and bounces back!" (paragraph 3)

TIPS AND TRICKS

Figurative language seems to say one thing, but it actually means something else. You cannot take it literally.

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

5. Part A

What does the author mean by mentioning a rhino in paragraph 3?

Ⓐ The soccer ball feels as heavy as a rhino.

Ⓑ The mascot for the team Lucía plays for is a rhino.

Ⓒ Lucía is running at the ball as forcefully as a rhino.

Ⓓ The goalie is as tough-looking as a rhino.

Part B

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

6. The author wants to describe how high Lucía jumps by comparing her to a gymnast. Write a simile and a metaphor that the author could write about Lucía's jumping skills. What is the difference between a simile and a metaphor?

Sample response: A simile is description that uses "like" or "as" to compare two unlike things. A metaphor is a description that compares two things by saying they are the same. The author could write the simile, "Lucía jumped high like a gymnast." The author could also write the metaphor, "Lucía was a gymnast when she jumped high."

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7. Cross out the metaphors and similes in paragraph 2. Reread the paragraph. Write a short paragraph that explains how the meaning has changed.

Student answers will vary, but they should include crossing out "like a gaggle of geese," "I'm a jaguar on the hunt," and "move like a dancer."

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EXIT TICKET

Now that you have mastered how to identify metaphor and simile, let's revisit the Real-World Connection and Marco's use of simile and metaphor.



Remember Marco's description of throwing the ball? Marco said, "That flew like a bird. It was an eagle in the air." How does Jamie know Marco is not being literal? How can she explain what Marco means? Explain how Jamie knows Marco is not being literal and how she knows what he means.

Sample answer: Jamie knows that the ball is not actually a bird, so Marco must be comparing it to a bird. When he says, "flew like a bird," he uses a simile to describe the way the ball moves through the air. When he says, "it was an eagle in the air," he uses a metaphor to compare it to the way an eagle flies.

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Lesson 5

RECOGNIZE IDIOMS, ADAGES, AND PROVERBS 4L5b

WORDS TO KNOW
idiom
adage
proverb

INTRODUCTION

Real-World Connection

FAMILY LIFE



Fatima is learning how to sew a pillow. Her mom is teaching her. She leaves a small opening to stuff the pillow, but she is not sure how to close the seam. Her mom says, "It's a piece of cake!" Fatima knows that her mom is not talking about an actual piece of cake. The expression is an idiom. It means that closing the seam will be easy. Fatima's mom explains each step, but she notices that Fatima is rushing and leaving holes in the seam. She tells Fatima, "A stitch in time saves nine." Fatima's mom used an old adage. What do you think she meant? We will practice the necessary skills in Guided Instruction and Independent Practice. Then, at the end of the lesson we will revisit Fatima and her mom.

What I Am Going to Learn

- How to identify common idioms, adages, and proverbs
- How to explain the meaning of idioms, adages, and proverbs

What I May Already Know 3L5a, 3L4a

- I know how to identify literal and nonliteral meanings of words and phrases.
- I know how to use sentences as clues to figure out the meanings of words or phrases.

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Vocabulary in Action

You will come across words that are used in many ways.

- An idiom is a phrase that means something different from its actual words. It is not the literal meaning of the phrase.

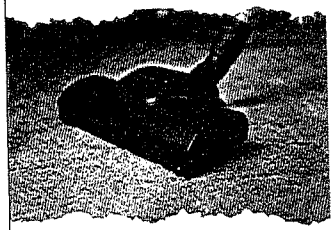
IDIOM	MEANING
Right before the audition, *I got cold feet.*	I got nervous.
Those shoes *cost an arm and a leg.*	They are expensive.
I'm all ears.	You have my full attention.

- An adage or proverb is an old saying that tells about a general truth. For example, have you heard the adage "the early bird catches the worm"? It means that the person who acts early will have the most opportunities.

ADAGE/PROVERB	MEANING
Look before you leap.	Think about the possible dangers before taking action.
Where there's smoke, there's fire.	If you find clues that something is going wrong, it probably is.
A penny saved is a penny earned.	It is as useful to save your money as it is to earn more.

GUIDED INSTRUCTION

Fatima and her mother read this story together. As you read, underline examples of idioms, adages, and proverbs.



Chore Day

My Saturday morning chores always seem to slip my mind, and this morning was no different. I forgot all about my chores when I agreed to meet my friends at the park. Just as I was about to sprint out the door, I heard my dad call out, "Charlene, hold your horses!" By the sound of his voice, I knew I was in hot water for sure.

I froze with my hand on the doorknob. "Yes, Dad?" I responded without turning around.

"Aren't you forgetting something?" he inquired.

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My mind raced, trying to come up with a good excuse for not doing my chores, but there was nothing I could say that would get me out of this one. Finally, turning to face my dad, I said, "I know, work comes before play. . ."

"Yes, that's true, but that's not why I stopped you," he smiled. "It's raining cats and dogs out there, so you need to wear your raincoat and rain boots."

"Oh!" I exclaimed with relief. "I thought you were going to tell me to do my chores. . ." The words came out of my mouth before I realized what I was doing, which was effectively turning myself in.

"Well, now I am," he laughed. "You can start by vacuuming the living room."

I guess that old adage is true—a closed mouth catches no flies.

[Reading Level: 700–800L; Word Count: 226]

Part A

What is the meaning of the adage a closed mouth catches no flies?

- (A) It is hard to get in trouble if you do not say anything.
- (B) Things we do not talk about will get us in trouble.
- (C) It is important to speak up to avoid trouble.
- (D) You will get in trouble if you say something.

Part B

Underline a sentence from the passage that BEST supports the answer to Part A. ["The words came out of my mouth..."]

Complete the chart by filling in the meanings of the idioms found in the text.

IDIOMS	MEANING
"slip my mind"	forgot
"in hot water"	in trouble
"hold your horses"	wait
"raining cats and dogs"	raining very heavily

SKETCH IT

On a separate sheet of paper, create a cartoon that shows the literal translation of one of the idioms found in the text.

TIPS AND TRICKS

Picture what is happening as you read. Underline phrases that do not match the meanings of their individual words.

HINT, HINT

Look at the words and phrases around the saying, a closed mouth catches no flies. Charlene's words and actions offer clues.

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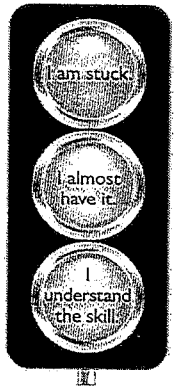
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TURN AND TALK

Work with a partner. Find a collection of adages online or in the library. They can be serious or humorous. Choose one that you think is especially appropriate for someone your age. Write a short story that uses that adage as its last line. Does your adage create a mental image? If so, add a drawing to your short story. Share with your classmates.

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



How Am I Doing?

What questions do you have?

Why might it be difficult for a reader when an author includes a lot of idioms?

Why do you think proverbs and adages exist?

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INDEPENDENT PRACTICE

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

Baking Bash

Genre: Short Story



1 "There's going to be a bake sale at school tomorrow," I told my dad as we drove home from after-school care. "It's to help raise money for the new gymnasium."

2 "Oh, yeah?" Dad said. "Sounds like fun."

3 "Will you help me bake something?" I asked. Mom used to bake with me, but now it was just Dad, my brother, Patrick, and I.

4 "I'm a fish out of water when it comes to cooking," he said. "You know that."

5 I did know that. Last year, at Thanksgiving, Dad was in charge of watching the turkey in the oven. He forgot about it, though, and it burned to a crisp.

6 "I can't do it alone," I reminded him. "Baking is hard!"

7 Dad laughed. "That's a good point, and it would be nice to spend some time together."

8 "So that means you'll help?" I asked hopefully.

9 "Yes, it does," he said, "if you let your little brother help, too."

10 I groaned. Patrick was two years younger than I and could barely mix batter in a bowl without spilling the flour all over. Beggars can't be choosers, though, so I agreed to Dad's terms. I hoped Patrick would not want to help because he was a couch potato who preferred television over chores, but I was out of luck—Patrick was excited to help out.

11 Once we got home, Dad, Patrick, and I pulled out Mom's old cookbooks and flipped through the many pictures of delicious desserts. We all agreed on double-chocolate brownies, and while Dad got the ingredients we would need, I helped Patrick tie on an apron.

12 "Better safe than sorry," Dad explained when Patrick began to whine. "We don't want you staining your school clothes with chocolate."

13 Our first attempt at baking the brownies went down the drain, though. Patrick added more baking powder to the mix while Dad and I were not looking. Then Dad set the temperature on the oven too high. The brownies came out a burned mess.

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READING NOTES

14 "No use crying over spilled milk," Dad said. "We'll just have to try again."

15 This time, Dad watched closely as I poured the ingredients into the mixing bowl. Then Patrick stirred the batter, and Dad poured it into the pan and set it into the oven at the correct temperature. We checked on the brownies occasionally to make sure everything was going as planned. The warm, sweet smell of chocolate began to fill the house. The brownies seemed to bake at a snail's pace, but just when I thought they would never finish, the timer on the oven rang.

16 "All done," Dad said. "Let's take a look."

17 Dad slipped two oven mitts onto his hands and pulled out the pan. All three of us peered down at the brownies. They looked perfect!

18 "Signed, sealed, and delivered," Dad said as he held the brownies up proudly. "Turns out we were great chefs all along."

[Reading Level: 700–800L; Word Count: 483]

1. What are TWO possible meanings of the idiom fish out of water as used in paragraph 4?

Ⓐ someone who has a difficult time making friends
Ⓑ someone who becomes lost very easily
Ⓒ someone who does not like to try new things
Ⓓ someone who is uncomfortable in a certain place or situation
Ⓔ someone who is not good at something because of a lack of practice

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

2. Part A

What is the meaning of the proverb beggars can't be choosers in paragraph 10?

Ⓐ People with little money must find others to help them.
Ⓑ People with no other options must be happy with what is offered.
Ⓒ People who wait too long for good opportunities may miss out.
Ⓓ People who are in hopeless situations must ask for help.

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Part B

Which detail BEST supports the answer in Part A?

Ⓐ "I can't do it alone," I reminded him. "Baking is hard!" (paragraph 6)
Ⓑ "So that means you'll help?" I asked hopefully. (paragraph 8)
Ⓒ "Yes, it does," he said. "if you let your little brother help, too." (paragraph 9)
Ⓓ "Better safe than sorry," Dad explained when Patrick began to whine. (paragraph 12)

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

3. Part A

What is the meaning of the idiom couch potato in paragraph 10?

Ⓐ a person who sits around all day and does not go outside to play
Ⓑ a person who watches cooking shows and can make a baked potato
Ⓒ a person who does not offer to help others when they are in need
Ⓓ a person who is often overlooked and just blends in with the crowd

TIPS AND TRICKS

Think about the literal meaning of words within the idiom.

Part B

Underline ONE detail in paragraph 10 that BEST supports the answer to Part A.

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

4. Part A

What is the meaning of the idiom at a snail's pace in paragraph 15?

Ⓐ gentle
Ⓑ slow
Ⓒ thoughtful
Ⓓ watchful

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Part B

Underline ONE detail in paragraph 15 that BEST supports the answer in Part A.

▶ THINK ABOUT IT

Think about what the characters are doing when they say an adage.

5. In paragraph 14, what does Dad mean when he says, "No use crying over spilled milk"? Use the clues in the story to explain the meaning.

Sample response: This adage means there is no point in getting upset over something that you cannot change. I know because Dad says, "We'll just have to try again."

6. What does Dad mean when he says, "Signed, sealed, and delivered," in paragraph 18? Use the clues in the story to explain the meaning.

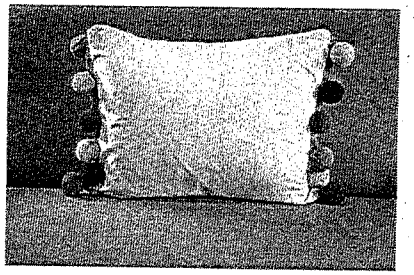
Sample response: When Dad says, "Signed, sealed, and delivered," he means the brownies are finished. The clues that helped me to determine the meaning are "All done" and "Turns out." Dad uses this expression to show his excitement that the brownies are done cooking and turned out perfectly.

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EXIT TICKET

4.5b

Now you have mastered how to identify idioms, proverbs, and adages. Let's revisit the Real-World Connection with Fatima. Sometimes Fatima does not understand the sayings her mom uses. Fatima has to use context clues to try to understand them. The clues help her figure out what her mom means. Remember that Fatima's mom said, "A stitch in time saves nine" when she saw Fatima rushing and leaving holes in the seam. What does this adage mean? How do you know?



This adage means that it will be easier for Fatima to fix the holes in the seam now than if she leaves them for later. I know because Fatima's mom said it when she saw Fatima rushing and leaving holes in the seam. They might get bigger and would be harder for Fatima to fix later.

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UNIT 2

WORDS TO KNOW
synonym
antonym

Lesson 6

IDENTIFY SYNONYMS AND ANTONYMS 4L5c

INTRODUCTION

Real-World Connection

FANTASY

Caleb likes reading fantasy books. He likes books about dragons and magic. He is reading a book called *The Sorcerer's Secrets*. His younger sister reads the title. She asks, "What's a sorcerer?" Caleb explains that a sorcerer is like a wizard. She understands the word *wizard* and makes the connection that both words have the same meaning.

Then Caleb tells his sister about the main character in the book. "He is kindhearted, but other wizards in the book are wicked," he says. She does not know the meaning of *kindhearted*, but she understands *wicked*. How could she figure out the meaning of *kindhearted*? We will practice the necessary skills in Guided Instruction and Independent Practice. At the end of the lesson, we will revisit Caleb's fantasy book.

TURN AND TALK

With a partner, create a list of words that mean the opposite of *kindhearted*. Then create a list of words with similar meanings to *kindhearted*.



What I Am Going to Learn

- How to figure out the meaning of a word by connecting it to a word that means the opposite
- How to figure out the meaning of a word by connecting it to a word with a similar meaning

What I May Already Know 3L4c, 3L5b

- I know how to use a root word to figure out the meaning of an unknown word.
- I know how to figure out connections between words and their use.

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Vocabulary in Action

As you read, you will come across words that are used in many ways.

- A synonym is a word that has the same meaning as another word. For instance, *sorcerer* and *wizard* both mean a person with magical powers.
- An antonym is a word that means the opposite of another word. For instance, *small* is the opposite of *big*.

TIPS AND TRICKS

Synonym and *similar* begin with "s." This can help you remember the meaning of *synonym*.

GUIDED INSTRUCTION

You can use a synonym or antonym of an unknown word to figure out that word's meaning. Read this page from the book Caleb is reading.

Return of the Dragons, Part 1

Just below the buildings and streets of the human world, there is another world. It is a world set in total darkness and inhabited by strange-looking creatures. They are called Underdragons.

Hundreds of years ago, their ancestors freely roamed the earth, but they were forced into hiding by dragon slayers who turned killing them into a sport. The dragons were desperate to save their kind. They dug deep into the earth and created a safe refuge.

After hundreds of years below ground, the Underdragons are ready to regain their place in the sun, but many things have changed on earth. The countryside where they once lived is now a busy city. They have never seen cars or trains or planes. Dragons and birds were the only things able to fly in their day.

[Reading Level: 750–850L; Word Count: 134]



SKETCH IT

Think about the description of the "strange-looking creatures," the Underdragons. On a separate sheet of paper, draw how you imagine they look.

This chart shows synonyms and antonyms for the underlined words in the story. Can you complete the chart?

WORD	SYNONYMS	ANTONYMS
roamed	wandered, strolled, prowled	ran, went directly, stayed
deep	buried, far	shallow
place	spot, home	no place, nowhere
busy	active, lively	inactive, quiet

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Read another page from *Return of the Dragons*. Try to figure out a synonym for the underlined word.

Return of the Dragons, Part 2

"When shall we begin our expedition north, Papa?" asked Randolf. The young Underdragon had heard stories of life on Earth. He could not wait to find out if what the elder dragons said about the above world was true.

"We shall go when we get word from the exploration team that the passageway is clear," replied Randolf's father. "But I suspect word will come soon, son."

Most of the Underdragons were eager for adventure, but there were a few elders who had already decided to stay behind—no matter what the expedition team found.

[Reading Level: 830–930L; Word Count: 94]

HINT, HINT

Substitute each answer choice for expedition in the passage. The synonym is the word that you can substitute without changing the meaning of the original sentence.

Part A

Which word is a synonym of expedition?

Ⓐ arrival
Ⓑ voyage
Ⓒ team
Ⓓ halt

Part B

Underline TWO words in the story that work together as an antonym of expedition.

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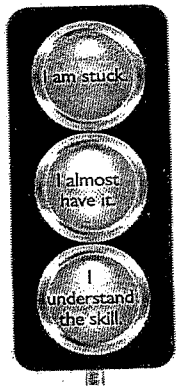
How Am I Doing?

What questions do you have?

Why do you think it is important to be able to identify synonyms and antonyms?

Explain how you think it helps to figure out the meaning of a word by using that word's opposite.

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



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INDEPENDENT PRACTICE

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

The Dream

Genre: Short Story

1 Jackson stood at the end of the table in the cafeteria, about to deliver the last line of his joke. "And that is why giraffes have such long necks," he announced with a gigantic smile. However, much to his surprise, everyone just sat there eating their lunches. There was not a single chuckle among his friends—they even seemed to be avoiding eye contact with him.

2 Later that afternoon, Jackson noticed his best friend Cooper coming down the stairs, so he yelled, "Hey, Super Cooper!" across the crowded hallway. Usually Cooper thought Jackson's nicknames for him were amusing, but this time Cooper ignored Jackson and kept walking.

3 What is going on? Jackson thought, a frown settling on his face. He was not making anyone laugh today, like he usually did.



4 At the end of the school day, Jackson went to his locker and then, as he often did, pretended to accidentally close the door on his fingers. He bellowed as if in terrible pain. Typically, he got two different responses to this performance: either someone would run over to help, or everyone would roll their eyes and laugh. To his surprise, Jackson did not get either accustomed response—in fact, no one even seemed to notice his prank. Jackson felt disappointed, even a little embarrassed.

5 What a strange and unpleasant day, he thought as he trudged toward the bus. Just then, Jackson spotted his sister Charlotte waiting in line to board the bus. "Hey, Little Lottie," he shouted. "What is wrong with everyone today? Charlotte? Charlotte?" She still did not reply so he increased the volume of his voice and shouted her name again.

6 From the front of the line, Charlotte yelled, "What?"

7 Jackson's eyes snapped open and he realized he was still in bed.

8 "What do you want?" Charlotte asked, sticking her head into her brother's bedroom. "Whatever it is, you had better hurry and get ready for school or you will be late."

9 "No, I have already been at school all day," murmured Jackson in a confused, sleepy voice.

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10 "Being a ridiculous clown as usual," Charlotte said, shaking her head at her brother.

11 Jackson beamed—now that was more like it!

[Reading Level: 750–850L; Word Count: 361]

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

1. Part A

Which word is a synonym of the word announced in paragraph 1?

Ⓐ employed
Ⓑ sensed
Ⓒ thought
Ⓓ stated

Part B

Underline another synonym of the word announced in paragraph 1.

HINT, HINT

Read each question and answer choice carefully before answering.

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

2. Part A

Which word from the story is a synonym of the word avoiding in paragraph 1?

Ⓐ "noticed" (paragraph 2)
Ⓑ "ignored" (paragraph 2)
Ⓒ "settling" (paragraph 3)
Ⓓ "pretended" (paragraph 4)

Part B

Underline ONE detail that BEST supports the answer to Part A.

[See paragraph 2.]

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3. Which word is an antonym of the word amusing in paragraph 2?

Ⓐ "serious"
Ⓑ "bold"
Ⓒ "witty"
Ⓓ "interesting"

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

4. Part A

Which word from the story is an antonym of the word frown in paragraph 3?

Ⓐ "joke" (paragraph 1)
Ⓑ "bellowed" (paragraph 4)
Ⓒ "disappointed" (paragraph 4)
Ⓓ "beamed" (paragraph 11)

Part B

In paragraph 3, underline another antonym of the word frown.

TIPS AND TRICKS

Think about what is happening in paragraph 4.

5. Which word is a synonym of the word accustomed in paragraph 4?

Ⓐ decided
Ⓑ agreed
Ⓒ familiar
Ⓓ polite

6. Choose ONE antonym and ONE synonym for the word unpleasant in paragraph 5.

Ⓐ notable
Ⓑ delightful
Ⓒ recognizable
Ⓓ uninteresting
Ⓔ disagreeable
Ⓕ effective

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7. What is a synonym of the word accidentally as it is used in paragraph 4? What is an antonym of the word accidentally? Use details from the story to support your response.

Sample response: "By mistake" and "accidentally" are synonyms. "On purpose" and "accidentally" are antonyms. The passage states that Jackson bellowed, which means he is pretending to be in pain. If he is pretending to be in pain, he is also pretending to close the door on his fingers.

8. The story about Jackson was a fantasy, a dream. Think of a time when you or a friend might have had a dream similar to Jackson's. Using synonyms and antonyms, write a short story telling what happened. Underline the synonyms and antonyms you use in your story.

Student answers will vary.

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EXIT TICKET

Now you know how to identify synonyms and antonyms. Let's revisit the Real-World Connection and Caleb's fantasy book. Caleb describes the main character in the book as "*kindhearted.*" He describes the others as "wicked." His sister does not know the meaning of *kindhearted*, but she understands *wicked*. How can she figure out the meaning of *kindhearted*?



Caleb says only the main character is "kindhearted," while the other characters are "wicked." His sister can figure out that kindhearted is the opposite of wicked. She knows the meaning of wicked is "mean," so she can figure out that kindhearted is an antonym of wicked. Kindhearted must mean nice.

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Lesson 7

USE CONTENT WORDS 4L6

INTRODUCTION

WORDS TO KNOW
conversational
academic
domain-specific
signal word

Real-World Connection

SCIENCE CONNECTION

Kirk likes to tell people he has a green thumb, but his thumb is not green. He just really likes growing green plants! He has a science fair project coming up soon. His project is about how plants make their own food.

Kirk talks to his friends about his plants. He uses words like *cool* and *neat* to describe his plants, but Kirk also needs to talk about his plants to the science fair judges. He knows he needs to use different words to explain to them his science project. He needs to come up with content words that are specific to the subject of how plants make food. What kind of words can Kirk use to talk properly about his science fair project? We will practice the necessary skills in Guided Instruction and Independent Practice. At the end of the lesson, we will revisit Kirk's science fair project.

TURN AND TALK

With a partner, think of some examples of everyday words you would use to describe a science project to a friend. Now think of words you would use to speak about your project with a science fair judge. How many words are on both lists? Explain why.



What I Am Going to Learn

- How to determine the meaning of a word in context
- How to determine the meaning of words that are specific to a topic

What I May Already Know 3L6

- I know how to identify and use the best word to make its meaning clear.

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THINK ABOUT IT

If you come across a word you are not sure about using when speaking with a teacher, ask yourself if you would use it when speaking with a friend. Academic and domain-specific words serve a purpose. We do not speak the same words with a teacher that we might with a friend.

Vocabulary in Action

As you read, you will come across words that are used in many ways.

- People speak differently with different people. If you are talking with your friends, you would use conversational words. These are the words you hear and use every day.
- If you are writing an essay for class, you use academic words. Academic words can be found in textbooks and classrooms. They are usually bigger and more precise words that clearly describe ideas. Take a look at the chart below. It shows how academic words give more precise meanings and descriptions than words used in everyday conversations with friends.

	EVERYDAY WORD	ACADEMIC WORD
DESCRIBING ACTIONS	My friend and I *checked out* the article.	My friend and I *analyzed* the article.
DESCRIBING EMOTIONS	Louie was *happy* to see his grandmother again.	Louie was *delighted* to see his grandmother again.
DESCRIBING STATES OF BEING	He reviewed the test until he was *sure* about his answers.	He reviewed the test until he was *certain about* his answers.

TIPS AND TRICKS

A glossary or dictionary can help you find the meanings of domain-specific words. A glossary can be found at the back of a book. A dictionary is a book or online resource.

- If you were reading a book about science, you would probably see domain-specific words. A domain is an area of study. A domain-specific word is specific or related to a topic. Domain-specific words for history could be *treaty* or *amendment*. If you were writing about technology, domain-specific words could be *pixel* or *podcast*.
- A signal word is a word that describes a relationship between ideas. Words such as *then* and *instead* are some examples. You use signal words in conversations and writing. If you are making a comparison, you might use the signal words *also* and *too*. They show how two things are similar. If you are making a contrast, you might use the signal words *but* and *however*. They show how two things are different.

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GUIDED INSTRUCTION

Read this passage about solar eclipses. Look for domain-specific words for science.

Solar Eclipse

A solar eclipse occurs when the moon passes between the sun and Earth. When it does this, it casts a shadow on certain parts of Earth. Sometimes, the sun is completely blocked by the moon. Other times, it is only partly blocked. The darkest part of the shadow is called the umbra, which you can see when the moon completely blocks the sun. You should never look directly at a solar eclipse while it is happening, however. You must use protective eyewear so you do not hurt your eyes.

[Reading Level: 750–850L; Word Count: 89]

Part A

What is the meaning of the domain-specific word umbra?

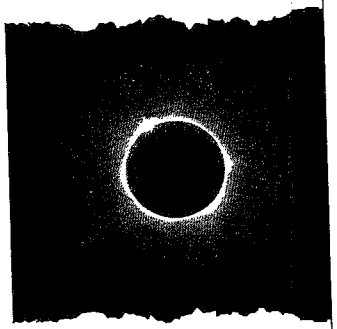
(A) the darkest part of the eclipse's shadow
(B) the time when people watch an eclipse
(C) protective eyewear used to watch an eclipse
(D) the passing of the moon between the sun and Earth

Part B

Underline the phrase in the text that BEST supports the answer to Part A.

TURN AND TALK

Where in the text does the author use a word that is not often found outside science topics?



HINT, HINT

Authors will often define difficult terms in the text. Which choice provides the definition for the word that the author gives?

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SKETCH IT

Draw a few examples of conversational words you use and hear every day.

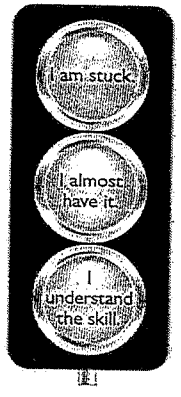
How Am I Doing?

What questions do you have?

Write a few examples of conversational words you use and hear every day.

Imagine you want to explain to both your teacher and your best friend the differences between crocodiles and alligators. Would you need to use different signal words to show this relationship when talking to each of these people? Why or why not?

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



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INDEPENDENT PRACTICE

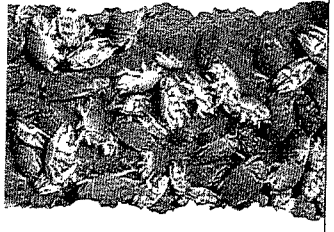
Read the article. Then, answer the questions that follow.

Holey Moley!

by Lyn Sirota | Genre: Magazine Article

1 Imagine it's a summer afternoon at the beach. Your friends bury you in wet sand right up to your neck. The sand sticks to sunscreen lotion on your skin like peanut butter sticks to bread. The foamy ocean water dances right up to the tips of your toes. Just as your friends finish patting the last bit of sand, you feel something. It's itchy. Yikes, it's tickling your rear end . . . No, it's crawling up your bathing suit!

2 You scream! You can't stand up because the wet sand is heavy, so you wiggle your way out and grab this thing out of your bathing suit with lightning speed. What is it? It looks like a cockroach or a gray beetle. It seems to be walking backward in your hand. It has ten legs. Holey moley—it's a crab! It's a mole crab.



3 See? The creature from your suit isn't so big. The Atlantic mole crab, which can be found along the coast from Massachusetts to Florida, is one of the smallest crabs around. Females grow to only one to one and a half inches, and males grow to about half an inch.

4 These crabs can't hurt you because they don't have pincers like many other crabs. And since it isn't easy to know which end of the mole crab is the front, here's a hint: watch the direction in which the crab moves. Mole crabs move backward.

5 Even when you've figured out which end its mouth is on, you don't need to worry about the crab snacking on your toes. Mole crabs eat only small creatures from the ocean, such as plankton and bacteria. These crabs have feathery antennae that trap tiny pieces of food. They filter particles in the water and then use their antennae to remove the food and brush it into their mouths.

6 When they're ready, each female mole crab lays thousands of tiny, bright orange eggs. The mother carries these eggs attached under her body for months. After they hatch, mole crab babies, or larvae, are on their own. The larvae don't look like their parents; they are tiny, spiny, see-through creatures with big heads and bulging eyes. As the larvae grow, they molt, which means they shed their entire outer layer of skin. During the larval and molting stages of young mole crabs, some are washed ashore while others float out to sea with the currents.

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7 Mole crabs protect themselves by digging underneath the sand as seawater washes over them. Hiding helps them avoid being eaten by shorebirds, larger crabs, or fish. Sometimes fishermen with mesh wire nets attached to poles gather mole crabs to use as bait.

8 You can gather mole crabs, too! Instead of waiting for one to climb into your bathing suit, grab the biggest bucket you can find. A yellow or white bucket is best because dark colors get hotter faster than light colors. The last thing you want to do is make these wonderful creatures overheat.

9 Have you ever seen tiny holes in the sand where the seawater meets the beach? Find a spot that is close to the water near these holes. Use your hands to dig down as wide and as deep as you can. You might even dig a mole crab right into your hands! Don't get frustrated when seawater pools into your sand hole. And be on the lookout—the mole crab's gray shell camouflages it in the sand. When you find one, feel its silky shell and its prickly legs. It's fun to race crabs or hold them gently to admire their delicate beauty, but be sure to release them back into a seawater pool when you're finished.

10 Next time you're at the beach, looking for something to do, see if you can find some crabs before they find you!

[Reading Level: 800–900L; Word Count: 634]

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

HINT, HINT

Remember that signal words show relationships, such as order.

1. **Part A**

Where in paragraph 1 does the author use a signal word?

Ⓐ when describing the summer afternoon
Ⓑ when describing the foamy ocean water
Ⓒ when describing the action of the friend
Ⓓ when describing the types of creatures

Part B

Underline the detail that BEST supports the answer to Part A.

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2. Read these sentences from paragraph 2. Write each sentence in the chart that names the correct type of language it uses.

"It looks like a cockroach or a gray beetle. It seems to be walking backward in your hand. . . . It's a mole crab."

EVERYDAY LANGUAGE	"It seems to be walking backward in your hand."
ACADEMIC LANGUAGE	"It looks like a cockroach or a gray beetle."
DOMAIN-SPECIFIC LANGUAGE	"It's a mole crab."

3. Read this sentence from paragraph 4.

"These crabs can't hurt you because they don't have pincers like many other crabs."

Which word is a synonym for pincers?

Ⓐ hands Ⓑ antennae
Ⓒ whiskers Ⓓ claws

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

4. **Part A**

Which phrase from paragraph 5 is an academic phrase?

Ⓐ "even when" Ⓑ "snacking on"
Ⓒ "tiny pieces" Ⓓ "filter particles"

HINT, HINT

Remember that academic language is more formal than everyday language and you can apply it to more than one subject.

Part B

Explain what makes the correct phrase in Part A an academic phrase instead of a conversational phrase.

Sample response: The phrase "filter particles" is an academic phrase because it is mostly used in school settings. The phrase is too formal for most people to use in daily life. This formality is why it is not a conversational phrase.

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5. In paragraph 9, which sentence contains academic language and which sentence contains domain-specific language?

   Ⓐ "Have you ever seen tiny holes in the sand where the seawater meets the beach?"

   Ⓑ "Find a spot close to the water near these holes."

   Ⓒ "Use your hands to dig down as wide and as deep as you can."

   Ⓓ "You might even dig a mole crab right into your hands!"

   Ⓔ "Don't get frustrated when seawater pools into your sand hole."

   Ⓕ "When you find one, feel its silky shell and its prickly legs."

6. Describe the difference between academic language and domain-specific language. Use examples from the text to support your answer.

Sample response: Academic language is more formal than everyday conversation. For example, in paragraph 4, the word "hint" is used. This is academic because it is the type of formal word to be used in school. Domain-specific language is used to describe specific areas of study. For example, in paragraph 9, the word "camouflages" is used to describe something that mole crabs do. It means to hide.

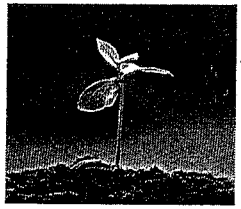
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EXIT TICKET

Now you know how to identify and use content words. Let's revisit the Real-World Connection.

Imagine you are helping Kirk review his explanation of his science fair project. He will present this explanation to the judges. He has included several science-specific words. These words are not often used outside of science topics. Recall what you have learned about how to identify and determine the meaning of words that are specific to a topic. Then, read Kirk's paragraph and complete the chart below. Supply the meaning of each underlined word in the text.

A Plant's Food



Plants, like people, require food to survive, but their process is different from our own. Plants make food through photosynthesis. This is the process by which plants convert carbon dioxide and sunlight into food. The leaves of plants contain chlorophyll. Chlorophyll is what makes the leaves green! It also helps to make food by taking in water, nutrients, carbon dioxide, and energy. Nutrients are minerals that help the plants grow, and carbon dioxide is a gas that the plants take in. Clearly, plants are smart life forms!

[Reading Level: 700–800L; Word Count: 87]

SCIENCE-SPECIFIC WORDS	MEANINGS
photosynthesis	This is the way plants turn raw ingredients into food for themselves.
carbon dioxide	It is a gas that plants take in, along with sunlight, to help them make food.
chlorophyll	It is what gives plants their green color.
nutrients	They are healthy minerals that plants take in to help them grow.

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UNIT 2

WORDS TO KNOW

dictionary
synonym
syllable
guide word
thesaurus

Lesson 8

USE REFERENCE MATERIALS 4L4c

INTRODUCTION

Real-World Connection

GEOGRAPHY CONNECTION

Aaron's family is moving to a new city. Aaron is excited about living in a new place. He wants to learn about his new home, so he finds the city on a map, but how can he learn more? He can look in a reference book in his school library, or he can search the Internet. He does an Internet search and reads about the city. He does not understand some of the words, though. How can Aaron find the meaning of the new words? We'll practice finding the meaning of new words in Guided Instruction and Independent Practice. Then, we will revisit Aaron at the end of the lesson.



What I Am Going to Learn

- How to use different resources to understand word meanings
- How to use different resources to find similar words

TIPS AND TRICKS

When you read, keep track of words you do not know. Underline, highlight, or write them down in a notebook.

What I May Already Know 3L4c, 2L4c

- I know how to use root words to determine the meaning of new words.
- I know how to use words I already know to help me understand new words.

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Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

A dictionary tells what words mean.

A synonym is a word that has almost the same meaning as another word.

A syllable is a word part. In the dictionary, words are broken into syllables, or word parts. A dictionary can also help you find the root of a word.

A guide word is a word that is found at the top of a dictionary page. Guide words tell the first and last word you can find on the page.

Aaron found this entry on the page with guide words.
left • lemon

> legend \'lĕ - jend\ *noun* 1. a story from the past, *syn* myth 2. a list of symbols on a map, *syn* key

The dictionary entry lists the following things about a word.

- Pronunciation guide with symbols (\'lĕ - jend\)
- Word broken into syllables, or word parts, with hyphens in the pronunciation guide ('lĕ ' is the first syllable and 'jend' is the second)
- Part of speech (*noun*)
- First meaning (1. a story from the past)
- Synonym (*syn* myth)
- Second meaning (2. a list of symbols on a map)

A thesaurus is a list of many different synonyms. A thesaurus is a great way to look up a word.

Aaron found this entry in a thesaurus.

> legend *noun* myth: fiction, story, fairy tale; key: guide, table

TIPS AND TRICKS

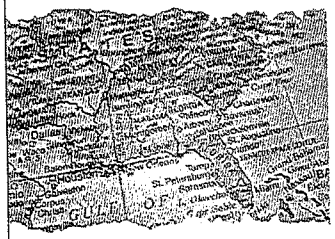
Some dictionary entries have pictures. Look at them closely. They can help you understand word meanings.

HINT, HINT

Before you look up words you do not know, read the text carefully to see if it gives any clues about the meaning of the word.

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GUIDED INSTRUCTION



The Southeastern United States

Read this text Aaron found about the region where his family will live.

The Southeast

The Southeast of the United States is known for its warm weather and crops. The weather is warm for most of the year, so some crops will grow year-round.

The largest city in the Southeast is Jacksonville, Florida. It has many neighborhoods and an active business zone. Jacksonville also has many tourists who visit for its beautiful beaches and parks.

[Reading Level: 750–850L; Word Count: 60]

THINK ABOUT IT

Ask yourself, "Which meaning makes the most sense with the text?" Rule out any meanings that do not make sense with what you read.

Part A

Read the dictionary entry. Which meaning of zone in the text is correct?

> zone \'zōn\ noun 1. any of the areas of the earth's surface named for temperature, such as *frigid zone* 2. a section of a city or region set apart for a special purpose, *syn.* area, district, region 3. an area on a sports playing field

Ⓐ any of the areas of Earth's surface named for temperature

Ⓑ a section of a city or region set apart for a special purpose

Ⓒ area, district, region

Ⓓ an area on a sports playing field

Part B

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

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How Am I Doing?

What questions do you have?

Explain the difference between using a print and online dictionary.

How do you usually find the meaning of words you do not know?

SKETCH IT

Choose a word from the dictionary. On a separate sheet of paper, draw an image of each definition of the word.

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



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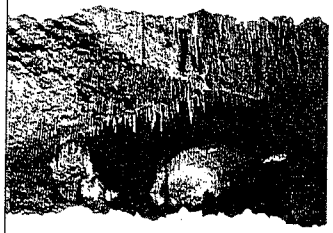
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INDEPENDENT PRACTICE

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

Carlsbad Cavern

Genre: Tourism Guide



Carlsbad Cavern

1 Carlsbad Cavern is an astonishing sight! It is a cave located in Carlsbad Caverns National Park in New Mexico. The park is located in the Guadalupe Mountains and in the Chihuahuan Desert.

2 The national park has more than 119 limestone caves. Carlsbad Cavern is the most famous of them all. People come from around the world to appreciate the cave's natural beauty.

3 The caves formed underground millions of years ago. As water carved its way through the limestone rocks, the caves slowly formed. Scientists have explored miles of passageways in the caverns.

4 Each of the caves in the Carlsbad Cavern has different chambers. Scientists have given them different names. The "Big Room" is said to be the most remarkable. Here you can see mineral formations called stalactites hanging from the ceiling and formations called stalagmites rising from floor. The "Big Room" has a tall, arching roof that is more than 250 feet high.

5 Another amazing sight at the Carlsbad Cavern is the Mexican Free-Tailed Bat that calls the cavern its home. At sunset each night, the bats fly out from the entrance of the cavern to hunt for insects. Many visitors find this sight as amazing as the cavern itself.

TIPS AND TRICKS

Sometimes, you have to look in a dictionary or thesaurus for a root word. For example, instead of looking up "running," look up "run."

6 Visitors can take walking tours of the chambers. They have the option of going on their own or following a tour guide. However, some of the chambers are still unstable, or unsafe. Trails to these chambers are off-limits to visitors. Management advises visitors to bring light jackets because the temperature inside the cavern stays constant all year round at 56 degrees.

7 While the Carlsbad Cavern is now well-known to many visitors, scientists are still exploring it. They constantly discover new things about this underground world. Carlsbad Cavern is truly a wonder of nature!

[Reading Level: 750–850L; Word Count: 295]

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1. Read the dictionary entry.

> appreciate \ə - 'prē - shē - āt\ verb 1. to be grateful for 2. to value and admire 3. to grow in value

What does it tell you about the correct way to pronounce appreciate?

Ⓐ It has three syllables.

Ⓑ The second syllable is stressed.

Ⓒ The last syllable has a schwa sound.

Ⓓ It has only short vowel sounds.

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

2. Part A

Which word is a synonym for cavern?

Ⓐ passageway

Ⓑ underground

Ⓒ chamber

Ⓓ cave

Part B

Which TWO details from the article BEST support the answer to Part A?

Ⓐ "It is a cave located in Carlsbad Caverns National Park in New Mexico." (paragraph 1)

Ⓑ "The caves formed underground millions of years ago." (paragraph 3)

Ⓒ "Scientists have explored miles of passageways in the caverns." (paragraph 3)

Ⓓ "Visitors can take walking tours of the chambers." (paragraph 6)

Ⓔ "While the Carlsbad Cavern is now well-known to many visitors, scientists are still exploring it." (paragraph 7)

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

3. Part A

What is the meaning of the word chambers in paragraph 4?

Ⓐ judge's office
Ⓑ meeting place
Ⓒ room
Ⓓ closet

Part B

Which part of a dictionary could be used to check the answer to Part A?

Ⓐ definition
Ⓑ pronunciation guide
Ⓒ guide words
Ⓓ part of speech

HINT, HINT

Try replacing the word *chambers* with each answer. With which answer does the sentence still make sense?

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

4. Part A

What is the meaning of the word off-limits in paragraph 6?

Ⓐ out of reach
Ⓑ safe
Ⓒ open
Ⓓ closed

Part B

Which part of a dictionary could be used to quickly find the entry for off-limits?

Ⓐ meaning
Ⓑ pronunciation guide
Ⓒ guide words
Ⓓ part of speech

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5. What is the meaning of *constant* in paragraph 6? Explain how you know. Refer to the article and to a dictionary or thesaurus if needed.

Sample response: "Constant" means "the same." I know because the paragraph says the temperature stays the same all year.

6. What is the meaning of astonishing in paragraph 1? Explain how you know. Refer to the article and to a dictionary or thesaurus if needed. Then use astonishing in a sentence of your own.

Sample response: "Astonishing" means "amazing," because it describes 119 caves and the descriptions of the caves show that it is amazing. Here is a possible sentence: Finding the Carlsbad Caverns for the first time was an astonishing discovery.

TIPS AND TRICKS

If you look up the word in a dictionary, remember that some words have multiple meanings. Make sure you are looking for the right one that matches the context of the passage you are reading.

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EXIT TICKET

Now that you have mastered the art of using reference materials to determine the meaning of unknown words, let's revisit the Real-World Connection.

On the Internet or in an encyclopedia, Aaron can find information about Chicago, the new city his family is moving to. He found this information, but he does not understand the meaning of some of the words. Read the information below about Chicago. Help Aaron by telling him where to look to get the information he needs to understand the meaning of the highlighted words. Fill out the chart below.

The Windy City

Chicago is known around the world as the "Windy City." The city with the blustery nickname has frigid breezes, wind gusts that come off Lake Michigan and sweep through the city's street. The gusts that come off Lake Michigan can be jarring for many first-time visitors. This is especially true during the city's famous harsh winters. Chicago is one of the largest cities in the United States. It is also known for its skyline, framed with skyscrapers and bold architecture. Chicago is also home to many of the most renowned art museums in the country, featuring the famous works of the Impressionists.

[Reading Level: 700–800; Word Count: 98]

1. Where can Aaron find information about the new city his family will move to?	On the Internet or in a reference book in the library
2. Where can Aaron find a synonym for the word *blustery* to try to determine its meaning?	Thesaurus
3. Where can Aaron find the meaning of *frigid*?	Dictionary
4. Where can Aaron find the root word for *jarring* to determine its meaning?	Dictionary
5. Where can Aaron find the meaning and root word of *renowned*?	Dictionary
6. Where can Aaron research to find information about the *Impressionists*?	In a reference book or on the Internet

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Lesson 9

WRITE OPINION PIECES 4W1, 4W4

INTRODUCTION

Real-World Connection

MUSIC

Monica's parents signed her up for piano lessons. However, Monica does not want to take piano lessons! She wants to learn how to play the electric guitar instead. She hopes her parents will understand how she feels about the different instrument. She decides to write a letter to her parents. She writes down the reasons she thinks the guitar is the better fit for her. How can Monica help her parents understand her point of view? We will practice the skills needed to develop a good opinion piece in Guided Instruction and Independent Practice. Then, we will revisit Monica and her parents at the end of the lesson.

What I Am Going to Learn

- How to write opinion pieces on topics or texts that fit the task, purpose, and audience
- How to support my point of view with reasons and information
- How to link my opinions and reasons using words and phrases such as *for instance*, *in order to*, and *in addition*
- How to conclude my writing with a statement related to the opinion

What I May Already Know 3W1, 3W4

- I know how to write opinion pieces on topics or texts, with guidance or help from adults.
- I know how to use linking words and phrases.
- I know how to write a conclusion.

WORDS TO KNOW

opinion
point of view
fact
reason
linking word
conclusion



THINK ABOUT IT

Think of a topic. Share one opinion and one fact about that topic.

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Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

An opinion is a personal belief or thought about something. When you say, "I believe...," I think...," or "...is best," you are giving your opinion.

A point of view is another word for an opinion. Your point of view is the way you see something.

A fact can support your reasons. Facts are true statements that you can prove.

It is important to know the difference between facts and opinions. Here are some examples.

TOPIC	OPINION	FACT
music	I think jazz music is awesome.	Miles Davis was a famous jazz musician.
food	This restaurant has better noodles than that restaurant.	The restaurant has 10 different kinds of noodles on the menu.
sports	Soccer is the greatest sport in the world.	The Wildcats won the soccer game by a score of 3 to 2.

A reason is a statement that supports why you feel the way you do.

Read the chart below. Monica lists some reasons for her opinions. She then lists facts and details to support each reason.

REASON	FACTS	DETAILS
Playing electric guitar is good exercise.	Because you can play guitar standing up, it is a workout for your arms and legs.	Playing guitar burns about 90 calories per hour.
Playing the guitar is more convenient than playing the piano.	I can carry a guitar anywhere, unlike a piano.	Taking my guitar with me anywhere means I would be able to practice much more.
I can use headphones with a guitar.	Learning an instrument requires hours of loud practice.	If I can play with headphones on, I would not disturb other people around me.

A linking word connects reasons and facts.

- Words to connect reasons – *first, next, finally, because, also, more importantly, of course, as well, from,* and *additionally*
- Words to connect facts and details – *in fact, for instance, for example, in this way, often, once, like,* and *such as*

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A conclusion is where you wrap up your thoughts in a final sentence or paragraph. In your conclusion, restate your opinion and give readers something to think about. You might end your opinion piece by doing one of the following.

- Restate your opinion, using different words.
- Ask your readers to do something or think about something.
- Make a final point or give an explanation.

GUIDED INSTRUCTION

Read the following opinion piece that a student wrote about why it is helpful to listen to music while doing homework. As you read, follow the instructions in the margin.

Homework with Mozart

Genre: Student Sample Writing

I think listening to music while I do my homework is important, but my parents disagree. They argue that it would be better for me to study in silence. I did some online research and found that music can help some students study.

Music relaxes me. Listening to music makes me feel happier. It is better to do homework while I am in a good mood. The music also helps me tune out sounds that might distract me, like the television or people having a conversation nearby.

A study done in 2002 found that children who listened to calming music while doing math problems performed better than those who worked in silence. The researchers believe music boosts mood and increases motivation. I believe that is true for me as well. I am more driven to finish my homework if I have music.

Of course, I also read that the type of music is important in this context. Music with lyrics, for example, can be distracting. When I listen to music with words, it's hard to resist singing along. This way, the lyrics can distract me from reading. Volume also makes a difference. Very loud pop music, for example, is not as soothing as soft piano music.

From what I learned through my research, the best kind of music to listen to when studying is classical music. Studies have shown it is very relaxing. In fact, it can even lower a person's blood pressure. Most classical music is instrumental. It makes the perfect background for studying.

Circle the writer's opinion. Underline the sentence that introduces the topic.

Underline the reason that the writer gives for his/her opinion.

Underline the sentence that supports the reasons with facts or details.

Circle three linking words the writer uses to connect ideas.

Underline the facts and reasons the writer gives to support the position.

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Underline the conclusion that makes a final point and resolves the topic.

My parents and I came up with a good agreement. They said I could listen to music while I study, as long as it is classical. So far, I have been playing Mozart or Bach. I have kept up with my homework. Plus, I am learning to enjoy a different kind of music.

[Reading Level: N/A; Word Count: 309]

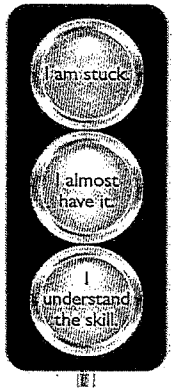
How Am I Doing?

What questions do you have?

Give two examples of two topics you feel strongly about.

How do you usually try to get someone to agree with your opinion? Explain.

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



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INDEPENDENT PRACTICE

1. Do you think all students should learn to play a musical instrument in school? Use the outline below to plan an opinion piece.

I. Introduction

A. Introduce your topic.

B. State your opinion on the topic.

II. Reason #1

A. State your first reason.

B. Give facts and details to support your reason.

III. Reason #2

A. State your second reason.

B. Give facts and details to support your reason.

IV. Reason #3

A. State your third reason.

B. Give facts and details to support your reason.

V. Conclusion

A. Restate your opinion.

B. Add a final thought or explanation.

THINK ABOUT IT

Before you state your opinion, think about why you feel the way you do. Make sure you can think of at least three good reasons for your opinion.

THINK ABOUT IT

Think about ways to give your opinion again without using the exact same words you used in the introduction.

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In the space below, write your opinion piece on learning to play a musical instrument. Give clear reasons for your opinion and support them with facts and details.

Student responses will vary.

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WRITING CHECKLIST

- ☐ Did you state your opinion?
- ☐ Did you give reasons for your opinion?
- ☐ Did you include facts and details to support your reason?
- ☐ Did you write a conclusion?

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EXIT TICKET

4W 4W2

Now that you have written your own opinion piece, let's revisit the Real-World Connection.

Imagine you are one of Monica's friends and you have the same problem—you would rather play guitar than the piano. Write a sentence that states your opinion. Write one reason for your opinion. Then, give one fact to support your reason.

My Opinion	Student responses will vary.
My Reason	
My Fact or Detail to Support My Reason	

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Lesson 10

WRITE INFORMATIVE TEXTS 4W2, 4W4

INTRODUCTION

Real-World Connection

SPORTS AND RECREATION

Cody's teacher asks students to write a paper about their favorite activity. They will explain the activity to the class. Cody wants to write about football. He knows that some students in his class do not know much about football. He needs to write something that will help them understand. He is not sure how to get started. What should he do to plan what he will write? What can he do to make sure he informs his readers well? We will practice the skills in Guided Instruction and Independent Practice. Then, we will revisit Cody at the end of the lesson.

What I Am Going to Learn

- How to organize an informative text
- How to use linking words to help readers follow my ideas
- How to choose words that are clear and relate to my topic

What I May Already Know 3W2, 3W4

- I know it is important to include facts and details in my writing.
- I know I need to arrange my text with a beginning, a middle, and an end.

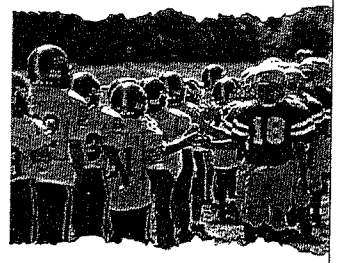
Vocabulary in Action

As you read, you will come across words that are used in many ways.

An informative text informs people. It tells about people, events, or subjects. An informative text must be organized to include an introduction, body, and conclusion. Textbooks, newspapers, brochures, and magazines are all informative texts.

WORDS TO KNOW

- informative text
- introduction
- preview
- inform
- explain
- precise
- domain-specific
- conclusion
- linking word



TURN AND TALK

Discuss what informative texts you have read recently. What topics would you like to learn about?

TIPS AND TRICKS

When taking a test, plan and organize your ideas into a short outline before writing.

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THINK ABOUT IT

Think about your purpose—why you are writing. Then think about your audience—who will read your writing. These will help you focus on the best way to explain your ideas.

An introduction provides an overall explanation of the topic. It tells readers what they will learn about. When you preview a topic, you tell readers what they will learn. Here are some ways to give readers a preview.

- Tell why the topic is important.
- Give background or history.
- Give an interesting fact or quote.
- Ask a question that you will answer.
- Connect to something readers know.

When you inform, you give facts and details about a subject. You tell *who, what, when,* and *where*. When you explain, you tell how something is done. You tell *why* and *how*.

- Precise words are exact and correct.
- Domain-specific words are words that are specific for your topic.

Cody wrote these sentences to explain his topic.

PRECISE WORDS	*Eleven* players take the field on the offense or defense.
DOMAIN-SPECIFIC WORDS	The *quarterback passes* or hands off the ball. The quarterback is the leader of the *offense*.

The conclusion wraps up the information. It connects the ideas in the body to the main topic. A good conclusion does the following.

- It restates the ideas from the main topic and body and completes your ideas.
- It does not add any new information.
- It gives a short example.
- It gives the reader something to think about.

A linking word connects ideas. Linking words tell how ideas are related. Linking words can show the order of events and how ideas are alike or are different. They also signal when examples or details are added.

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This chart shows some words writers use to connect ideas.

ORDER OR SEQUENCE	first, next, then, finally
EXAMPLES AND MORE INFORMATION	another, also, in addition, for example, for instance, in fact, such as
DIFFERENCES AND SIMILARITIES	however, in contrast, unlike, although, similarly, also, too, like

Make an outline to plan your main ideas. Here is Cody's outline. Each Roman numeral will be a paragraph.

I. Introduction

II. Players and positions

III. Equipment and safety

IV. How to play

V. Conclusion

In the body, you might have several paragraphs. In each paragraph, focus on one main idea. In each paragraph, Cody will give facts and details. Add examples and explanations. You can also use numbers, facts, or quotes from experts.

Cody listed facts and details for his first body paragraph.

PLAYERS AND POSITIONS	Number of players Offense (quarterback, running backs, receivers) Defense (tackle, linebacker, safety) Special teams (kicker, holder, punter)

The more details you include, the better your reader will understand. Sometimes, you may want to add something extra. Pictures, charts, and headings can help your reader understand the information.

TIPS AND TRICKS

After you finish your text, go back and look for ways you can include more precise and domain-specific words. These should help readers understand your text better.

SKETCH IT

Choose your favorite sport or game. Imagine you will inform readers about your topic. Illustrations help to inform readers by giving them visual images. Think about what illustrations might help inform readers. Sketch things such as the ball or other equipment used.

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GUIDED INSTRUCTION

Read the following student text about how to play volleyball. Notice how the student organized related information into paragraphs. Underline any linking words you find. Circle any domain-specific words.

How to Play Volleyball

Genre: Student Sample Writing

Many boys and girls the world over enjoy volleyball. Indoor volleyball is a team sport that students from grade school through college play. Even adults play. While people play volleyball at the pool or park with few rules, indoor volleyball has strict rules. ❶

First, think of a court split down the middle by a net. Each team has six players who play on one side of the court. The players move after each point. There are three players in the back row and three in the front. The players in the front row block and hit. The players in the back row receive the serve and then pass. ❷

To start the game, one team serves the ball. The ball can be served overhand or underhand. Once the ball goes over the net, the other team can touch it only three times. However, a block does not count as a touch. If a player blocks a serve and it stays on the same side, the team has three hits left. The goal is to receive the ball and hit it back in three hits. To win a point, one team hits the ball where the other team cannot return it.

There are rules about boundary lines. The back line is the service line. The server must hit the ball from behind this line. If the server steps over the line, it is a foot fault. The other team then wins the point and gets the next serve as well. If a team serves a ball that lands outside the boundaries and the other team does not touch it, the other team wins the point.

Finally, the first team to earn 25 points wins. For a game to end, a team must win by two points, which means a close game is played past 25. Teams play up to three games in a match. The best two out of three games decides the winner. If each team wins one game, a third game is played. This last game is only to 15 points.

This might seem like a lot of rules, but volleyball is a great sport. It takes only a few games for the rules to sink in. ❸ Like any sport, the key to winning volleyball is practice!

[Reading Level: N/A; Word Count: 379]

❶ The first paragraph introduces the topic.

❷ The writer explains ideas with facts and details.

❸ A conclusion wraps up the text.

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Part A

Complete the table below to show the organization of this informative text.

Introduction	Volleyball, who can play, where to play
Body paragraph 1	The volleyball court Players
Body paragraph 2	How to play and score
Body paragraph 3	Other rules
Body paragraph 4	How to win
Conclusion	Volleyball is fun and easy to learn.

Part B

Fill in the table below with the linking words you found in the text. How do the words help readers understand the text?

LINKING WORDS	FUNCTION
"First"	Sequence or order, shows readers how to set up for volleyball on the court
"To start"	Sequence or order, shows readers how to begin a game of volleyball
"However"	Differences and similarities, shows reader the difference between a block and a touch
"Finally"	Sequence or order, shows readers how to win a game of volleyball

HINT, HINT

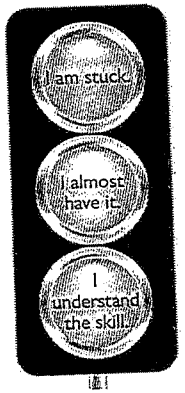
Look at the table of linking words in the Vocabulary in Action section. How do linking words usually connect ideas?

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SKETCH IT

Draw a diagram with connecting boxes. First, draw two smaller boxes on either side of your paper for the introduction and conclusion. Next, in the middle draw a large vertical rectangle for the paragraphs. Quickly write information from the story or create your own. Cover one of the parts with your hand. Notice how each part has a job that contributes to the reader's understanding.

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



How Am I Doing?

What questions do you have?

Explain what jobs the introduction, body paragraphs, and conclusion do for the reader.

Choose a favorite activity. Write definitions of two domain-specific words related to that activity.

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INDEPENDENT PRACTICE

1. Write an informative report about your favorite sport or hobby. Use the outline to plan your text.

I. Introduction

A. Preview your topic.

II. Main Idea #1

A. State your first main idea.

B. Give facts and details to explain.

III. Main Idea #2

A. Second main idea

B. Facts and details

IV. Main Idea #3

A. Third main idea

B. Facts and details

V. Conclusion

A. Wrap up your topic.

HINT, HINT

Tell what your text will be about.

TIPS AND TRICKS

Group related information together. Keep facts and details with the idea they explain.

THINK ABOUT IT

Make sure your conclusion wraps up your ideas and follows from the details in your text.

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In the space below, write your informative text about your favorite sport. Explain your ideas with facts and details.

Student responses will vary.

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WRITING CHECKLIST

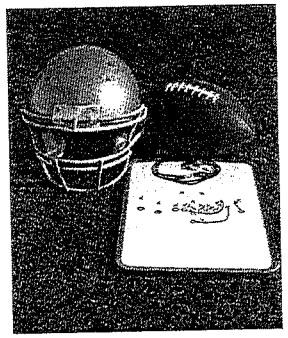
- ☐ Did you outline your ideas?
- ☐ Did you follow your outline and include details?
- ☐ Did you clearly organize your ideas?
- ☐ Did you write in complete sentences?
- ☐ Did you check your spelling and punctuation?
- ☐ Did you give credit to outside sources that you used?

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EXIT TICKET

4W2, 4W4

Now you have practiced planning and writing informational texts. Let's return to the Real-World Connection. Cody wants to write an informative text about football for his classmates. Give Cody instructions on how to do this. How can he plan his text and keep his ideas organized? How should he start and end his text? How can he choose the best words to explain his topic? How can he help readers see the relationship between ideas in his paragraphs? Remember what you learned about linking words and domain-specific words.



Sample answer: Cody should plan his informative text by writing an outline. His outline should start with an introduction that previews the topic. It should end with a conclusion that wraps up his ideas. In between, he should include body paragraphs that each focus on one main idea such as "Players and positions," "Equipment and safety," and "How to play." In his body paragraphs, he should use precise domain-specific words to inform the reader about his ideas. He should define any unfamiliar domain-specific words to help explain the ideas. He should use linking words to connect his ideas.

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WORDS TO KNOW
narrative
organization
dialogue

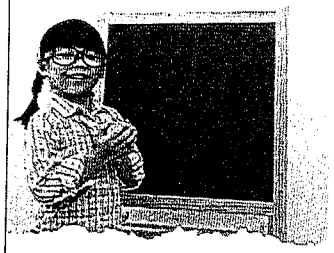
Lesson 11

WRITE NARRATIVES 4W3, 4W4

INTRODUCTION

Real-World Connection

PERSONAL CHALLENGES



Judith had trouble with math. Her teacher helped her find a tutor. Judith was nervous about working with someone she did not know, but the tutor explained how to do problems. He was patient and encouraging. Judith got an 81 on her math test! She wants to tell her classmates about her experience. What are some techniques she can use to make her story interesting to read? We will practice the skills in Guided Instruction and Independent Practice. Then, we will revisit Judith at the end of the lesson.

What I Am Going to Learn

- How to plan and organize a narrative text
- How to use details and dialogue to make a narrative interesting
- How to revise and edit a narrative

What I May Already Know 3W3, 3W4

- I know that a narrative should tell about events in order.
- I know that a narrator is the person telling the story.
- I know that narratives include the thoughts and experiences of the characters.

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Vocabulary in Action

As you read, you will come across words that are used in many ways.

- A narrative is a story. It can be about a real or an imagined experience. Using first-person or third-person point of view, a narrative tells what happened.
- In a story, organization means the events are in order so that the story makes sense.
- Dialogue is the words the characters say that show how they feel and think.

Before writing a narrative, think about your purpose. You may want to inform or entertain. You might want readers to be inspired.

Plan your narrative. Make a list of things to do at the beginning, in the middle, and at the end of your narrative.

WRITING A NARRATIVE	
Beginning	Introduce the narrator and the characters. Introduce the topic. Tell when and where the story takes place. Grab the reader's attention.
Middle	Tell what happens, beginning with the first event.
End	Bring the story to a close. Explain why this experience was important.

At the beginning of your narrative, write about what happened first. Use linking words to show the sequence of events.

Use these tips for drafting your own narrative.

- Begin with a strong introduction.
- Use *I*, *me*, and *my*.
- Tell how your feelings changed as things happened.
- Put events in an order that makes sense.
- Use time-order words and phrases.
- Include details that tell how things look, sound, smell, taste, or feel.
- Include dialogue. Put quotation marks around dialogue. Use words like *said* and *whispered* to show how people spoke.

SKETCH IT

Think of an interesting event that you have experienced, one that was either humorous or that taught you a lesson. Organize your narrative in a sequence using frames, like a cartoon. Illustrate a beginning, middle, and end. Use word bubbles for dialogue. Notice any descriptive details in your drawing and include them in your writing.

THINK ABOUT IT

Think of some ways you can start a narrative to interest your reader at the beginning of your narrative. Is there an interesting place or thing you could describe? Is there some dialogue that introduces the narrator and another character?

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- End with a strong conclusion. Think about what readers should learn from your experience. For example, should they learn to be patient even when things seem impossible? Should they learn the value of hard work?

When you have written a first copy of your story, go back and look at it again. What can you make better? This is called *revision*. Here are some ideas.

- Move paragraphs to make the order of events clear.
- Take out sentences that are not connected to the topic.
- Take out sentences that repeat ideas and do not add new ideas.
- Add details to bring the story to life.
- Change unclear words to more precise words.
- Combine short, choppy sentences.
- Add time-order words to help the story flow from one event to the next.

After revising, check your draft again for mistakes. Correct errors you find, such as misspelled words or missing quotation marks. This editing will make it easier for your reader to focus on your ideas.

Last, type a final draft. Be ready to share with your readers.

GUIDED INSTRUCTION

Read this personal narrative that Kenji wrote about a challenge he faced. The information in the boxes helps you understand how Kenji organized the narrative and what details he included. Underline any time order words you find in Kenji's narrative. Two are underlined for you.

The Secret Leap

Genre: Student Sample Writing

Most secrets cannot be seen from the outside. If they could, they would not be secrets. When I think of a secret, I think of a necklace hidden beneath a buttoned-up shirt, or deep in a zipped pouch, the kind you find on the inside of a knapsack. Secrets should stay where you put them, but my secret leaps out. ❶ It may make people uncomfortable or make them laugh, but it will not stay hidden, no matter what I do.

❶ The introduction grabs the reader's attention. What is the narrator's secret?

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My secret is only hidden when I write. Whether they realize it or not, readers seek hidden messages, but no one can find my secret when I write. ❷ If I wrote, "Sal sold silly puddles to sad seals," or "Sad seals swim below sea swells," a reader would still know nothing of my secret.

Now I no longer have to try and hide it anymore.

It was the day before my ninth birthday, and I had made it into the school-wide spelling bee. The words my teacher gave us were difficult. I defeated everyone in my class! As happy as I was, I was frightened to perform in front of the whole school. My classmates already knew my secret. It jumped out in front of them all the time. It jumped out when I read aloud. It jumped out when I answered questions. It was always leaping. When it jumped out, they would giggle sometimes, but my classmates were used to it, so I could laugh with them.

You see, I stutter. And "stutter" is one of the hardest words to say. I could write it one thousand times, and you would never know. I did not want the whole school to know, but I really wanted to compete in the spelling bee. ❸ It was also the day before my ninth birthday, and I had been stuttering since I was three years old. I thought that if I did not outgrow it by the time I was nine, my secret was probably going to stay with me for the rest of my life. I was tired of keeping a secret. I wanted it to disappear. I convinced myself that as soon as I awoke on my ninth birthday, it would be gone.

That morning, I did not speak. When my mom asked me what I wanted for breakfast, I pretended not to hear. When she asked me again, I mumbled nonsense. I waited until she listed items for me. "Orange juice?" I nodded yes. "Toast?" I shook my head no. ❹ "Cereal?" I smiled. I was too afraid to speak. If I stuttered, my heart would shatter. I knew I would not have the courage to get up on that stage.

In school before the assembly, I did not make a sound. I daydreamed about the famous actors I knew who also stuttered. I imagined them trying out for parts in movies, as frightened as I was, terrified that their words would get stuck. Still, they go out and try, hoping their words come out right.

There I was on stage. I had not stuttered at all, even though I was very nervous. A lot of people think people stutter because they are nervous, but that is not true. I was born with it. Anyway, I was happy in that moment because I thought my secret had leapt out for the last time, as if it were a wild leopard running off to live in the forest or jungle, far away from me! ❺

❷ The writer describes the secret without saying what exactly it is. This builds suspense and keeps the reader interested.

❸ The narrator describes his feelings about the spelling bee and his stutter. A personal narrative should discuss feelings and emotions.

❹ Dialogue helps the reader understand how the narrator feels.

❺ The comparison to the wild leopard is a great description—very vivid!

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The word was "dignity." It means having *honor or respect*, even if the people near you do not care about you. Pronouncing a *D* is difficult for a person who stutters, at least for me. My friend told me later my face turned bright red. I must have felt that it was about to happen.

In a spelling bee, the speller must say the word before spelling it. Well, I could not say the word beyond the *D*. I tried three times. No one laughed. In fact, the entire auditorium was completely silent while I tried to say the word *dignity*.

Finally, I was able to say the word and spell it correctly while everyone waited. Then, every single person in the audience jumped out of their seats. They whistled and cheered and clapped so loud it hurt my ears. ❻ Everyone was on my side, rooting for me, and I won the spelling bee in the next round.

Since then, I do stutter sometimes, but I do it much less, and it does not bother me as much when I do it. I may never be completely free from stuttering, but I will never have to try to hide it again. I am free.

[Reading Level: N/A; Word Count: 793]

❻ This description helps show the other characters' support for Kenji. It is a great image!

HINT, HINT

Linking words often appear at the beginning of paragraphs and sentences. Often, a comma sets them apart from the main topic of the sentence.

Part A

Read the text again. Finish the table below by copying in time-order words and phrases that you found in Kenji's narrative.

It was the day before my ninth birthday.
That morning
Later
Finally
Then
Since then

THINK ABOUT IT

Writers often use the conclusion of a narrative to reflect on the event. Look at the conclusion of Kenji's narrative for ideas about the purpose he has for telling his readers this story.

Part B

Think about the purpose of Kenji's narrative. What is the message of the story? What does Kenji hope his readers will learn from his experience?

Sample answer: Kenji's message is that he learned he did not have to hide his stuttering. He wants readers to learn that they may not need to keep secrets either.

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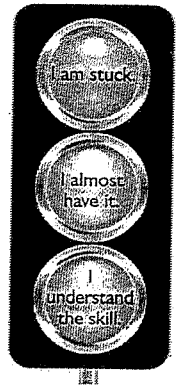
How Am I Doing?

What questions do you have?

What are three things to think about as you plan a narrative?

After you write a first draft of a narrative, what are two things you can do to make it even better?

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



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INDEPENDENT PRACTICE

1. On the following pages, write a story about a time when you met a challenge. A challenge is something you make yourself do, even though it is difficult. Learning a new sport and facing a fear of spiders are both examples of challenges. Use the chart below to plan your narrative.

THINK ABOUT IT

The prompt says to write a story about yourself, but do you want to have other characters, too?

HINT, HINT

Your introduction should set the scene for your readers.

I. Introduction A. Who are your characters? B. Where does your story take place?
II. Beginning State what is happening in the story. What is your challenge?
III. Middle What happens next? How do you work to overcome the challenge?
IV. End A. Do you overcome the challenge? How? B. Bring the story to a close.

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In the space below, write your narrative about overcoming a challenge.

Student responses will vary.

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WRITING CHECKLIST

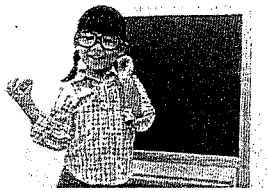
- ☐ Did you read the prompt carefully?
- ☐ Did you use evidence to support your ideas?
- ☐ Did you clearly organize your ideas?
- ☐ Did you write in complete sentences?
- ☐ Did you check your spelling and punctuation?

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EXIT TICKET

4W3, 4W4

Now you have practiced planning, writing, revising, and editing narrative texts. Let's return to the Real-World Connection. Judith wants to tell her classmates about her experiences with a math tutor. She wants to entertain and inform. Imagine that Judith has written a first draft. Write her a checklist. What things can she check for to make sure her narrative is interesting? How can she make sure her narrative is easy for her readers to follow? Include at least three specific things Judith can do to revise and edit her narrative.



Sample answers:

- Move paragraphs to make the order of events clear.
- Take out sentences that are not connected to the topic.
- Take out sentences that repeat ideas and do not add new ideas.
- Add details to bring the story to life.
- Change unclear words to make them more precise.
- Combine short, choppy sentences.
- Add time-order words to help the story flow from one event to the next.

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WORDS TO KNOW
draft
revise
edit
publish

Lesson 12

REVISE AND EDIT 4W5, 4W6

INTRODUCTION

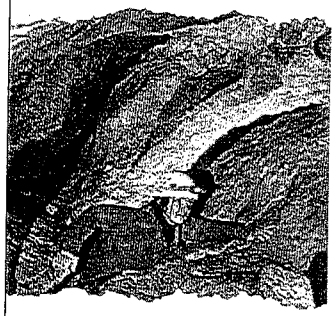
Real-World Connection

MYSTERY AND SUSPENSE

Fran is going to write a story about the time she explored a cave. First, she makes a story map. This will help her plan the events of her story. Then, she writes the first version of her story. She shows it to her classmates. Paula and Justin carefully read it. They give Fran ideas for making her story better. They find mistakes for Fran to correct. Fran wants to make sure she does not overlook any other problems before posting her writing online. How can Fran make sure her revised story corrects all of the errors from her first version? We will practice the necessary skills in Guided Instruction and Independent Practice. At the end of the lesson, we will revisit Fran's problem.

TIPS AND TRICKS

As you read over your writing, underline or highlight anything that you would like to change or take out.



What I Am Going to Learn

- How to develop and strengthen my writing by planning, revising, and editing as I communicate and collaborate with others

What I May Already Know 3W5, 3W6

- I know how to plan, revise, and edit my own writing with help from peers and adults.
- I know how to use digital tools to work with others and to produce and edit my own writing.

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Vocabulary in Action

As you read, you will come across words that are used in many ways.

A draft is the first version of anything you write.

Good writers revise their drafts. Revising is one stage of the writing process. When you revise your writing, you rework it and make changes that make your ideas clearer. You look to improve your word choice and replace general words with more specific ones. You use more interesting verbs and adjectives.

When you revise your draft, it is a good time to look at the organization of your writing. You might cross out unnecessary sentences or combine sentences. You can also move whole paragraphs around. While revising, look at important details such as word choice.

The chart below lists the things you should look for when you revise.

ELEMENTS OF WRITING	
Ideas and Content	• Check that the main message is clear. • Make sure all the ideas connect back to the topic.
Organization	• Begin with a strong introduction. • End with a strong conclusion. • Put ideas together in a way that makes sense.
Voice	• Use an appropriate voice for your audience, topic, and purpose. • Make sure the point of view is clear.
Word Choice	• Use exact nouns. • Use strong verbs. • Use rich, descriptive details.
Sentence Fluency	• Make sure your writing flows smoothly. • Use a variety of long and short sentences. • Use different types of sentences.

After you revise your first draft, edit your work. When you edit, you reread your writing. You correct mistakes in spelling, grammar, punctuation, and capitalization.

Here are some things to look for when you edit.

- Look for words you misspelled.
- Be sure to use the right verb tenses.
- Look for subjects and verbs that do not agree.
- Check for incorrect use of fragments.
- Correct any run-on sentences.

TIPS AND TRICKS

Revise your writing first to make sure your ideas are organized clearly. Then edit your writing to fix spelling, grammar, capitalization, and punctuation mistakes.

THINK ABOUT IT

Getting help from a friend is an important part of reviewing. Often, a fresh pair of eyes can catch problems that you overlook. Next time you write something, exchange with a friend and review each other's work.

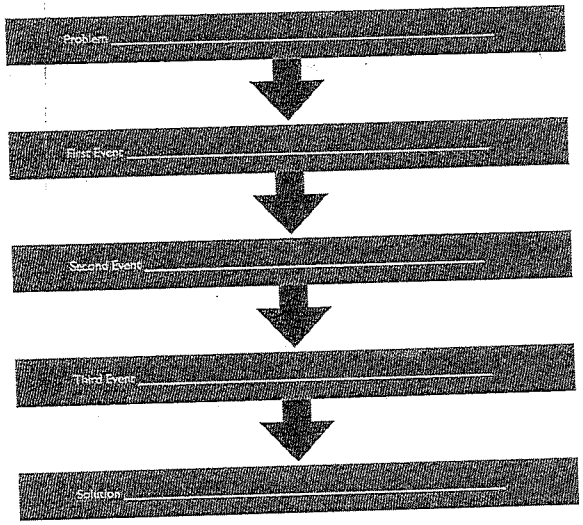
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- Check whether words should have lowercase or capital letters.
- Check use of commas, periods, and other punctuation.

When writers publish their work, they share it with the public. Writers can publish their work in print form, which includes books, magazines, and newspapers. They can also publish in digital form, including online articles and blogs.

A story map is a planning tool that writers use to help them organize events. Story maps also help you to remember important details. However, a story map is not the only planning tool. You can also use charts, outlines, or diagrams to plan your writing.

Take a look at the following example of a story map.



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GUIDED INSTRUCTION

Read this first draft of a personal narrative that Aisha began to revise and edit. Next, look at the notes about the changes Aisha made. Make your own edits by following the directions in the comments.

The Case of the Missing Ring

Genre: Student Sample Writing

My favorite ring has disappeared! It was on my finger, but now it's missing. This is no ordinary ring—it was a gift from my grandmother on my ninth birthday. It's also special because it has my birthstone and two small diamonds in it. My mother has a ring with her birthstone, too.

"Take good care of this," my grandmother told me as I unwrapped it and ~~see~~ saw ❶ a beautiful ring. It was hers when she was young. Now she wanted me to have it. She's coming over for lunch today, and when she sees there's no ring on my hand she will ask questions I can't answer!

"What am I going to do?" I ask my parrot Lizzie. She squawks at me and nestles her ~~beek~~ beak ❷ into her wing. "Come on," I tell her as I hold my arm out for her to climb onto. "Mom always says to retrace your steps when you lose something."

"Food dish," Lizzie squawks as I head toward the garden, where my day began.

"I just fed you, Lizzie," I tell her, "and you won't eat again until lunch. Hopefully by then we will have found my ring."

Together, Lizzie and I search the back yard for the glint of my precious ring. I check in the soil around the flowers I planted this morning, but there is no sign of it. I even dig up one of the tulips to see if I accidentilly buried the ring with the flower's roots. It's not under there.

"What am I going to do?" I ask Lizzie again. Grandma will be here soon! ❸

"Food dish," Lizzie says again. I try not to act annoyed with her.

"I'll feed you once I find my ring," I tell her, but she tucks her beak under her wing. She only does this when she's unhappy.

Next, Lizzie and I check in the kitchen, which is where I went after working in the garden. ~~Weeding the garden is messy work but relaxing!~~ ❹ I check under the dishes in the sink while Lizzie admires

Underline the sentence in the opening paragraph that does not connect to the topic.

❶ Aisha changed see so that the verbs *told*, *unwrapped*, and *saw* are the same tense.

❷ Correcting spelling mistakes is an important part of editing.

Circle the misspelled word in this paragraph.

❸ Aisha should use more exact words here. The word *soon* does not tell much.

❹ Aisha took out a sentence that is not important to the story.

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herself in the toaster's reflection. Ever since she was a baby bird, she has liked shiny things. I want to laugh at the funny faces and sounds she's making, but my stomach is twisted into knots. The ring is not in the sink. This is the last place I can think of to check!

"Food dish," Lizzie says again as she scratches herself her feathers with her talon. S This time, I ignore her because I suddenly realize what must have happened. Mom and Dad always warn me to put my ring in the same place every time I take it off. They even pointed out the small dish by the sink where they put their rings before washing the dishes. This morning, I think I forgot their advice and kept my ring on as I washed my hands. Now I knew where the ring must be: down the drain.

What am I going to do? I ask Lizzie a third and final time as I stare hopelessly into the dark hole in the sink.

"Food dish," Lizzie squawks again, and she flies away to her cage. I frown and follow her. I know grandma Lilly will be here for Lunch any minute now. She will see that I was not responsible enough to take care of her ring.

I am about to pour the food into Lizzie's bowl when she squawks so loudly at me that I snap out of my sadness for a moment. "What's the matter?" I ask her, and that is when I see it: my ring sparkling at the bottom of Lizzie's food dish! It all makes sense now! I needed to wash the dirt off my hands. G Lizzie cannot resist shiny things, and she must have taken it when I pulled it off my finger to rinse my hands. I am too relieved to be upset. "You were trying to tell me where it was all along, weren't you?" I say to Lizzie.

Lizzie leans her head over, and I give her a thank-you scratch. I slip the ring back onto my finger just as I hear the front door open. I run over to greet my grandmother with a big hug.

[Reading Level: N/A; Word Count: 710]

S Aisha added "her feathers with her talon" to make Lizzie's actions clearer.

Underline the sentence in the paragraph that does not connect to the topic.

Circle the two words in this paragraph that include capitalization errors.

G This sentence seems out of place. Aisha should put it with the other sentences that tell why she went into the kitchen after gardening.

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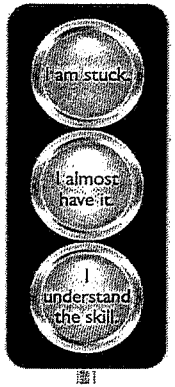
How Am I Doing?

What questions do you have?

Write an account of the problem, main events, and solution found in "The Case of the Missing Ring."

Imagine you are explaining the steps of the writing process to a friend. How would you describe the differences between the revising and editing stages? What tasks are involved in each step?

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



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INDEPENDENT PRACTICE

TIPS AND TRICKS

If you are having trouble with the edits, ask a teacher, parent, or friend for help!

THINK ABOUT IT

Try reading parts out loud. Do they make sense?

HINT, HINT

Read through the text more than once. There might be things you did not catch the first time.

1. On the following pages, revise and edit "The Case of the Missing Ring." Look for ways you can improve the story and fix errors. Use the chart below to plan your revisions. Use the peer reviewer's comments to guide you. You will also make additional improvements and corrections as needed.

I. Paragraphs 1, 6, and 7	1. Take out the sentence that is not needed. 2. Correct the spelling mistake. 3. Add words to make the ideas clearer.
II. Paragraphs 11 and 12	4. Correct the spelling mistake. 5. Fix the punctuation mistakes.
III. Paragraphs 13 and 14	6. Fix the problems with capital letters. 7. Rework the order of the sentences.

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On the following pages, rewrite your revised and edited version of "The Case of the Missing Ring." Do you see things that need to be changed that Aisha and the peer editor did not catch?

Student responses will vary.

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WRITING CHECKLIST

- ☐ Did you read the prompt carefully?
- ☐ 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

4.W.5, 4.W.6

Now you understand how to plan, revise, and edit writing with help from others. Let's revisit the Real-World Connection.

Fran decided to make a checklist to use when polishing her final draft. She reviews the comments her peers made. She also looks at the errors she came across herself. Then, she writes out questions that will help her make sure that all the problems in her writing have been addressed.

Recall what you have learned about how to plan, revise, and edit writing. Then, complete the chart below by answering the questions about your revised draft of "The Case of the Missing Ring."

REVISION QUESTIONS	MY ANSWERS
Does my story have a beginning, a middle, and an end? If so, what are they?	Student responses will vary.
Did I add or take out unnecessary details? If so, what were they?	
Did I correct all the misspelled words? If so, what were they?	
Did I correct words to use the proper capitalization? If so, what were they?	
Did I add commas, periods, and question marks where needed? Explain.	

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UNIT 2

WORDS TO KNOW

research
investigation
source
relevant
note
categorize

Lesson 13

RESEARCH AND GATHER INFORMATION

4W7, 4W8

INTRODUCTION

Real-World Connection

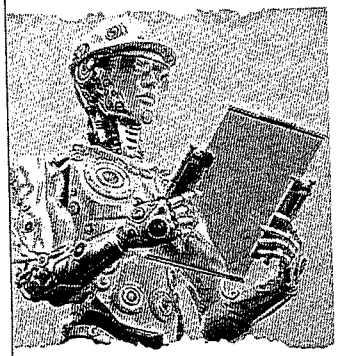
TECHNOLOGY AND MEDIA

Ellen loves computers. She wants to know more about the future of technology. She is especially interested in how robots are used in real life.

Ellen wants to know what robots can do that human beings cannot do. She looks up information about this topic and decides to write a blog post about robots in space. The only problem is that this is still too broad a topic. How can Ellen narrow her topic so that it is easier to research and write about? We will practice the necessary skills in Guided Instruction and Independent Practice. Then, we will come back to Ellen's problem at the end of the lesson.

THINK ABOUT IT

The first step to doing a research project is to think of something you want to learn more about. Then list writing ideas or topics.



What I Am Going to Learn

- How to conduct short research projects to learn more about a topic through investigation
- How to recall what you know about a topic or gather new information about it from print and digital sources
- How to take notes, organize information, and create a list of sources

What I May Already Know 3W7, 3W8

- I know how to use my own experiences to gather information.
- I know how to take brief notes and organize them into provided categories.

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Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

Research is learning new information about a topic. A research project tells others what you have learned about a certain subject. It is different from writing about things you already know.

To write a research paper, you must understand the assignment. It is important to know what your teacher asks you to do before you start. If anything is unclear, ask about it.

The next step is to list ideas. What do you want to write about? What interests you? Ask yourself these questions.

- What do I already know about the topic?
- What am I interested in learning about it?
- What will my readers be curious about?

For example, Ellen knows some things about robots, but she wants to learn more. "Robots" is too broad a topic. Narrowing a topic makes it more specific. Focus on a few specific things rather than many things.

Have a research goal to help you find useful information. Writing two to three research questions will give you goals.

Keep the 5W questions in mind as you think about what to write: *Who? What? When? Where? Why?* Also, think about your readers' interests. If you think a question will not be interesting, cross if off.

Investigation is the process of finding information.

A source is printed (paper) or digital (on the computer). Some useful sources include books, newspapers, magazines, encyclopedias, and websites.

You can find many useful sources in your school and public libraries. The librarian can help you research. You can also do research online. Be careful when doing online research, however. You must make sure the source is reputable, reliable, and unbiased.

- Reputable sources are well-known. They provide useful and relevant information.
- Reliable sources provide clear, up-to-date information. The facts are true.
- Unbiased sources are free from personal opinion. They treat all sides fairly.

TURN AND TALK

What is a good research topic? Write it down. Then take turns rewriting the topic, adding one or two details at a time. You will notice the topic gets narrower as you get more specific.

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TIPS AND TRICKS

A library catalog is a database that allows you to find books and materials in the library. It also tells you about the source, such as its title, author, summary, the year published, and so on.

Relevant information is connected to your topic and research questions. Information should be appropriate to the assignment. If you find information that is interesting but not relevant, leave it out. You can also use relevant information from your own experiences.

Taking notes means writing down things you learn about your topic. Write down important information you want to use in your report.

Categorize, or group together, similar information in your notes. Doing this will help you plan your writing. You can sort the similar information into paragraphs.

At the end of every research project, you should include a *Works Cited* list. This is a list of sources that tells where you found your facts.

List the sources alphabetically in your Works Cited list. Here is how you should list your sources. Look at a grammar handbook or the Internet for more examples.

Book with one author	Last Name, First Name. Title of Book. City of Publication: Publisher, Copyright Date.
Book with two authors	Last Name, First Name, and First Name Last Name. Title of Book. City of Publication: Publisher, Copyright Date.
Book with editor, but no authors	Last Name, First Name, ed. Title of Book. City of Publication: Publisher, Copyright Date.
Book with no authors	Title of Book. City of Publication: Publisher, Copyright Date.
Magazine article	Last Name, First Name. "Title of Article." Title of Magazine. Publication Date, pages.
Website	Last Name, First Name. "Title of Document." Title of Website. Date Website was accessed. <URL>

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GUIDED INSTRUCTION

Read the following student research paper about cochlear implants. Then, follow the directions in the comments to identify where the topic is introduced and summarized in the text. Note how the student lists sources at the end.

Cochlear Implants

Genre: Student Sample Writing

A cochlear implant is a device that helps deaf people hear. It has changed many lives. It is sometimes called a "bionic ear."

Cochlear implants work differently from hearing aids. Hearing aids help people who are hard of hearing. They make sounds louder. Cochlear implants help people who cannot hear sound at all.

Cochlear implants have many parts. According to the American Speech-Language-Hearing Association, ❶ a receiver, an antenna, a magnet, and a wire are all placed under the skin. A sound and speech processor is worn behind the ear. It has a transmitter and a microphone. These parts receive sound and send it to the brain.

The cochlear implant is placed under the skin. It takes 2 to 4 hours to do this. The wire is connected to the ear. Magnets line up the internal pieces of the implant with the ones behind the ear. Most patients go home in a day.

After people have cochlear implants placed, they must take steps to help the implants work. ❷ They go back to a doctor for checkups. They have speech therapy for a short time. It takes 3 to 6 months for an implant to work at its best.

Bringing sound to children and adults who have not heard before is amazing. Cochlear implants have different levels of success for patients. Overall, they have been an exciting breakthrough.

Works Cited ❸

"Cochlear Implants." American Speech-Language-Hearing Association. June 2015. http://www.asha.org/public/hearing/Cochlear-Implant/

"Cochlear Implants." Kids Health. June 2015. http://kidshealth.org/parent/general/eyes/cochlear.html

"Cochlear Implants." National Institute on Deafness and Other Communication Disorders. June 2015. http://www.nidcd.nih.gov/health/hearing/pages/coch.aspx

[Reading Level: N/A; Word Count: 220]

Underline the sentence in the opening paragraph that introduces the topic of the paper.

❶ The student uses information from a reliable source.

❷ The student groups information together into categories.

Underline the sentence in the closing paragraph that sums up the topic without introducing new information.

❸ The sources in the Works Cited are listed alphabetically. Notice these works have no authors.

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SKETCH IT

Based on the reading, draw in the margin below what a cochlear implant looks like.

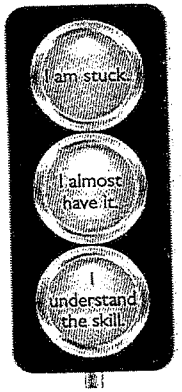
How Am I Doing?

What questions do you have?

Based on information in the research paper, write an explanation of what a cochlear implant does. What information in the text helps you do so?

Imagine you are interested in learning about the causes of deafness in children and adults. How would you go about investigating this topic? What kinds of sources would you use? Are there any sources you would avoid altogether?

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



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INDEPENDENT PRACTICE

1. Robotics is becoming more advanced every day. From space to Earth to under the oceans, robots are important. Write a research paper describing a job robots do. Use the outline below to organize your research.

I. Topic

A. State your topic.

II. Research Questions

A. Question 1

B. Question 2

C. Question 3

III. Research Question 1

A. Source

B. Information you found

IV. Research Question 2

A. Source

B. Information you found

V. Research Question 3

A. Source

B. Information you found

HINT, HINT

Narrow your topic by being specific about what you want to learn more about.

TIPS AND TRICKS

Make sure you pull information from a wide range of sources. You do not want to look in just one place!

TIPS AND TRICKS

Keep a list of sources as you use them. This will make it easier to put together your Works Cited list when you are done writing.

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In the space below, write your research paper about a task robots do. Do not forget to include a Works Cited list at the end. Also, be sure your Works Cited is doublespaced.

Student responses will vary.

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WRITING CHECKLIST

- ☐ Did you read the prompt carefully?
- ☐ 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?

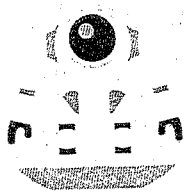
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EXIT TICKET

4W7, 4W8

Now you understand how to conduct research, take and organize notes, and create a list of sources. Let's revisit the Real-World Connection.



Ellen thought hard about what was most interesting to her about robots in space. She decided to narrow her topic by focusing on the benefits of using robots in space. Now she is ready to gather information, organize it, and list the sources where she found it.

Recall what you have learned about how to create a list of sources. Then, complete the chart below by writing the correct citations for two sources Ellen found.

SOURCE	CITATION
https://er.jsc.nasa.gov/seh/robots_in_space.htm Author: Jerry Woodfill Title of article: "Welcome To: Robots in Space" Title of website: NASA Facts Date website was accessed: April 2017	Woodfill, Jerry."Welcome To: Robots in Space." NASA Facts. April 2017. https://er.jsc.nasa.gov/seh/robots_in_space.htm
https://www.nasa.gov/audience/foreducators/robotics/home/index.html Editor: Sandra May Title of article: " Robotics" Title of website: NASA Education Robotics Website Date website was accessed: April 2017	May, Sandra, ed. "Robotics." NASA Education Robotics Website. April 2017. https://www.nasa.gov/audience/foreducators/robotics/home/index.html

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PRACTICE TEST

Today, you will read a story about a soccer game. As you read the story, you will gather information to answer questions and write a narrative story.

Read the story "Lucía Scores a Goal." Then, answer questions 1 through 6.

Lucía Scores a Goal

Genre: Short Story



1 We have only two minutes left to score a goal, and the scoreboard is blank like a fresh chalkboard. We're tied zero to zero; it isn't unusual to have a soccer game with a very low score. I block the other team's attempt to score a goal with my shin. The ball lands in front of me, and we don't have much more time. I'm so tired that I sound like a broken air pump when I breathe. I start dribbling the ball toward the opposite team's goal.

2 My teammates run forward alongside me like a gaggle of geese. I try to find a teammate I can pass to, but the other team is blocking everyone. I shuffle forward and reach the halfway point. I'm a jaguar on the hunt, sprinting across the field. A member of the opposite team gets close to me and tries to take the ball from me, but I move like a dancer and apply some fancy footwork to confuse her. The other player is taken by surprise as I sneak past her with the ball.

3 A true ninja in the game, I slip the ball past two more players and dart into the penalty box. It's just the goalie and me now; a one-on-one showdown. The goalie stares me down, and time is a clogged drain, barely moving. I take a moment to decide where along the goal line I will try to aim. I lift my leg up like a golfer lifts a club, and then bring it down and launch the ball toward the upper-left corner of the goal. The ball is a rocket through the air. The goalie leaps to block it, but misses. Then, the ball hits the goal post and bounces back! I am a rhino charging toward the ball headfirst. The ball bounces off my head and into the goal. My team roars and cheers while the scorekeeper puts a "1" under our team's name. My teammate Taylor gives me a high five while the referee blows the whistle. The game has ended. We won—we are the champions!

[Reading Level: 750–850L; Word Count: 351]

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

1. Part A

Which sentence BEST explains the language the author uses in paragraph 1?

Ⓐ The author uses a simile to show that Lucía is feeling excited.

Ⓑ The author uses a simile to highlight what is going on the game.

Ⓒ The author uses a metaphor to compare Lucía and another player.

Ⓓ The author uses a metaphor to describe how the game is progressing.

Part B

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

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

2. Part A

The word tied has many different meanings. What is the meaning of tied in paragraph 1?

Ⓐ pulled together

Ⓑ formed a bow or knot

Ⓒ limited someone's actions

Ⓓ had an equal score

Part B

Which phrase in paragraph 1 BEST supports the answer to Part A?

Ⓐ "only two minutes left"

Ⓑ "scoreboard is blank"

Ⓒ "zero to zero"

Ⓓ "very low score"

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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 2.

> "A member of the opposite team gets close to me and tries to take the ball from me, but I move like a dancer and apply some fancy footwork to confuse her."

Why does Lucía use the underlined simile?

Ⓐ to describe how she moves her feet and the ball

Ⓑ to make it clear that she was dancing on the field

Ⓒ to show that she has many skills on the soccer field

Ⓓ to explain that she likes to dance while playing soccer

Part B

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

Ⓐ Lucía is sprinting across the field with the ball.

Ⓑ The other player is confused by how Lucía dribbles the ball.

Ⓒ Lucía cannot find a teammate to pass the ball to.

Ⓓ The other player gets too close and wants to take the ball from Lucía.

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4. Lucía uses similes and metaphors to describe her experience scoring a goal to win the soccer game. Choose one simile and one metaphor from the story and explain what each means.

Sample response: Lucía uses a simile to describe her teammates running alongside her. She compares her teammates to a gaggle of geese. A gaggle of geese is a group of geese that fly together. Lucía's teammates are running in a group with her. Lucía uses a metaphor to describe how she moves around the field. She compares herself to a ninja in the first sentence of paragraph 3. She sneaks around players and darts into the penalty box. She is sneaky, quick, and nimble like a ninja.

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5. Write an alternate ending to the story. What if Lucía did not score the goal after the ball bounced off the goal? What would happen instead? Remember to write the story from Lucía's point of view.

Sample answer:

The ball hits the edge of the goal and bounces back! I run quickly toward it, but like a bolt of lightning, a member of the opposite team gets to the ball first. She dribbles the ball quickly down the field. I chase after her. I'm mad that I missed the goal, but that does not mean I am about to give up.

One of my teammates stops the player as she heads down the field and takes the ball away. I start running back toward the goal. I hope my teammate will pass the ball to me so I can try to score again. For a second, I get scared that maybe I will miss again. Maybe it would be best if my teammate didn't pass it to me. We do not have time to make any mistakes. I make eye contact with my teammate. I see that she still trusts me to score. She kicks the ball in my direction.

The ball comes sailing through the air like an eagle soaring through the sky. I hustle to get under it. The ball bounces once. I use my head to score. The ball feels like rubber as it bounces off my head toward the goal. The goalie thinks the ball is going right, so she dives right, but the way I hit the ball off my head, the ball goes left instead. Score! I run to the corner of the field and slide on my knees. My teammates chase after me to celebrate. The referee blows the whistle, and the game is over. We won. What an exciting game!

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The chart below shows details from the passage. List exact details where needed. Then, make an inference about the text based on the exact details and your own thinking.

DETAIL	EXPLANATION
"What's going on up there?" Mike wondered as they raced past the playground and benches.	**Stated Exactly –** Mike and Danté are running. They see a playground and benches. **Inference (Where are Mike and Danté?)** They are at a park.
Rows of bystanders blocked their view.	**Stated Exactly** – Mike and Danté cannot see the performance because people are in their way. **Inference (Is the crowd made up of only children?) –** There must be adults in the crowd because their view is blocked.
Mike and Danté settled down on the ground to watch the spectacle.	**Stated Exactly** – Mike and Danté decided to sit and watch the performance. **Inference (How do Mike and Danté feel about the performance?)** – They watch the performance, so they think it is interesting.

HINT, HINT

Read all of the answer choices first. Then ask yourself, "Which one is supported by the details in the text?" Choose the best answer. Then look for three sentences that give details about Mike and Danté.

Part A

Which word BEST describes Mike and Danté in this story?

Ⓐ artistic
Ⓑ curious
Ⓒ happy
Ⓓ upset

Part B

Underline THREE key details in the text that BEST support the answer to Part A.

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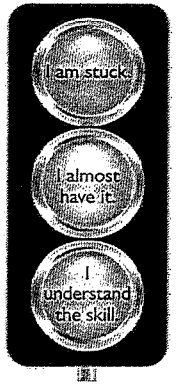
How Am I Doing?

What questions do you have?

How do you use exact words and inferences in other subject areas like math and science?

When have you had to make an inference about another person based on how he or she acted?

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



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INDEPENDENT PRACTICE

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

An Unexpected Art Lesson

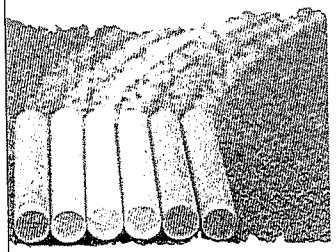
Genre: Short Story

1 Sam loved living in New York City because she enjoyed seeing all kinds of art. On her walk to school, she could see artists doing all kinds of things. They sold paintings on the street and drew funny cartoons of famous people and tourists. There were interesting buildings everywhere. She even admired the graffiti artists who snuck out at night to spray paint murals on the brick walls of buildings. She even knew this sort of art was a crime. Her art teacher, Ms. Spunagle, once said that artists express themselves in both good and bad ways. Sadly, ruining other people's property with paint makes graffiti a *bad* method of expression, even if it looks cool.

2 One morning, Sam was walking to school. She was so distracted by the amazing sights around her that she almost tripped over someone kneeling on the ground.

3 "I'm so sorry," Sam was about to say, but then she saw whom she had almost tripped over, and her words caught in her throat. The woman who stood up from the ground held a thick stub of sidewalk chalk in her hand. Her clothes, which were old and worn, were covered in chalk dust, and her face was covered in it, too. Sam could barely see the woman's eyes through her thick, matted hair.

4 "Watch where you're going," the woman grumbled. Then she bent over and continued scratching at the ground with her chalk stub. Sam hurried away, feeling uneasy.



5 "Who was that?" Sam's friend Georgia asked her as they met at the corner. Sam and Georgia had been best friends ever since Sam could remember.

6 "I don't know who that was," Sam replied.

7 "She looks…different," Georgia said. Sam nodded, though she felt bad admitting it.

8 The next morning, Sam thought about walking another way to school, but all the other routes to school took so long. She decided that she would just be more careful. If she ran into the woman with the chalk again, she would just walk to the other side of the street and ignore her, but Sam did not see the woman on her way to school. Instead, at the corner where Sam had almost tripped over her, there were dozens and dozens of chalk drawings on the sidewalk. The images were of trees, rivers, skyscrapers, and animals. They were all beautiful, lifelike, and colorful. The pictures were actually wonderful, Sam realized. Whoever had done these drawings was really talented.

9 "Sam!" Georgia called from their meeting spot at the corner. "Stop looking at those scribbles—we're going to be late for class."

10 At the end of the day was Sam's favorite class, art with Mrs. Spunagle. When class was over, Sam worked up the nerve to ask Mrs. Spunagle the question that had been on her mind all day.

11 "Mrs. Spunagle, there's a woman near the corner of my house who draws on the ground with chalk. I wanted to ask you—"

12 "Do you mean Aimee Milan, the famous chalk artist?" Mrs. Spunagle asked from the sink. "She likes to draw with chalk because it's not permanent."

13 "You mean," Sam began, "she's not a nobody?"

14 Mrs. Spunagle almost dropped the paintbrushes she was rinsing. "A nobody? Why would you say something like that?"

15 "I don't know," Sam said, suddenly embarrassed by how mean her words had sounded. "She doesn't look like a famous artist."

16 "Well, that's exactly what she is. Did you like her work?" Mrs. Spunagle asked.

17 "Yes, very much" Sam answered quickly, and she realized she meant it.

18 "Me too. I really respect her art, and I like that she doesn't care about fame. People can really surprise you, Sam, so try to keep that in mind," Mrs. Spunagle said. Sam nodded, feeling ashamed for judging the woman.

19 The next morning, Sam looked for Aimee Milan on her walk to school. She found her kneeling on the same street corner with a pile of chalk beside her. "Excuse me, Ms. Milan?" Sam said hesitantly. "I just wanted to tell you how much I admire your art. Thanks for making my neighborhood so colorful." The famous artist stood, tipped her head to the side, and brushed her wild hair out of her face. "Thanks, kid. You can come draw with me anytime."

20 "I would love that, Ms. Milan. See you after school!" Sam called, running off to class with a giant smile on her face.

[Reading Level: 700–800L; Word Count: 736]

READING NOTES

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1. Based on the details in paragraph 1, what does Sam think of what she sees on her walks to school? Use at least THREE examples from the story to support your answer.

Sample response: On her walks to school, Sam sees many things. She sees artists selling "paintings on the street." She sees "funny cartoons of famous people and tourists." She also sees graffiti on buildings. She likes all the art she sees, even the graffiti. However, she understands it is not the best way to create art because artists sneak "out at the night to spray paint murals on brick walls of buildings." Her teacher told her that graffiti is "a bad method of expression."

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

2. Part A

Which word BEST describes how Sam feels when she first meets the chalk artist?

Ⓐ upset
Ⓑ scared
Ⓒ tired
Ⓓ nervous

Part B

Underline TWO details from paragraphs 3 and 4 that BEST support the answer to Part A.

▶ HINT, HINT

Which words in Parts A and B can help you figure out how to find the answer?

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3. Choose TWO of the four sentences below to complete the chart.

Mrs. Spunagle says the artist uses chalk because it is not permanent.
Sam wonders whether chalk art is graffiti.
Sam wants to be a famous artist someday.
Mrs. Spunagle has never met Aimee Milan in person.

STATED EXACTLY	Mrs. Spunagle says the artist uses chalk because it is not permanent.
INFERENCE	Sam wonders whether chalk art is graffiti.

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

4. Part A

Which inference explains the lesson Sam learns from Mrs. Spunagle?

Ⓐ Sam should admire graffiti artists and their work.
Ⓑ Sam should learn more about chalk art on her walk to school.
Ⓒ Sam should form an opinion of a person based on something other than appearance.
Ⓓ Sam should spend more time talking to different types of artists on her walk to school.

Part B

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

Ⓐ "Sam nodded, feeling ashamed for judging the woman." (paragraph 18)
Ⓑ "The next morning, Sam looked for Aimee Milan on her walk to school." (paragraph 19)
Ⓒ "Excuse me, Ms. Milan?" Sam said hesitantly. "I just wanted to tell you how much I admire your art." (paragraph 19)
Ⓓ "I would love that, Ms. Milan. See you after school!" Sam called, running off to class with a giant smile on her face. (paragraph 20)

◀ HINT, HINT

Look for a detail that shows a change in Sam's attitude.

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

5. Part A

Which word BEST describes Aimee Milan at the end of the story?

Ⓐ friendly

Ⓑ annoyed

Ⓒ curious

Ⓓ confused

Part B

Underline ONE detail from the end of the story that BEST supports the answer to Part A. [See paragraph 19.]

6. Choose THREE inferences the reader can make from the details in the story.

Ⓐ Aimee Milan will become even more famous one day.

Ⓑ Sam rarely sees sidewalk artists on her way to school.

Ⓒ Mrs. Spunagle thinks Aimee Milan's artwork is great.

Ⓓ Sam wants to learn more about Aimee Milan's artwork.

Ⓔ Sam's friend Georgia likes art just as much as Sam does.

Ⓕ Aimee Milan and Mrs. Spunagle are good friends.

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EXIT TICKET

4RL1

Now you know how to look for details and examples in a story. Let's revisit the Real-World Connection. Imagine you were with Vivian and Jude at the museum. First, read the description of the painter. Then, underline details and examples from the text that show how you could make the inference that the painter was a hard worker.

Pablo Picasso is one of the most prolific painters in history. During his life, he created over 20,000 works of art. He created everything from paintings to costumes. Many people know about his most famous works, but few know about all of his creations. Though Picasso died in 1973, his creative energy stayed with him throughout most of his life.

[Reading Level: 750-850L; Word Count: 60]



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[92] masteryeducation.com | English Language Arts | Level D

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Vanessa gladly shared her video with her family. Her mom even emailed it to her relatives who lived out of town. Everyone got to see Vanessa's hair change lengths, her clothes change from T-shirts to sweaters and back, and her expression shift depending on what day it was. Her mom told Vanessa how proud she was that she did not give up on her project once she had set her mind to it.

[Reading Level: 750–850L; Word Count: 181]

TURN AND TALK

Who is Vanessa? What details tell you who she is?

The chart below shows how specific details from the story can be used to describe character, setting, and events. Fill in the missing descriptions.

DESCRIPTION	DETAILS FROM THE STORY
Description of Character Traits hard working, close with her family	"Vanessa worked hard to save money and buy a new camera for her project." "Vanessa gladly shared her video with her family."
Description of Setting school, beginning of the school year	"The new school year was coming up." "Beginning on the first day of school, and every day following, she made it her goal to take a picture of herself."
Description of Story Event With her mom's help, Vanessa shows the video of her changes throughout the school year to her family.	"At the end, her mom helped her put all the pictures together into a 60-second video." "Vanessa gladly shared her video with her family. Her mom even emailed it to her relatives who lived out of town."

HINT, HINT

Remember that character traits are more than what the character looks like. They also describe what the character does.

Part A

Which word BEST describes Vanessa's character?

Ⓐ determined Ⓑ fearful

Ⓒ amusing Ⓓ excited

Part B

Underline TWO details in the story that BEST support the answer to Part A.

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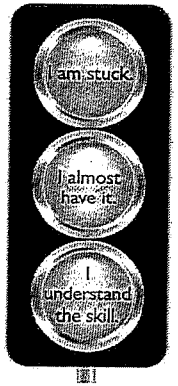
How Am I Doing?

What questions do you have?

How can you use details from the characters, setting, and events from your own life to tell others about yourself? Explain.

Think of a story that you have read recently. Write about the story. Use story details to give a clear picture of what the story is like.

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



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INDEPENDENT PRACTICE

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

Brace Face

Genre: Short Story

SKETCH IT

Reread paragraphs 1 and 2. Then sketch a picture of Sally. Add color to the sketch. Use story details to help.

1 Sally liked a lot about herself—her blue eyes, her long brown hair, and the freckles that sprinkled her cheeks after a long day in the sun. She was proud of being a starting soccer forward and a good friend to everyone she knew. The one thing she did not like about herself was her teeth.

2 "They are crooked," she complained to her dad one night, looking at a picture of herself on her cellphone, "and I feel like other kids are staring at me because of them."

3 Although Sally's friends accepted her for who she was, crooked teeth and all, she just could not get comfortable. Sally hated feeling this way, but how could she help it? They stuck out like crocodile fangs when she smiled. Sally hoped her dad would help her if she opened up about how she'd been feeling.

4 "There's no magic fix for crooked teeth, Sally," Dad explained patiently. "You'll have to get braces."

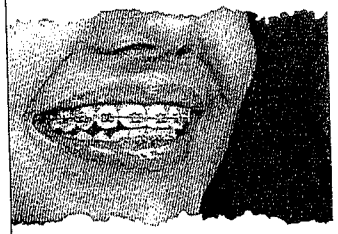
5 The next day, Sally's dad drove her to an orthodontist, a person who puts braces on teeth. *I wonder what braces will be like?* Sally thought.

6 When Sally opened the doors to the waiting room, the smells of toothpaste and rubber gloves greeted her.

7 "It smells like a doctor's office," Sally whispered to her dad.

8 "An orthodontist is a doctor for your teeth," Dad explained.

9 When it was Sally's turn to meet with the orthodontist, a receptionist called her name from behind a large wooden desk.



10 "Dr. Wong will see you now," the woman said.

11 "Thank you," Sally replied, and she and her dad followed a man with a mask over his face through a set of swinging doors. The masked assistant instructed her to sit in the reclining chair and open her mouth so he could shine a light on her teeth. The man remained silent and never removed his mask except one time to sneeze into a tissue.

12 "How do my teeth look?" Sally tried to ask, but the tools in her mouth kept her words from forming clearly.

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13 The man just grunted and continued poking her teeth with his modern, shiny, silver instruments. Then he took some X-rays. "Dr. Wong will be here in a minute to tell you what she thinks," the man explained. Before he could slip away, Dad asked what he thought about Sally getting braces.

14 "They're going to hurt," the man said as he left.

15 Sally's stomach dropped. They were going to hurt? Suddenly, Sally had a memory of seeing braces on her sister's friend. They had looked like robot gears glued onto her teeth. Although Sally's friends had never made fun of her before, she worried that they might if she gets braces. What would they think of metal bars on her teeth? The sink to Sally's right kept dripping every few seconds, making her feel more and more tense.

16 *What if the orthodontist is just as mean as that man who was just in here?* Sally thought. She gripped both armrests with her hands and willed the time to pass faster.

17 Finally, there was a knock at the door, and the orthodontist entered. She had brown hair like Sally's, cut to her shoulders, and a wide, friendly smile. She warmly greeted Sally and her dad and explained what she wanted to do with Sally's teeth. Her relaxed way of speaking eased Sally's fears a little.

18 "We'll put on the initial braces at our next appointment," Dr. Wong explained, "and then you'll come in for checkup appointments every few weeks for the next year."

19 "A whole year?" Sally exclaimed. "I thought they would be off in a few months."

20 Dr. Wong smiled, but this time Sally did not think it looked very nice. "I'm sorry, Sally, but straightening teeth is a long and slow process. Believe me, it won't hurt so much if we go slowly. With a little patience, you will get the results you want."

21 *A little patience?* Now Sally was really annoyed. "I've changed my mind," she announced.

22 "You can change your mind," Dr. Wong said calmly. "I understand that you may be unsure about getting them. It's up to you, but it will help keep your teeth healthy as you get older. I was right around your age when I had mine put on."

23 "You did?" Sally asked. Dr. Wong nodded. Sally fiddled with a loose string on her shirt as she thought it over. *It can't be that bad,* Sally thought, *if Dr. Wong had braces and went on to become an orthodontist.* Finally, she looked up to meet Dr. Wong's eyes. "All right, I'll do it," Sally said confidently.

[Reading Level: 750–850L; Word Count: 773]

READING NOTES

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HINT, HINT

When you are reading a story, look for words that help to show who a character is, such as "Mark *helped* his grandmother." The word *helped* shows that Mark is kind.

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

1. Part A

Which BEST describes Sally's feelings about her appearance?

Ⓐ She thinks having a few crooked teeth is okay.
Ⓑ She is too afraid to do anything about her teeth.
Ⓒ She likes most things about the way she looks.
Ⓓ She worries too much about what her friends think.

Part B

Underline TWO details from paragraph 1 that BEST support the answer to Part A.

2. How would you describe the setting of the story? Use evidence from the text to support your answer.

Sample response: This story takes place at an orthodontist's office in modern times. Sally uses a cellphone and the orthodontist and her assistant use modern tools, such as x-ray machines. This shows that the setting is modern. Sally says that the office smells like a doctor's office, and she sits in a room with a reclining chair and dental tools. It most likely takes place during the day because most appointments do.

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

3. Part A

Which word BEST describes the character of the masked assistant?

Ⓐ serious Ⓑ curious
Ⓒ angry Ⓓ friendly

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Part B

Underline TWO details from paragraphs 11 through 13 that support the answer to Part A.

4. Below are three details from "Brace Face." Match each detail with the correct thing it describes.

Sally changes her mind about getting braces.
The orthodontist has brown hair the length of her shoulders.
The waiting room smells of toothpaste and rubber gloves.

CHARACTER	The orthodontist has brown hair the length of her shoulders.
SETTING	The waiting room smells of toothpaste and rubber gloves.
STORY EVENT	Sally changes her mind about getting braces.

5. Which THREE details describe events from the story?

Ⓐ Sally asks her dad to let her get braces.
Ⓑ Sally is nervous because of the assistant.
Ⓒ Sally thinks that the braces will look cool.
Ⓓ Sally is scared that Dr. Wong will be mean.
Ⓔ Sally's mother takes her to the orthodontist.
Ⓕ Sally's friends make fun of her crooked teeth.

TIPS AND TRICKS

As you read, underline each event in a story. That will help you keep track of what is going on in the story.

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

6. Part A

Which story event explains why Sally thought she might NOT want to get braces?

Ⓐ She is too afraid of the masked assistant.

Ⓑ She finds out she will have to wear them for a year.

Ⓒ She realizes that she looks fine just the way she is.

Ⓓ She decides to wait for a year until she is older.

Part B

Underline TWO details near the end of the story that support the answer to Part A. [See paragraphs 18 and 19.]

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EXIT TICKET

4RL3

Now you understand how to describe characters, settings, and events. Let's revisit the Real-World Connection. Can you do a better job than Nomi in describing a story? Think of a funny story or play you have read. Write a few sentences describing the characters, setting, and events. Use details from the story to tell more about each one.

Possible answers will include the names and descriptions of characters, a description of the setting, and details about important events. Answers should include specific details about each.

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UNIT 3

WORDS TO KNOW

summary
main idea
key detail
transition word

Lesson 16

SUMMARIZE A STORY 4RL2

INTRODUCTION

Real-World Connection

MYSTERY AND SUSPENSE



Alex goes camping with her friends Lara and Tionne. They drive with Tionne's parents to camp at Harvey Park. They work together to set up the tent. At night, everyone gets scared when they hear rustling in the trees near their tents. Soon, they figure out that it is just one of the other campers playing a prank.

When she gets home, her grandmother wants to know how the camping trip was. Alex tells her it was fun but says she also got a little scared. Alex's grandmother is concerned and asks Alex to tell her more about how the trip was. Alex is not sure which details to share. How can Alex summarize the story for her grandmother? We will practice the skills in Guided Instruction and Independent Practice and then help Alex figure out how to tell her grandmother a good summary of her camping trip.

What I Am Going to Learn

- How asking and answering questions about a story can help me identify key details
- How to write a summary of a story

What I May Already Know 3RL2

- I know how to give details about stories from many different cultures.
- I know how to find the central message or lesson by thinking about the key details of a story.

▶ TIPS AND TRICKS

To summarize, try explaining a story in a few words. Focus on the main points.

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Vocabulary in Action

As you read, you will come across words that are used in many ways.

A summary of a story is what the story is mostly about. To plan a summary, ask these important questions.

- What is the story mostly about?
- What happens in the beginning, the middle, and the end?
- Who are the main characters?
- What is the main problem, if there is one?
- What is the theme?

The main idea is the most important point in a story.

A key detail is a part of the story that helps keep it moving along. Key details can include the following.

- characters
- setting
- emotions
- most important events

A transition word is useful when summarizing a story. Transition words make sure the summary is in the right order. Here are some examples of transition words.

- first
- next
- then
- finally

GUIDED INSTRUCTION

Read this page from Alex's mystery magazine. Try to find the main idea and key details.

The Missing Book

Stephanie enjoys reading. Over the past few years, she has gotten enough books to make a collection! She usually keeps her favorite books on the same shelf, but one evening she notices that one book

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THINK ABOUT IT

How does Stephanie know where to look for her book?

is missing—it's not on the shelf! She tries to figure out what happened to it. First she looks around her room for clues. It's not on any other book shelf, and it's not on her nightstand. It's also not on her bed or her desk. She checks under the bed and in her book pack, but it's not there. Suddenly she remembers that she was reading it last night in the living room. She goes there to check, but she does not see it anywhere. Where could it be? Feeling worried, Stephanie heads back to her room for another look, and then she notices that her room has been cleaned. This usually means her mom has been in her room.

Stephanie knows her mom also loves to read, so maybe she has the book! Stephanie walks into her mother's room, and there's her book. Her mom is reading it. Stephanie clears her throat and her mom says, "Don't worry, Steph, I'll be done with your book soon. It's so good that I can't put it down!" Stephanie sighs in relief and sits down on the couch. "I was so worried that I lost it, Mom!" she says. "Sorry, Sweetie," her mom responds, not looking away from the book. Stephanie cannot help but grin because she is the same way when she reads!

[Reading Level: 700–800L; Word Count: 259]

Read each question. Then use key details from the story to write your nswers.

QUESTION	ANSWER
Who are the main characters?	Stephanie and her mother
What is the main problem?	Stephanie is missing a book from her bookshelf.
What happens in the beginning?	Stephanie begins looking around her room for clues.
What happens in the middle?	Stephanie searches other rooms to find her book.
What happens at the end?	Stephanie finds her mother reading the book.

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Part A

Which is the BEST summary of the first paragraph?

Ⓐ Stephanie has a lot of books. She keeps her favorite books on the same shelf. She realizes that one of her favorites is missing, so she looks everywhere for it, including the living room.

Ⓑ Stephanie notices that one of her favorite books is missing and looks everywhere in her room. When she remembers that she was reading it in the living room, she checks there, too. Afterward, she realizes that her mom has been in her room.

Ⓒ Stephanie cannot find one of her favorite books. She is worried about it and looks everywhere for it. She checks all her shelves, her nightstand, her bed, and her book bag. Then she realizes that her mom is in her room. She thinks her mom put her book away.

Ⓓ Stephanie was reading one of her favorite books in the living room but later on she could not find it. She looks everywhere for it. She checks all her shelves, her bed, her desk, her night stand. After a while, she thinks she knows where it might be.

Part B

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

HINT, HINT

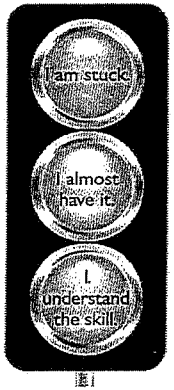
What key details happen in the beginning, middle, and end of the story? Who are the main characters? These are important ideas to include in a summary.

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SKETCH IT

Draw lines on a piece of paper to divide it into three boxes. Sketch a picture in each box, one each for the beginning, middle, and end of a story. Add key details from the story to your pictures.

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



How Am I Doing?

What questions do you have?

Write a brief summary of a book you have read.

Talk with a partner about your partner's day. How can asking questions help you find out what happened during the day?

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INDEPENDENT PRACTICE

Read the story. Then answer the questions that follow.

The Day Mom Disappeared

Genre: Short Story

1 Thursdays, my least favorite day of the week, meant dinner with Grandpa. He insisted on teaching me magic, even though I tried to avoid his lessons. Nothing mattered more to him, so he just would not take *no* for an answer.

2 "It's in your blood, Ian," he would say.

3 He was convinced I would be the next great magician, although I wanted nothing of the sort. My mom told me that he had once been a magician, a good one but not great, and when I asked her what he meant by "in my blood," she simply smiled.

4 I always wondered if maybe Grandpa thought there was real magic in our family.

5 Last weekend, I was watching television when Grandpa approached me, held out his tattered deck of playing cards, and said his usual phrase. "Pick a card, any card."

6 I decided to humor him, drew the seven of spades, and then placed it back into the deck. He slowly shuffled the deck, but I immediately spied my card in the curve of his palm.

7 "Grandpa . . ." I started.

8 "Cut the deck," he demanded.

9 "I can see what you did with my card."

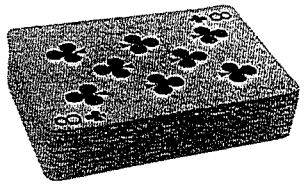
10 "What are you talking about?" He asked, innocently. "I didn't do anything!"

11 "It's right there!" I cried, grabbing the card from his hand.

12 "Wait, I hadn't finished shuffling!"

13 I just stared at him, wishing he was more like my friends' grandparents, who never tried to teach them something they didn't want to learn. I angrily threw the card down and escaped to my bedroom.

14 I was angry at Grandpa, but I was angrier at my mom for forcing me to spend time with him even though we had nothing in common. Didn't she know how much his magic tricks annoyed me? I was so mad that I felt like my anger was strong enough to shake my entire room. Maybe it was strong enough to make people who forced me to do things I didn't want to do disappear.



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READING NOTES

15 After moping around for an hour, I came up with an apology, mostly because it was getting late and I was starving. Grandpa was napping with the playing cards nestled in his lap, so I crept past him into the kitchen and an awful smell surrounded me. The oven was open, a haze of smoke spanned the length of the ceiling, and inside I saw what had formerly been lasagna. Now it looked more like volcanic ash, but my mom was nowhere to be found.

16 "Mom," I shouted.

17 She didn't answer, and I couldn't find her anywhere.

18 I thought about how I had wished I could make my mom disappear and wondered if I had been the cause of this somehow. I heard my grandpa get up.

19 "Grandpa," I shouted. "Where's Mom?"

20 "She's in the kitchen making dinner."

21 "She's not here and the lasagna burned!"

22 He lumbered through the doorway, surveyed the room, and grew wide-eyed.

23 "It's like she vanished into thin air!" Then he shrugged. "Oh, well, I'm sure she'll turn up. I'm going to finish my nap."

24 I stared at him in terror, and part of me wondered if I could have done this. I looked around—her keys were on the counter, her purse was by the door, and the van was still parked outside in the driveway—and it looked as though she had disappeared. Maybe this is what Grandpa meant by magic being in my blood.

25 I felt so guilty for making my mom disappear. I had been so angry that it must have affected my magic powers. Maybe if I thought about how much I loved my mom, she would come back. I started thinking about not being alone, thinking about Mom, and thinking about this whole "magical" business. I imagined her tucking me into bed and driving me to school, and I was so deep in thought that I dozed off too, until I felt a hand on my shoulder.

26 "Did you learn any new tricks?"

27 "Mom? Where were you?"

28 "I burned the lasagna, so I walked to Tony's for a pizza. Sorry for not telling you, but I didn't think you'd notice I was gone."

29 I felt a little silly. I didn't have magic powers. I just had a really wild imagination and a bad temper.

30 Before I could apologize to my mom, Grandpa awoke, laughed loudly, and then put his arm around my shoulders.

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31 "So you didn't vanish, after all," he said to my mom. "At first I thought Ian was using you to perform a disappearing magic trick just like his great-grandmother used to do. I wouldn't have been surprised." He winked at me. "Magic is in your blood."

[Reading Level: 800–900L; Word Count: 780]

READING NOTES

1. Which paragraph is the BEST summary of the story?

(A) Ian lets his grandfather teach him magic tricks even though he does not like them. He goes to his room because he is annoyed with his grandfather. He wishes his mom would disappear because she's always making him spend time with the grandfather. When he cannot find his mom, Ian thinks he actually has magic powers. He tries to use them to bring her back, but then he finds out that she just went out for pizza.

(B) Ian is angry with his grandfather. He goes to his room. Later, he gets hungry and goes to the kitchen. His mom is not there. He figures out why she is not there. He sits and thinks about her for a long time. Then she returns from getting pizza.

(C) Ian gets into a fight with his grandfather. This causes his mom to disappear. His grandfather tells him how to get her back. Ian sits and think about her for a long time. Then she returns from getting pizza. The narrator and his grandfather are happy. All three of them sit down for dinner.

(D) Ian wishes his mom would disappear, and he thinks his anger can make people disappear. When he finds out that his mom is gone and the lasagna she was making is burnt, he gets scared that his powers are real. He tries to use them to get her back, but then he finds out that she just went out for pizza.

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2. Explain which TWO details from paragraphs 1–6 should be included in a summary. Use details from the story to support your answer.

Sample response: Two details that should be included in a summary of paragraphs 1–6 are as follows: Ian's grandpa wants to teach him magic tricks. It is very important to him, so Ian tends to go along with it, even though he has no interest. These details would be included in the summary because they are important details that show how the story moves along. Also, a summary may not make sense if some of the details are not included. For example, the detail about Ian not caring about magic explains why the narrator acts the way he does.

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

3. Part A

Which detail should be included in a summary of paragraphs 7–14?

Ⓐ The narrator goes to his bedroom to think.

Ⓑ The narrator wishes his mom would disappear.

Ⓒ The narrator gets hungry and goes downstairs.

Ⓓ The narrator wants his grandpa to be different.

TIPS AND TRICKS

Remember that a summary includes the details that move the story along.

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Part B

Which sentence BEST explains why this detail should be included in a summary of paragraphs 7–14?

Ⓐ This detail shows the theme of the story.

Ⓑ This detail introduces a character.

Ⓒ This detail explains the narrator's thoughts.

Ⓓ This detail describes a major event.

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

4. Part A

Which is the MOST IMPORTANT detail to include in a summary of paragraph 15?

Ⓐ The mom goes missing.

Ⓑ The lasagna is burned.

Ⓒ The kitchen smells badly.

Ⓓ Ian sits in his room for a while.

Part B

Underline a detail in paragraph 15 that BEST supports the answer to Part A.

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

5. Part A

Which sentence BEST describes a good summary of the end of the story?

Ⓐ It explains how Ian feels about thinking he had powers.

Ⓑ It describes why magic tricks are so important to the grandfather.

Ⓒ It shows where the story takes place at the end.

Ⓓ It includes quotes from the ending of the story.

THINK ABOUT IT

Which sentence explains something that someone who has not read the story would need to know to understand the ending?

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Part B

Now write a summary that tells about the end of the story.

Sample response: Ian is thinking about his mother when she returns from getting pizza. He finds out that he did not make her disappear or come back because of magic. He is embarrassed that he thought he had magic powers.

6. Choose THREE details that should be included in a summary of the story. Put the sentences in the order that they happened.

Ian does not believe in magic.
Ian thinks he made his mom disappear.
Ian imagines that his anger can make people disappear.
Ian's mom is in the kitchen.
Ian's mom comes back from getting pizza.

BEGINNING	Ian imagines that his anger can make people disappear
MIDDLE	Ian thinks he made his mom disappear.
END	Ian's mom comes back from getting pizza.

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EXIT TICKET

4RL2



Now that you have learned how to write a good summary, let's revisit the Real-World Connection. Alex has returned from her camping trip, but she does not tell her grandmother many details about the trip. Alex needs to give her grandmother a short summary using the key details.

Here are some details from the camping trip. Think about what details Alex should share. Circle the key details. Draw a line through the details that do not need to be in the summary.

~~what car they drove to the park~~

who Alex went with

where they camped

what happened to scare them

~~what time they made it back home~~

what made the noise that scared them

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grocery shopping finished. Thank you for cleaning, so I didn't have to do that, too.

GREG: Thank you for going to the store for us, Mom. Would you like to play one of my games with me now?

MOM: I would love to, Greg, thank you for asking me.
[Reading Level: NP; Word Count: 251]

Look at the chart for the details that support the theme. For each detail, give an explanation of how it shows the theme.

KEY DETAIL	EXPLANATION
Greg is doing chores in the kitchen to help his mom, but he complains about having to do so much work. He would rather play video games.	This detail shows that even when family members help each other they do not always enjoy doing it.
Greg's mom is grateful that Greg helped her.	This detail shows that when you help someone the person you help will appreciate it.
Greg's mom explains that she could not clean because she was at the grocery store shopping for the family; Greg thought she just did not want to clean the kitchen.	This detail shows that you should not think that someone in your family is doing the wrong thing without asking first.
Greg and his mom play a video game together.	This detail shows how families who do things together get along with each other.

HINT, HINT

Ask yourself, "What is this drama trying to teach me?" Look at the dialogue to see what the story's theme, or message, is. Then underline the sentence that shows the theme.

Part A

What is the theme of this drama?

Ⓐ Everyone should do chores.

Ⓑ Video games are more fun than chores.

Ⓒ Parents should do chores.

Ⓓ Families are there for each other.

Part B

Underline the sentence that BEST supports the answer to Part A.

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How Am I Doing?

What questions do you have?

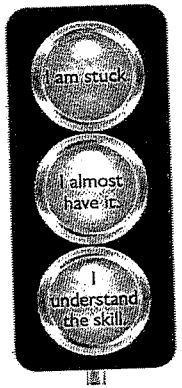
What are some lessons or messages that your family has taught you? How did they teach you each lesson? Explain.

Think about stories, poems, or dramas that you have read. What are the most common themes the authors have used?

TURN AND TALK

With a partner, choose a short story, poem, or drama to read together. On a separate sheet of paper, write what the theme of the passage is. Then, make a chart listing the key details and an explanation of how each supports the theme. Share with your 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 poem. Then answer the questions that follow.

Family Time

Genre: Poem

Zero eight hundred is time for me,
To travel again, across the sea.
Post to post is where I will be,
Growing up in the military.
Watch…

We are packing up boxes,
Unmaking our beds,
Dreams of friends disappearing
Are filling our heads.
Goodbye…

Pillows and towels and dishes and toys,
Will my mom stay with us,
Or will she be deployed?
Again…

If I step off the base, I will go weak in my knees,
Everyone there will speak Japanese!
Maybe I'll learn the way that they dance.
Just like the time when I lived in France.
Merci…

I will write letters,
I will e-mail,
And I won't be sad,
When Mom leaves for training,
I'll watch old movies with Dad.
Yes, siree…

My brother is hiding, so afraid to leave,
I caught him crying, dried snot on his sleeve.
"Come out!" I said. I tried not to tease.
He would not budge. I said, "Jackson, please!"
First call, "Reveille"[1]…

He had made for himself a little house,
Out of chairs and sheets and taken-down shelves.
Funny how kids hide where they're seen,
And fear where they're going,

[1]"Reveille": The song played in the morning to signal U.S. military troops to get ready for morning roll call.

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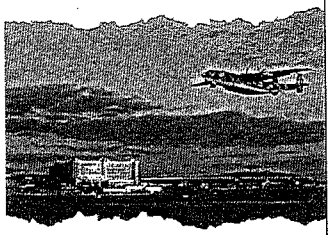
but not where they've been.
Anywhere…

I am older and wiser; I've learned quite a bit.
The people you love, you never forget.
I feel sad too, except that I know,
Home is not a place where you go.
True…

It's not knick knacks or photos,
Not on land or on sea,
It's not Japan, or France, or the military.
It's Mom and it's Dad,
and Jackson, and me.
Everywhere…

Zero nine hundred is the time for us
To hop onto the airport bus.
Post to post is where I will be
Growing with my family.

[Reading Level: NP; Word Count: 285]



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

1. Part A

What is the theme of the poem?

Ⓐ You should spend time with your family at home.
Ⓑ You are home when you are with those you love.
Ⓒ Move to a lot of new places to get new experiences.
Ⓓ Homes can be different depending on where you are.

Part B

Which line BEST supports the answer to Part A?

Ⓐ "Growing up in the military." (line 4)
Ⓑ "Maybe I'll learn the way that they dance." (line 17)
Ⓒ "I'll watch old movies with Dad." (line 24)
Ⓓ "Home is not a place where you go." (line 40)

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HINT, HINT

Pay attention to signal words in test questions. Look for words like best and most. Read the question carefully so you choose the correct answer.

2. Which TWO lines show that the speaker sometimes has a hard time dealing with all the moves?

Ⓐ "To travel again, across the sea." (line 2)
Ⓑ "Dreams of friends disappearing" (line 8)
Ⓒ "Will my mom stay with us," (line 12)
Ⓓ "Just like the time when I lived in France." (line 18)
Ⓔ "I'll watch old movies with Dad." (line 24)
Ⓕ "I am older and wiser; I've learned quite a bit," (line 37)

3. How do lines 42 through 47 point to the theme?

Sample response: In these lines, the speaker talks about how home is not about objects or photos from different places. The speaker also says that it is not a specific place like the sea, a country, or the military. Home is wherever the speaker's family is. This supports the theme that home is not a place but the people you love.

THINK ABOUT IT

How are Jackson and the speaker different from one another?

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

4. Part A

How does Jackson's character relate to the theme?

Ⓐ Unlike the speaker, he is excited to move around.
Ⓑ He annoys the speaker because he is young.
Ⓒ He makes the speaker mad because he hides.
Ⓓ Unlike the speaker, he thinks home is a place.

Part B

Underline TWO lines in lines 31 through 36 that support the answer to Part A.

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5. Pick the lines that BEST support each statement about the poem and write them in the appropriate box below. Not all lines will be used.

"The people you love, you never forget." (line 38)
"Growing up in the military." (line 4)
"It's Mom and it's Dad,/and Jackson, and me." (lines 45–46)
"Home is not a place where you go." (line 40)
"And I won't be sad," (line 20)

THE SPEAKER BELIEVES THAT MOVING AROUND A LOT DOES NOT MEAN YOU DO NOT HAVE A HOME.	Key Detail: "Home is not a place where you go." (line 40)
THE SPEAKER BELIEVES PEOPLE ARE MORE IMPORTANT THAN PLACES.	Key Detail: "The people you love, you never forget." (line 38)
THE SPEAKER EXPLAINS WHAT HOME IS FOR THAT FAMILY.	Key Detail: "It's Mom and it's Dad,/ and Jackson, and me." (lines 45–46)

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

6. Part A

How do lines 48-51 help to show the theme?

Sample response: Lines 48 through 51 show the theme because the speaker is ready and willing to get onto the airport bus for another move. Being anywhere with family is the most important thing to the speaker, not living in a certain place.

Part B

Underline TWO lines that BEST support the answer to Part A.

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EXIT TICKET

Now that you have learned how to determine the theme, let's revisit the Real-World Connection. Sam has been doing some reading about families, and he is trying to figure out the message or theme of what he has read.



Here is a summary of what Sam has read. Underline two or more details in the text that help you figure out the theme. Then write the theme on the lines below the summary.

Sam has read about different families across the world. He reads that families can look very different. Sometimes a family is two people. Sometimes a family includes grandparents, aunts, uncles, and cousins. Some families live together. Some families live in different places. Sam thinks about what the book is saying in general.

Sample answer: Families can come in all shapes and sizes.

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Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

- A context clue is a word or phrase near an unfamiliar word that can help you understand the meaning of that word.
- An allusion is a reference to a character, place, or event from another book or story. Authors often use allusions to compare to something in literature or history. Authors often use allusions in their writing by referencing another book or something from history.
- Mythology is the collection of stories told by a culture. These stories often feature heroes and gods. Sometimes they explain natural events. Authors often use allusions to mythology. Understanding mythology and allusions can help you find the meaning of a story.

TURN AND TALK

What are some other stories from mythology that you already know? Tell the story to a friend. Then, see if your friend knows any mythological stories that you have not heard.

GUIDED INSTRUCTION

Read Olivia's story. Then try to figure out the meaning of the underlined words using word strategies.

Our Big Challenge

I'm not a runner; in fact, I don't even really like to run. I detest it because getting sweaty is not my thing, but my best friend Rosie loves to run, and she challenged me to sign up for the school Olympics. I unwillingly told her "yes," even though I was not looking forward to it.

Every day after school, Rosie dragged me kicking and screaming to the school track. At first, I could barely make it around the track, but as the days turned into weeks, I grew stronger, faster, and more muscular. I didn't admit it to Rosie, but I was actually beginning to like running.

When the day of the Olympics eventually arrived, I was a nervous wreck, but I felt prepared. Rosie told me I need not be worried because we had given my training a Herculean effort. I didn't come in first, but I didn't come in last either. I felt proud of what I had accomplished, and so did Rosie.

That was not the end of the challenge, though, because it was my turn to challenge Rosie. I told her about how I wanted to improve my reading. I challenged her to join me in my journey to become a better reader, and she accepted.

THINK ABOUT IT

If you see a word you do not know, think of ways to look at the words and sentences around it. Underline any word in this story that you do not know. Then see if you can figure out what it means based on the context.

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Now that the school Olympic games are over, we have more time to spare for other activities, including reading and running. Although we still run every day, we do not do it so intensely. We are both looking forward to the end of the year to see how our scores in reading have soared.
[Reading Level: 800–900L; Word Count: 265]

The chart below shows some difficult words and phrases from Olivia's story. The middle column shows the context that helps find the meaning. The right column shows the meaning. Fill in the context clues and meanings where they are not given.

WORD OR PHRASE	CONTEXT CLUE	MEANING OF WORD OR PHRASE
detest	"in fact, I don't even really like to run"	to have a strong dislike for something
unwillingly	"even though I was not looking forward to it"	showing reluctance, not wanting, not willing
dragged me kicking and screaming	"I unwillingly told her 'yes,' even though I was not looking forward to it."	being forced to do something one does not want to do

Now, circle the word from the story that is an allusion to a mythological being known for his strength.

Part A

Which is the meaning of activities in the story?

(A) things a person can win
(B) things a person can do
(C) things a person can read
(D) things a person see

HINT, HINT

Ask yourself, "What words come before and after the word activities? What clue do they provide to its meaning?" Then look for the detail that provides the best clue to its meaning.

Part B

Underline the detail in the story that BEST supports the answer to Part A.

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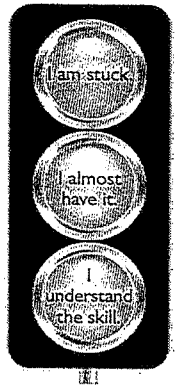
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SKETCH IT

The word *Herculean* refers to the Greek character Hercules, who was known for his incredible strength. By alluding to Hercules in the story "Our Big Challenge," the writer creates a mental picture of Olivia's great effort training for the race. On a separate sheet of paper, draw the image you pictured when reading this story.

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



How Am I Doing?

What questions do you have?

What are some books or other resources you have read that have had challenging vocabulary? How did you figure out the meanings of the unfamiliar words?

What is your favorite myth or historical event? How might an author use it to make an allusion?

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INDEPENDENT PRACTICE

Read the story. Then answer the questions that follow.

A Stormy Game

Genre: Short Story

1 I was reading a book about Greek mythology on the porch of my parents' beach house when the sunlight suddenly disappeared. I looked up from my book and saw that some dark, dreadful clouds had swallowed the sun. The ocean, which had been calm and peaceful just a moment ago, looked wild. I knew the instant I saw the choppy water that this was going to be a big storm. The weather is usually sunny and clear on our visits to the beach, but once in a blue moon we get a big one like this.

2 "Look at that ocean!" Dad exclaimed as he came out onto the porch. We loved watching these types of storms so much we even had a little competition between us. The first person to go inside the house because of the storm was the loser!

3 Dad had just taken a seat in the rocking chair beside me when the sky opened up and started raining cats and dogs. Lightning bolts streaked across the sky, and the thunder cracked and roared in our ears. White-capped waves churned and slammed against each other. The sky hung low, its thick clouds swirling and rolling above the sea. Poseidon sure seemed upset and annoyed.

4 Both my dad and I were drawn to watching these types of storms, and we couldn't resist, even when it was pretty scary. We're a bit like Ares, the Greek god of war, always up for a good fight!



5 The waves grew larger and larger. We could even hear the sand being sucked into the water with each big wave! I began to feel afraid. This was going to be a titanic storm.

6 I did not want to stop watching, but my dad's face was white as a sheet. I wondered if we were going to stick this out. It seemed like the ocean was about to rise up and swallow us whole. I was trying my hardest not to panic.

7 Suddenly, we heard the screen door open behind us.

8 "Dinner's ready!" Mom called. "Let's eat while we still have electricity!" Dad and I looked at each other and smiled. It was a tie. We were saved by the bell! I took one last look at the fierce scene on the beach and scrambled inside, trying not to look like I was in a hurry. As frightening as it looked, I knew the thunderstorm would probably pass by the time Mom served dessert.

[Reading Level: 800–900L; Word Count: 409]

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HINT, HINT

Try replacing the phrase in the paragraph with each of the answers. The answer that best keeps the meaning of the sentence the same is your best choice.

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

1. **Part A**

What does the phrase once in a blue moon in paragraph 1 suggest?

Ⓐ quite often Ⓑ very rarely

Ⓒ in a split second Ⓓ never

Part B

Underline the detail from paragraph 1 that BEST supports the answer to Part A.

2. Read the underlined words in each sentence below from paragraph 1. Then complete the chart by matching each sentence to the correct definition of the underlined word.

"I looked up from my book and saw that some dark, dreadful clouds had swallowed the sun."

"The ocean, which had been calm and peaceful just a moment ago, looked wild."

"I knew the instant I saw the choppy water that this was going to be a big storm."

DEFINITION	SENTENCE FROM PARAGRAPH 1
a very short amount of time; moment	"I knew the instant I saw the choppy water that this was going to be a big storm."
causing great fear; terrible	"I looked up from my book and saw that some dark, dreadful clouds had swallowed the sun."
quiet; calm	"The ocean, which had been calm and peaceful just a moment ago, looked wild."

TIPS AND TRICKS

To figure out the meaning, remember to look at the sentence where the word appears, as well as the sentences before and after it.

3. What does the word cracked mean in paragraph 3?

Ⓐ made a sharp sound

Ⓑ broke apart with a snapping sound

Ⓒ caused damage to

Ⓓ separated into fragments or pieces

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4. Reread paragraph 3. What does the word churned mean in the context of the paragraph? Which context clue helped you figure out the meaning?

Sample response: In paragraph 3, *churned* means "moved with power or force." The context clue that helped me determine the meaning is "slammed against each other." Slamming is a powerful movement.

5. Read this sentence from paragraph 5 from the story.

"This was going to be a titanic storm."

In Greek mythology, the Titans were lawless, powerful giants defeated by Zeus. How does this allusion help you understand the meaning of "titanic" and what the author wants to tell you about the storm?

Sample response: Titanic means really big and powerful. Just as the Titans were powerful giants, the storm is also enormous and powerful.

6. What does the word panic mean in paragraph 6?

Ⓐ to hide one's fears Ⓑ to cause terror in others

Ⓒ to feel a sudden, strong fear Ⓓ to produce a loud sound

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EXIT TICKET

4RL4

Now that you have made a Herculean effort to discover how to find the meanings of words in stories, let's revisit the Real-World Connection.

Olivia wants to improve her performance in school. Her teacher tells her how nearby words can help her find the meanings of unfamiliar words. Olivia decides to practice this skill with her new book.

Here is an excerpt from that book. Use context clues to find the meanings of the underlined words. Circle the clues that helped you find the meaning of each word.

All summer long, Gabriel's family had been planning a trip to visit the nearest lighthouse. The day that they finally went was (the hottest day of the year.) They drove to the beach and hiked towards the rocky coast. (The sun was beating down) on Gabriel's shoulders, and he was glad he was wearing a hat to protect his forehead from the scorching rays. He could see the lighthouse in the distance. It was more than 100 feet tall. Gabriel could not wait to see the view of the ocean from the top of the lighthouse. When they got to the door, Gabriel did not hesitate. He quickly ran to the stairway and began to (ascend to the top of) the stairs. From the top of the lighthouse, the view was magnificent. Gabriel imagined that he was a giant, standing with his feet in the water, looking out over the sea.

[Reading Level: 700–800L; Word Count: 151]

1. *Scorching* means "burning"
2. *Ascend* means "to climb or go up"

What phrase in this excerpt is an allusion to mythology? "Gabriel imagined that he was a giant"

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Vocabulary in Action

As you learn about identifying elements of prose, you will come across these words.

Prose is the language people use when speaking or writing. Prose is written in sentences and paragraphs, unlike poetry or drama. The structure of prose is made up of sentences and paragraphs.

An element of a story is one of the parts a writer puts together to make a story. Here are some common story elements.

- Setting is when and where a story takes place. To help readers visualize the setting, authors use detailed descriptions of the scenery, the buildings, or even the weather. A setting has several purposes.
  - It introduces and creates problems for the characters.
  - It provides background for the events and characters.
  - It helps readers understand the characters and events.

A character is a person, animal, or thing in a story. When you read, look for the main characters in a story.

Characters communicate with each other through dialogue, the words they speak. You can identify the dialogue through quotation marks.

The plot is the events that happen in a story. There is often a problem, or conflict, that the main character or characters need to resolve.

GUIDED INSTRUCTION

TURN AND TALK

With a partner, make a list of the main events of the story. What is the characters' main problem?

Read this excerpt from Chapter 1 of *The Wonderful Wizard of Oz* by L. Frank Baum.

The Cyclone

From the far north they heard a low wail of the wind, and Uncle Henry and Dorothy could see where the long grass bowed in waves before the coming storm. There now came a sharp whistling in the air from the south, and as they turned their eyes that way they saw ripples in the grass coming from that direction also.

Suddenly Uncle Henry stood up.

"There's a cyclone coming, Em," he called to his wife. "I'll go look after the stock." Then he ran toward the sheds where the cows and horses were kept.

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Aunt Em dropped her work and came to the door. One glance told her of the danger close at hand.

"Quick, Dorothy!" she screamed. "Run for the cellar!"

Toto jumped out of Dorothy's arms and hid under the bed, and the girl started to get him. Aunt Em, badly frightened, threw open the trap door in the floor and climbed down the ladder into the small, dark hole. Dorothy caught Toto at last and started to follow her aunt. When she was halfway across the room there came a great shriek from the wind, and the house shook so hard that she lost her footing and sat down suddenly upon the floor.

[Reading Level: 800–900L; Word Count: 207]



HINT, HINT

What happens right before Dorothy falls?

Part A

Which event causes Dorothy to fall?

Ⓐ Toto is hiding.

Ⓑ The house begins to shake.

Ⓒ The wind starts to yell.

Ⓓ The trap door is opening.

Part B

Underline the phrase from the story that BEST supports the answer to Part A.

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SKETCH IT

Draw a picture that summarizes the plot of "The Cyclone."

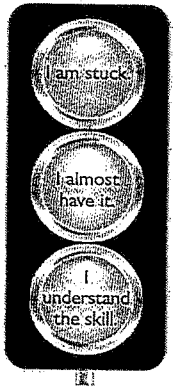
How Am I Doing?

What questions do you have?

What is the setting of "The Cyclone"? Write two to three sentences that provide evidence from the excerpt to support your answer.

Write a paragraph that summarizes the plot of "The Cyclone."

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



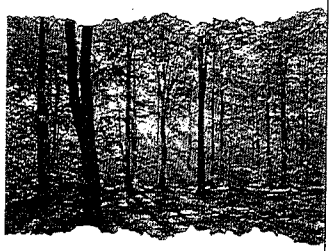
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INDEPENDENT PRACTICE

Read the story. Then answer the questions that follow.

Time in a Bottle

Genre: Short Story



1 The forest only seems to get darker in the winter and with the sun going down, I didn't want to be out much longer. I flick my flashlight on to check the batteries, and it sputters out of life. I take the old batteries out of my flashlight and grab two fresh ones from my backpack.

2 "We've been walking for half an hour, Mallory!" Gabbi says. "Are you sure it's back here?"

3 "Yes, I'm sure." My dad told me that when he was 10, he buried a time capsule in the woods behind our backyard. Now that I am almost 10, I want to find it so I can know what being 10 was like for my dad. If I know what it was like for him, then maybe that'll make being 10 easier for me.

4 "We should come back when the sun isn't going down," Jeff says. "It will be easier to find if it's bright out."

5 "But I have to find it before I turn 10 tomorrow," I tell him.

6 We follow a trail in the woods for five more minutes, and I try to focus even though I'm getting nervous. Gabbi is afraid we are going to see a bear, so she holds onto Jeff's hand to feel safe. We hear crickets, but nothing worse than that.

7 "Do you know where to go?" Gabbi asks.

8 "Yes, I know what I'm doing!" I say, annoyed. "You ask so many questions that it seems like you don't trust me."

9 "Mallory, we just don't want to look all over the place. Do you know where it could be?" Jeff asks.

10 I pull out my map that I drew from my dad's instructions. "My dad said he had trouble remembering because it was so long ago, but the time capsule is near the center of Heirloom Woods, somewhere by the lake."

11 "There's the lake!" Jeff says. I look in the direction that Jeff is pointing, and I'm almost blinded by the setting sun reflected off of the water's surface. "What now?" he asks.

12 "We should walk around and try and find a mark like a weird rock or something that could be a clue." I shade my eyes from the water's glare and start to walk quickly, leaving my friends behind.

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READING NOTES

13 "Slow down, Mallory," Gabbi says, running to keep up. "I don't want to get lost and be stuck here when the sun goes down!"

14 "Then keep up!" I yell to her.

15 "If you walk slower, then we'll be able to search better. If you rush, we might miss it," Gabbi says. Jeff nods his head in agreement, and I slow down, even though I really want to find the capsule.

16 "The sun is almost down behind the trees, which I think means it's close to 8 p.m.," Jeff says. We all look to the setting sun, then again at its reflection. I can't believe my two best friends agreed to come with me to look for a silly capsule.

17 "We should go home," I say, deciding we'll probably not find what we're looking for.

18 "What? Why?" Gabbi asks.

19 "It doesn't matter; I wanted the capsule because I was scared of turning 10 tomorrow. I guess I thought if being 10 was easy and fun for my dad, then it would be easy and fun for me, but if I have you guys with me, I think being 10 won't be very hard at all."

20 "Thanks, Mallory," Jeff says. "That's really nice, and I'm sure being 10 is going to be great."

21 "Gabbi, I'm really sorry I was mean to you. I let my fear affect how I treated you and that's not fair because you're one of my best friends."

22 "Don't worry, Mallory. I understand that people get frustrated sometimes, but it doesn't mean I think you're bad. Come on, let's find that time capsule."

23 Jeff, Gabbi, and I search another hour looking for it. We do not find it, but we laugh and make jokes and sing songs. It's the best time ever. When I get home, my parents are waiting for me in the kitchen because they're worried sick. It's officially dark out now and I'm supposed to be home before the sun sets. I tell them that I was looking for the time capsule, and my dad tells me he dug it up years ago. My dad thought I wanted to make one of my own, so he told me where his was buried. He asks if I still want to make one, and I think of Gabbi and Jeff and say, "Yes, I want to remember this night."

[Reading Level: 700–800L; Word Count: 773]

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

1. Part A

Read the sentence from paragraph 8.

> "Yes, I know what I'm doing!" I say, annoyed. "You ask so many questions that it seems like you don't trust me."

Which character is speaking?

Ⓐ Mallory
Ⓑ Gabbi
Ⓒ Jeff
Ⓓ Dad

Part B

Underline TWO details in the story that BEST support the answer to Part A. [See paragraphs 8 and 9.]

2. Organize the plot events in the order in which they happen. Include the paragraph number.

Gabbi holds Jeff's hand because she is afraid a bear might get her.
The three friends have fun making jokes and singing songs.
Mallory apologizes to Gabbi for being mean to her.
Jeff locates the lake marked on Mallory's map.

EVENT 1	Gabbi holds Jeff's hand because she is afraid a bear might get her. (paragraph 6)
EVENT 2	Jeff locates the lake marked on Mallory's map. (paragraph 11)
EVENT 3	Mallory apologizes to Gabbi for being mean to her. (paragraph 21)
EVENT 4	The three friends have fun making jokes and singing songs. (paragraph 23)

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3. Use four of the details below to fill in the setting chart. Identify the details that describe the story's setting, and write them in the chart.

"The forest only seems to get darker in the winter and with the sun going down" (paragraph 1)

"I take the old batteries out of my flashlight and grab two fresh ones from my backpack." (paragraph 1)

"We follow a trail in the woods for five more minutes, and I try to focus even though I'm getting nervous." (paragraph 6)

"I pull out my map that I drew from my dad's instructions." (paragraph 10)

"I shade my eyes from the water's glare and start to walk quickly, leaving my friends behind." (paragraph 12)

"We all look to the setting sun, then again at its reflection." (paragraph 16)

"We don't find it, but we laugh and make jokes and sing songs." (paragraph 23)

DETAILS FROM THE STORY THAT DESCRIBE THE SETTING
"The forest only seems to get darker in the winter and with the sun going down" (paragraph 1)
"We follow a trail in the woods for five more minutes, and I try to focus even though I'm getting nervous." (paragraph 6)
"I shade my eyes from the water's glare and start to walk quickly, leaving my friends behind." (paragraph 12)
"We all look to the setting sun, then again at its reflection." (paragraph 16)

TIPS AND TRICKS

When talking about prose, refer back to paragraph numbers. You can identify where certain events happen by paragraph numbers.

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

4. Part A

What is Mallory's MAIN problem?

Sample response: She is nervous about turning 10 the next day.

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Part B

Which paragraph BEST supports the answer to Part A?

Ⓐ Paragraph 3
Ⓑ Paragraph 12
Ⓒ Paragraph 16
Ⓓ Paragraph 22

5. Now that you have read "Time in a Bottle," explain in a paragraph what makes this prose.

Sample response: "Time in a Bottle" is a story. Stories are written in prose using sentences and paragraphs. The story has three characters: Mallory, Jeff, and Gabbi. The story follows a plot, with a beginning, middle, and an end. Each paragraph moves the plot along. The characters talk to each other with dialogue.

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

6. Part A

Which plot event happens last in the story?

Ⓐ Mallory gets nervous because it is getting dark.
Ⓑ Mallory confesses that she is scared of turning 10.
Ⓒ Mallory finds out where the time capsule is.
Ⓓ Mallory tells her dad she wants to make a time capsule.

TIPS AND TRICKS

Look back at the story and see if you can find each of the answer choices. Underline them in the story.

Part B

Underline the sentence in the story that BEST supports the answer to Part A. [See paragraph 23.]

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EXIT TICKET

4RL5



Now that you have learned how to identify the elements of prose, let's revisit the Real-World Connection. During José's and Jasmine's guessing game, José gave Jasmine clues about his favorite story. What elements, or parts of the story, *Stuart Little*, did José give clues about to help Jasmine figure out his favorite book?

Sample answer: José gave the characters, the setting, and the plot of the story.

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The instructions help the readers imagine the action as they read. For example, the script describes the characters and what they say or do.

- All scripts have a structure, or form. Plays are made of sections. Each section is called an act.

  Each act contains smaller sections of the story. Each of these sections is called a scene. The scenes move the story along.

- The cast of characters appears at the beginning of the script.

  It lists the people that are in the play and includes a few details about each character. Actors pretend to be these characters.

- Dialogue is the words characters speak to each other.

  Dialogue is written in plain font. It is not set apart by quotation marks like the dialogue in a story. In a play, dialogue is introduced through the name of the speaker, such as in this example.

  BONNIE: I want to go to the park.

- The setting tells when and where the action happens. Information about the setting usually appears at the beginning of each scene. It describes what the stage should look like.

- A stage direction tells the actors when to enter or exit the stage and where to be on stage. For example, *downstage right* tells the actor to stand toward the front of the stage on the right. Imagine if an actor walked into the wrong scene!

  Stage directions also tell actors how their characters should talk, move, and behave.

  Stage directions appear in italics throughout the dialogue sections. They are in parentheses or brackets. Take a look at the following example. Which part is the setting? Where are the stage directions? Why are certain parts italicized?

  Time: Friday evening

  Place: Living room

  ALEX has just moved into her new house. She is unpacking.

  ALEX: [*dances around the room*] I love this place!

  By looking at the stage directions, you know what the characters are doing as they talk. Stage directions can help show emotion. Take a look at this example.

  BOB: [*bangs hand on the table*] This is awful!

  Without the stage direction, readers could interpret the line of dialogue in different ways. The stage direction lets you know that Bob is angry.

TIPS AND TRICKS

Italics and brackets are used to help make parts stand out. The placement is also important. For example, setting comes before dialogue. If you look for these differences, you can figure out each element.

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- Like a story, a play has a plot. Each play has a beginning, a middle, and an end.
  - The beginning introduces the reader to the characters and setting.
  - The problem of the play is developed throughout the middle.
  - The end is where the problem is solved.
  - The dialogue and stage directions help you figure out what is going on in the plot.

GUIDED INSTRUCTION

Here is an example of a page from a script. Take a look at what each box points to.



The Wind Chime

Characters:
Perla
Danny
Mom
Time: Present Day
Place: Front Porch

Cast of characters

Scene

PERLA is 8 and DANNY is 10. The siblings pace back and forth across the front porch of their house. PERLA holds a wind chime. The children look around, trying to figure out where to hang it.

Setting description

PERLA: [*smiling and showing off the wind chime*] I really think Mom will love this wind chime we bought her at the art fair. We just need to hang it someplace cool. [*She walks to stage right.*] I think over here is good.

Stage direction

Dialogue

DANNY: I like it down on the other end. Down here we can see it through the window. [*He takes the wind chime from her.*]

PERLA: But it'll be better if we hear it instead of see it!

[*During their argument, the siblings do not notice their mother entering stage left.*]

MOM: What's better to hear instead of see?

PERLA and DANNY: [*embarrassed*] Um…surprise!

[Reading Level: NP; Word Count: 154]

TURN AND TALK

With a partner, discuss how the elements of drama help you imagine just what the story looks, sounds, and feels like. Ask yourselves questions like, "What does the setting help me know about the characters?" and "What do the stage directions help me see?"

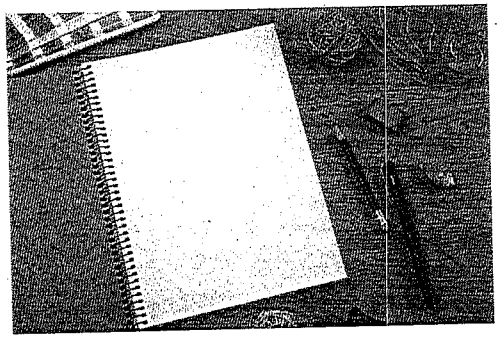
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Read this short passage from a script. Keep all the elements of a drama in mind. Try to identify them as you read.

- Circle the cast of characters.
- Draw a box around information that tells about the scene.
- Highlight information that describes the setting.
- Underline the first stage direction.

Seeking Inspiration



Characters:
Jin
Akira

Time: Present Day
Place: Living Room

JIN relaxes on the couch and scrolls through his phone. AKIRA enters stage right. She holds a sketchpad and pencil. She taps her pencil thoughtfully as she checks out different items around the house.

JIN: [*not looking up*] Okay, sis. Do I have to ask? What are you doing?

AKIRA: I need something to draw. Nothing is inspiring me. I think I've lost my art.

JIN: [*still not looking up*] Why don't you draw the dog?

AKIRA: I already have. I need something really interesting.

JIN: [*still not looking up*] Have you drawn the cat?

AKIRA: I'm going to ignore that.

THINK ABOUT IT

How does the writer tell the readers and actors what Akira is doing in the scene? What clues do you see that tell you about Akira?

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[*AKIRA crosses to stage left. She thinks she's found her inspiration. But, no. She groans and almost throws her sketchpad down.*]

JIN: [*still not looking up*] You can draw me. As long as I don't have to move.

AKIRA: Deal!

[*AKIRA settles in front of JIN and begins to draw him. Half an hour passes*]

JIN: [*finally looks up*] How do I look?

AKIRA: [*still drawing*] You'll see when I'm done.

JIN: [*rolls his eyes and goes back to looking at his phone*] Okay.

[*AKIRA continues to draw while Jin plays with his phone for another 10 minutes*]

AKIRA: [*puts her pencil down and stands up excitedly*] Tada! Take a look!

[Reading Level: NP; Word Count: 223]

Part A

How does the reader know that Akira is starting to get upset?

Ⓐ Akira says in dialogue that she has lost her art.

Ⓑ The writer says that nothing is inspiring Akira.

Ⓒ The setting description says that Akira taps her pencil thoughtfully.

Ⓓ The stage directions show it.

HINT, HINT

Which structural element do actors look for to see how their characters should react to story events?

Part B

Underline the sentence in the script that BEST supports the answer to Part A.

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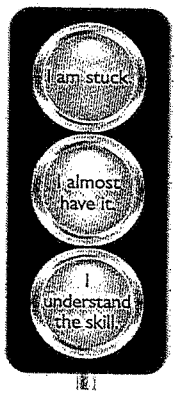
How Am I Doing?

What questions do you have?

Return to the play "Seeking Inspiration" from Guided Instruction. What do the different parts of the script help you understand? For example, what do the dialogue and stage directions help you figure out?

Return to the play "Wind Chimes" from Guided Instruction. What might happen if the writer of "Wind Chimes" had not included stage directions?

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



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INDEPENDENT PRACTICE

Read the play. Then answer the questions that follow.

The Entertainer

By Emily Poe | Genre: Drama

Characters:
Mom
Dad
Chelsea
Sean
Elizabeth
Piano Buyer

Time: Present day
Place: Living room

Act I
Scene 1



1 *A living room with modern furniture that is also crammed with antiques from the past. Upstage center, a life-sized portrait of a lady in a black feathered hat hangs upon the back wall. She wears a black gown laced up to her neck. She is smiling. Downstage right, near the front door, sits a dusty old upright piano. There is a coffee mug on top of the piano.*

2. *Offstage, we hear the sounds of a family eating breakfast.*

3 MOM: [*offstage*] He said if the piano is a genuine Baldwin from 1907, he would pay us 20,000 dollars! What do you kids think we should do with the money?

4 SEAN: [*offstage*] Build a swimming pool!

5 [*ELIZABETH, the woman in the painting, steps out of the painting and looks around.*]

6 CHELSEA: [*offstage*] Go on vacation!

7 DAD: [*offstage*] Save for the kids' college tuition!

8 [*ELIZABETH walks over to the piano and knocks over the coffee mug. It crashes on the floor.*]

9 MOM: [*offstage*] What was that noise?

10 [*ELIZABETH jumps back inside the painting. She is frowning now.*]

11 MOM: [*picks up the coffee mug*] Sean, get me the broom. How did this happen? The piano buyer is going to be here any—

12 [*Doorbell rings.*]

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READING NOTES

13 CHELSEA: [*looks at painting*] Mom? Isn't great-grandmother usually smiling in the picture?

14 MOM: Sam, get the door please.

15 DAD: Sorry, hon.

16 [*The PIANO BUYER stands just outside of the family's front door. He wears a heavy coat and derby hat.*]

17 DAD: [*stubs his toe on the piano*] Ouch! [*opens the door*] Hello! Come in, come in. Here it is.

18 PIANO BUYER [*inspects the piano*]: Lovely, lovely. Looks genuine. [*Presses two low keys, DUH, DUM.*] Why are you selling it?

19 MOM: It was my grandmother's. Nobody plays it now.

20 ELIZABETH: [*jumps out of the painting*] How dare you sell my piano! [*to the buyer*] Scat! Scram! Get out of here! It belongs to my family!

21 [*ELIZABETH is invisible to everyone but CHELSEA.*]

22 CHELSEA: Mommy?

23 ELIZABETH: [*to CHELSEA*] Be a dear and tell your mother not to sell my piano.

24 CHELSEA: Mommy?

25 SEAN: I can play it. Watch. [*SEAN bangs on the piano. Everyone flinches.*]

26 MOM: That's enough, Sean. [*To buyer*] See? The kids have other interests.

27 PIANO BUYER: I'm sorry to hear that, Ma'am. A house with piano music is a beautiful place to grow up.

28 MOM: [*laughs*] Trust me, we have plenty of pop music playing around here—

29 CHELSEA: [*screaming*] Mommy!

30 MOM: Chelsea Ann, you are being rude.

31 [*CHELSEA grips her mom's shoulders and whispers into her ear.*]

32 CHELSEA: Great-grandmother does not want you to sell the piano. She is very upset.

33 ELIZABETH: Good girl, Chelsea. [*Sits at the piano and begins to play "The Entertainer," a popular song from her time.*]

34 [*Everyone except CHELSEA screams and runs from the room. The PIANO BUYER runs out of the door. ELIZABETH disappears.*]

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Time: Five minutes later
Place: Living room

Act I
Scene 2

35 MOM: Hand over your tablet, Chelsea. You're punished. That was not a funny trick at all.

36 SEAN: I thought it was funny, Chels. Do it again! Did you see that man's face? He really thought a ghost was playing the piano!

37 CHELSEA: [*to painting*] Do something! They don't believe me!

38 DAD: Chelsea, that's enough. We are selling all of this old junk and not just the piano. We need the space.

39 ELIZABETH: [*steps out of the painting again*] That rocking chair is made from cherry wood shipped all the way from Japan! That curio cabinet is olive wood, and it belonged to my great-grandmother!

40 CHELSEA: Great-grandmother is back. And now she is really angry.

41 MOM: [*stamps her foot*] Chelsea, stop this game. It isn't funny.

42 CHELSEA: She said the rocking chair is made from Japanese wood and the curio cabinet is olive, and it—

43 MOM: Where did the grandfather clock come from then, Chelsea?

44 [*ELIZABETH whispers in CHELSEA'S ear*] CHELSEA: Great-grandpa made it.

45 MOM: [*gasps*] Grandma? Are you really there?

46 CHELSEA: She is here! And she says she forgives you for losing the baby blanket she knitted for you.

47 MOM: [*gasps again*] I can't believe this. I lost that blanket when I was about your age. It was so beautiful.

48 ELIZABETH: [*to CHELSEA*] Tell her to play our song on the piano.

49 CHELSEA: [*to ELIZABETH*] She doesn't know how.

50 ELIZABETH: Yes, she does. Tell her.

51 CHELSEA: [*to MOM*] She wants you to play your special song.

52 MOM: I—I—can't remember…

53 CHELSEA: She said, "Don't be afraid. You can do it."

54 [*MOM begins to play "The Entertainer." ELIZABETH twirls around the room in her long dress, smiling.*]

[Reading Level: NP; Word Count: 776]

READING NOTES

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HINT, HINT

Remember to read the entire play carefully before answering the questions.

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

1. **Part A**

How does the reader know when and where "The Entertainer" takes place?

Sample response: The setting states the time and place.

Part B

Underline the lines in the play that BEST support your answer to Part A. [See Time and Place descriptions.]

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

2. **Part A**

What happens after Elizabeth plays the piano at the end of Act 1, Scene 1?

Ⓐ Everyone except Chelsea screams and runs from the room.
Ⓑ Elizabeth jumps back inside the painting and starts frowning.
Ⓒ Mom tells Chelsea that she is being punished for playing a trick.
Ⓓ Dad says that they are selling the piano because they need space.

Part B

Which structural element BEST supports the answer to Part A?

Ⓐ character dialogue
Ⓑ stage directions
Ⓒ cast of characters
Ⓓ setting descriptions

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3. What is the importance of the FIRST stage direction in these lines?

> CHELSEA: [*to painting*] Do something! They don't believe me!
> DAD: Chelsea, that's enough. We are selling all of this old junk and not just the piano. We need the space.
> ELIZABETH: [*steps out of the painting again*] That rocking chair is made from cherry wood shipped all the way from Japan! That curio cabinet is olive wood, and it belonged to my great-grandmother!

Ⓐ The stage direction describes what Chelsea is doing.
Ⓑ The stage direction helps express how Elizabeth is feeling.
Ⓒ The stage direction makes it clear whom Chelsea is talking to.
Ⓓ The stage direction shows that Elizabeth is out of the painting.

4. Pick TWO stage directions from the play. One should be from Scene 1 and one should be from Scene 2. Explain how these stage directions can contribute to a reader's understanding of the characters. Use examples from the text to support your answer.

Sample response: The stage direction from the lines in Scene 1 "ELIZABETH: [*jumps out of the painting*] How dare you sell my piano! [*to the buyer*] Scat! Scram! Get out of here! It belongs to my family!" helps to show how important the piano is to Elizabeth. She jumps out and yells because she cares. The stage direction in these lines from Scene 2 "MOM: [*stamps her foot*] Chelsea, stop this game. It isn't funny," shows how the mom is feeling. She is expressing her anger by stomping her feet.

TIPS AND TRICKS

What is the purpose of each element? Remember that each one is included to help you imagine the action in your mind and enjoy reading the play.

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

5. Part A

What does Mom do after Elizabeth asks her to perform her "special song"?

Ⓐ She says that she does not remember how.

Ⓑ She twirls around the room in her long dress, smiling.

Ⓒ She begins to play the piano while Elizabeth dances.

Ⓓ She stamps her foot and tells Chelsea to stop playing jokes.

Part B

Underline the structural element in Scene 2 that BEST supports the answer to Part A.

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

6. Part A

Which structural element lets you know when Scene 2 takes place?

Ⓐ cast of characters

Ⓑ dialogue

Ⓒ setting

Ⓓ stage direction

Part B

Underline the structural element that BEST supports the answer to Part A.

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EXIT TICKET

4RL5

Now that you have mastered identifying the elements of a drama, let's revisit the Real-World Connection.

Neil's mom bought him a copy of the play so he could enjoy it again. He noticed that it was written differently from the way a story is written. He asked his mom to explain why a play is written differently from a story. What words do you think Neil's mom uses to describe the elements of a play to Neil?

Sample answer: Some words Neil's mom might use include script, act, scene, cast of characters, dialogue, setting, and stage directions.

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SKETCH IT

Draw a graphic organizer that shows the rhyme pattern of each stanza in the poem "Rain in Summer."

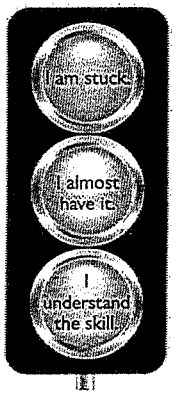
How Am I Doing?

What questions do you have?

Reread the poem "Three Wishes." What elements of poetry might the poem "Three Wishes" and a song share?

What is the rhyme pattern of the poem "Rain in Summer"?

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 Moon

by Robert Louis Stevenson | Genre: Poem

The moon has a face like the clock in the hall;
She shines on thieves on the garden wall,
On streets and fields and harbor quays,
And birdies asleep in the forks of the trees.

The squalling cat and the squeaking mouse,
The howling dog by the door of the house,
The bat that lies in bed at noon,
All love to be out by the light of the moon.

But all of the things that belong to the day
Cuddle to sleep to be out of her way;
And flowers and children close their eyes
Till up in the morning the sun shall rise.

[Reading Level: NP; Word Count: 105]



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

1. Part A

Which sentence BEST explains what the poet is saying about the moon in lines 1–4?

Ⓐ The moon is bright.
Ⓑ The moon is pretty.
Ⓒ The moon is happy.
Ⓓ The moon is curious.

Part B

Which line from the poem BEST supports the answer to Part A?

Ⓐ "The moon has a face like the clock in the hall;" (line 1)
Ⓑ "She shines on thieves on the garden wall," (line 2)
Ⓒ "On streets and fields and harbor quays," (line 3)
Ⓓ "And birdies asleep in the forks of the trees." (line 4)

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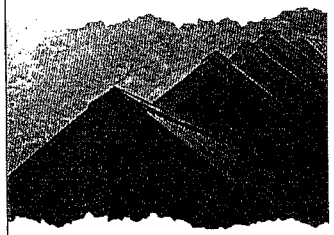
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GUIDED INSTRUCTION

TIPS AND TRICKS

As you read a poem, label each line with a letter. Line 1 would be *A*. If line 2 rhymes with line 1, you would label it as *A*. If it does not rhyme with line 1, label line 2 as *B*.



Read these lines from the poem "Rain in Summer." Look for elements of poetry.

Rain in Summer

How it clatters along the roofs,
Like the tramp of hoofs!
How it gushes and struggles out
From the throat of the overflowing spout!

Across the window pane
It pours and pours;
And swift and wide,
With a muddy tide,
Like a river down the gutter roars
The rain, the welcome rain!

The sick man from his chamber looks
At the twisted brooks;
He can feel the cool
Breath of each little pool;
His fevered brain
Grows calm again,
And he breathes a blessing on the rain.

[Reading Level: NP; Word Count: 87]

HINT, HINT

Pay close attention to the last word in each line. Line 1 should be labeled as *A*. What about the rest of the lines?

Part A

Which BEST describes the rhyme scheme in lines 1–4?

Ⓐ *AABB*
Ⓑ *ABBC*
Ⓒ *ABAB*
Ⓓ *ABCD*

Part B

Underline the words from lines 1–4 that BEST show the rhyme scheme in the answer to Part A.

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Read this short poem. As you read the poem, see if you can identify rhyming words and rhyme scheme.

Fall Wishes

I like when leaves start to fall
I grab my coat and leave the hall.
Outside I dance around the tree,
Feeling like I'm finally free.

It's wonderful to feel like this.
I rather hope to stay a while
And play in this great big pile
But I have to finish up this list.

[Reading Level: NP; Word Count: 54]

TIPS AND TRICKS

Use a pencil or highlighter to mark the beats in a poem and the words that rhyme. Then read the poem aloud using your markings as a guide.



1. Which pairs of words rhyme in this poem?

   fall/hall, tree/free

2. What is the rhyme scheme in the first stanza? What is the rhyme scheme in the second stanza?

   First stanza: *AABB*

   Second stanza: *CDDC*

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EXIT TICKET

4RL5



Now that you know how to identify the elements of poetry, let's revisit the Real-World Connection. Remember that Miles enjoys creating mash-ups of popular songs. He picks songs that have similar beats. He told his friend Tracey that songs are like poems—they both have beats. Tracey asked Miles if the structure of songs and poems is similar in other ways. Write a paragraph telling how you think Miles can answer Tracey's question. Refer to the poem "The Moon" from Independent Practice to provide examples.

Answers will vary. Sample answer: Poems and songs are alike in that they sometimes have rhyme schemes. Some songs have *A/B* rhyme schemes. In the poem "The Moon," words such as "mouse/house," "noon/moon," and "day/way" rhyme. The poem also has a structure that groups the ideas into three stanzas.

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2. What is the purpose of the second stanza of the poem? Support your answer with phrases from lines 5–8.

Sample response: The purpose of the second stanza is to discuss animals that are awake at night. "All love to be out by the light of the moon."

3. Which sentence BEST describes how the poet arranged this poem?

Ⓐ He used four lines with four stanzas in each.
Ⓑ He used three stanzas with four lines in each.
Ⓒ He used four lines with the same rhythm in each line.
Ⓓ He used three stanzas with two rhyming words in each.

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

4. Part A

Which pattern describes the rhyme scheme in lines 5–8 of "The Moon"?

Ⓐ *ABAB*
Ⓑ *AABB*
Ⓒ *ABCD*
Ⓓ *ABAC*

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Part B

Underline the words in lines 5–8 that BEST support the letter *B* rhyme in Part A.

5. Explain the rhythm of line 2. Include details describing how you know what syllables are stressed.

Sample response: When I read the line and tapped out the rhythm, I noticed that there were four stressed syllables. The words *shines, thieves,* and *wall* are stressed. The *gar-* in *garden* is also stressed. I know this because when I pronounce the line to myself, certain syllables sound stronger.

TIPS AND TRICKS

Before you begin to write your response, try drumming along to see if it helps you understand the rhythm.

6. Which word from lines 10–12 is stressed?

Ⓐ "of"
Ⓑ "sleep"
Ⓒ "their"
Ⓓ "shall"

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HINT, HINT

What do you know about Lucius? What do you know about Aeneas? Which answer choice shows one detail that both brothers share?

Part A

How is the narrator of "The Soldier" similar to the narrator of "The Speaker"?

Ⓐ Both narrators are first-person points of view.

Ⓑ Both narrators listen to the clang of steel swords.

Ⓒ Both narrators are interested in their lessons.

Ⓓ Both narrators dream of what they want to be one day.

Part B

Underline a detail from EACH story that BEST supports the answer to Part A.

Read the two stories below. Underline or highlight clues that help you identify the author's point of view in each text.

Apprentice Candle Maker

It was my first time dipping candles on my own, and I was quite nervous. Many other boys my age in the 13 colonies took up a trade, and candle making was to be mine. I wanted very much to do a good job and make my family proud.

I had worked hard to learn how to mix the tallow correctly, so I felt confident about this part. Then came the time to dip the wicks in the tallow. I took the block of wicks and lowered them into the tallow mixture. I repeated this step until I thought the candles were thick enough.

Once this was done, I looked to my master, who gave me a nod of approval. I'd done it!

[Reading Level: 750–850L; Word Count: 123]

TURN AND TALK

To figure out whether a story uses first-person or third-person narration, ask, "Who is telling this story? Is the narrator one of the characters?"

A New Baker

Emory Fitzsimons wiped the sweat from his brow as he placed the metal tray of bread dough into the wood-burning stove. Now, he just had to wait to see if the bread would rise, and if he had mixed the ingredients properly. He was learning to be a baker, and in the 1800s America, bakers were in high demand. He had mixed the ingredients as his master had taught him: milled flour, yeast, eggs, and milk straight from the cow.

Soon it was time, and Emory brought forth the pan of bread, perfectly baked. His boss, Mr. Smith, thought it smelled delicious. He knew Emory would make a fine baker.

[Reading Level: 780–880L; Word Count: 110]

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The chart below compares and contrasts the narrators in the two stories. What is the point of view in each story?

"APPRENTICE CANDLE MAKER"	"A NEW BAKER"
Point of view: First-person	Point of view: Third-person
The main character is learning to be a candle maker.	The main character is learning to be a baker.
The main character lives in Colonial America.	The main character lives in the 1800s in America.
The main character is nervous about doing a good job.	The main character is nervous about doing a good job.
The main character successfully makes the candles.	The main character successfully bakes the bread.

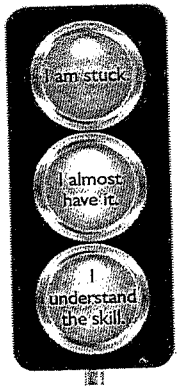
How Am I Doing?

What questions do you have?

Think of two stories you have read. Explain how are these stories alike and how they are different.

How can you tell if these stories are written in first-person or third-person point of view? Explain.

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



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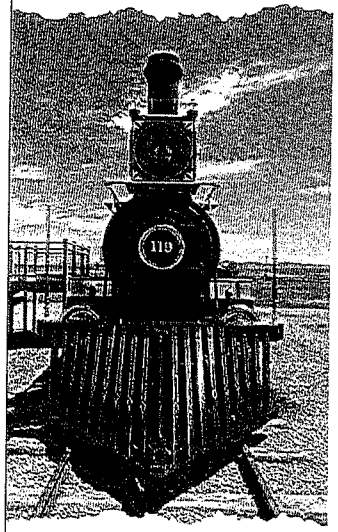
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INDEPENDENT PRACTICE

Read the two stories. Then answer the questions that follow.

Following the Tracks

Genre: Short Story



1 My name is Emily, and this week will mark the end of a project my father has been working on for months: the completion of the Transcontinental Railroad! We will be having a celebration at Promontory Summit here in Utah when it is finally finished. We have been moving across the country from camp to camp as my father and his crew completed pieces of track. It has been a hectic life.

2 Our camp is restless because the final celebration has already been postponed twice. The first time was because one of the managers of the other railroad company was kidnapped! His workers said they weren't getting paid and wouldn't let him go until they did. Then bad weather destroyed some of the track, and the workers had to replace it. Everyone is ready for the hard part to be over, so we can relax.

3 Father is a foreman, so because he is in charge, he works long days, at least twelve-hour shifts. He directs the men who are laying the tracks. Mother says to stay away from the tracks because it isn't safe for a kid. That's one reason why there aren't a lot of other families here at the camps. Most of the workers are traveling and working alone, while their families wait at home. My mom and I are excited to return to a normal routine when this is all over!

4 Fortunately, I have made one friend along the journey. Her name is Meredith, and her father is a reporter for a big newspaper. Her family is staying in the same camp as mine, so we spend a lot of time together. I hope that we will be able to stay in touch once we return home because she is very sweet and funny. Her friendship is one thing I will miss from this crazy trip.

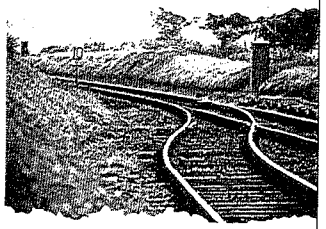
5 The day of the celebration finally comes, and while my father feels this is history in the making, I would rather be at home. Father says this work is important, and the things our family gives up will be worth it when it is complete. The country will be united. Families will be able to travel across the nation to find work. They will be able to visit loved ones and explore. It takes several challenging months to cross the country by wagon, but they say it will take just over four days by train. I think riding the track will be fun, but I'm more excited about going home!

[Reading Level: 770–870L; Word Count: 419]

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Pacific Railroad

Genre: Short Story



1 The exhausted journalists gathered around, waiting for the final word. They had been following the workers of the Union Pacific Railroad for months as it expanded across the country to connect with the Central Pacific Railroad. This was to be the first time the country would be connected by rail. It was an enormous project, so it took a great deal of time to accomplish.

2 Many of the journalists left weeks ago when the completion date had been postponed once again. They decided it was a waste of time to wait for the finished tracks if they could instead report what the telegraphs said about the celebration. The few that remained would have a great story they could tell first-hand. One such journalist was a man named Peter from Omaha, Nebraska. Moving across the country was no big deal to him. He had made almost the entire journey with the crew and wasn't about to leave early!

3 Finally, Engine 119 made it in to Promontory Summit in the late morning. Two of the remaining journalists gave a loud cheer. Some of the others clapped halfheartedly and muttered about the train being long overdue. An army officer raised the flag and the military band played for the large crowd. Two men carried over what looked like the last rail. The final spikes would be placed in the track during the ceremony.

4 A preacher opened the ceremony by standing to lead a prayer. The director of the Union Pacific Railroad and the director of the Central Pacific Railroad stepped to the front. Together, with the final spikes in hand, they walked over to the final piece of track. When they put the spikes in the ground, the telegraphs would send the news that the country was finally united by rail.

5 Peter could not believe his eyes when not one but both men missed the spike when trying to hit it the first time. In the excitement, he wondered if he'd been the only one to notice. Everywhere, there were toasts and photographs and loud conversations. Peter watched as one of the railroad workers properly placed both spikes in the ground. Overall, the day filled him with a sense of wonder at the history in the making.

6 Six days later, Peter rode on one of the first trains home. Some parts of this adventure were hard to leave, like the interesting rail workers and the wide open sky. Mostly, he was eager to return to his own home, where he would tell his exciting story about witnessing this moment in history.

[Reading Level: 810–910L; Word Count: 428]

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

1. Part A

Which phrase BEST describes the narrator of "Following the Tracks"?

Ⓐ a character who appears in the story
Ⓑ a voice that tells the reader what is going on
Ⓒ an unnamed narrator describing the story's events
Ⓓ an author from modern times retelling past events

Part B

Which statement BEST describes how the narrator of "Pacific Railroad" is different from the narrator of "Following the Tracks"?

Ⓐ Unlike the narrator of "Following the Tracks," this narrator is a character who is part of the story.
Ⓑ Unlike the narrator of "Following the Tracks," this narrator is telling the story without appearing in it.
Ⓒ Unlike the narrator of "Following the Tracks," this narrator is telling the story through his or her point of view.
Ⓓ Unlike the narrator of "Following the Tracks," this narrator is a character who tells about his or her past.

▶ TIPS AND TRICKS

Think about who Emily and Peter are. Emily is a young girl traveling with her family, and Peter is a grown man traveling for work. The reasons for traveling affect how they feel.

2. How are Emily's and Peter's feelings about moving across the country different?

Ⓐ Emily feels that it is a hectic life, while Peter doesn't mind moving.
Ⓑ Emily enjoys seeing new places, while Peter worries about his family.
Ⓒ Emily finds the adventure exciting, while Peter wants to return home.
Ⓓ Emily is afraid of the danger, while Peter finds the railroad life interesting.

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

3. Part A

How are the two narrators' attitudes toward going home similar?

Ⓐ Both are eager to go home.
Ⓑ Both want to take a long wagon ride home.
Ⓒ Both are dreading the long ride home.
Ⓓ Both feel nervous about returning home.

Part B

Underline a sentence from the last paragraph of BOTH stories that supports the answer in Part A.

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

4. Part A

How are Emily's feelings about the day of the celebration different from Peter's?

Ⓐ Peter understands that the event is historic and important, but Emily does not care.
Ⓑ Peter travels only to write his story, but Emily is there for her father.
Ⓒ Peter feels angry that the men missed the spike, while Emily is sad about it.
Ⓓ Peter has seen such events many times, while Emily is excited to see her first one.

Part B

Underline a sentence from paragraph 5 of BOTH stories that BEST supports the answer to Part A.

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TIPS AND TRICKS

Go back to the stories and underline the details that help you better understand the points of view.

5. Describe how the points of view of the stories affect the information provided about the characters. Use details from both stories to support your response.

Sample response: The first-person narration in "Following the Tracks" helps the reader to connect with the narrator. The reader learns about Emily's life because Emily is telling the story. The reader learns that Emily's family moved around a lot. In "Pacific Railroad," the narrator mostly describes how Peter spent his time. For example, he says, "Peter watched as one of the railroad workers properly placed both spikes in the ground." Also, in "Following the Tracks," the reader learns how Emily relates to other characters. In "Pacific Railroad," the reader does not get any details about how Peter related to other characters but learns about what other characters did. For example, "Everywhere, there were toasts and photographs and loud conversations."

6. The table below contains quotes from both "Following the Tracks" and "Pacific Railroad." Use the following labels to correctly describe each quote.

First-person point of view
Third-person point of view

"We have been moving across the country from camp to camp . . ." (paragraph 1, "Following the Tracks")	First-person point of view
"He had made almost the entire journey with the crew . . ." (paragraph 2, "Pacific Railroad")	Third-person point of view
"Fortunately, I have made one friend along the journey." (paragraph 4, "Following the Tracks")	First-person point of view
"Six days later, Peter rode on one of the first trains home." (paragraph 6, "Pacific Railroad")	Third-person point of view

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7. How would "Following the Tracks" be different if Emily's father was telling the story? How would "Pacific Railroad" be different if the narrator knew the thoughts and feelings of all the characters? Use details from both stories to support your response.

Sample response: "Following the Tracks" would have a different point of view if Emily's father narrated it. Emily does not help build the railroad, but her father directs the workers who are laying the tracks. His opinion of events is, "this work is important." (Paragraph 5) Unlike Emily, he would probably express pride and relief about finishing this project. "Pacific Railroad" would be different because the reader would know how other characters viewed this event. For example, in Paragraph 5, the narrator says, "The day filled him with a sense of wonder." The reader, however, does not know how other characters feel. A narrator who knows how all characters think and feel could reveal their opinions to the reader directly. For example, the narrator could reveal how the directors of the Central and Union Pacific railroads felt at the ceremony when they missed hitting the spikes.

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EXIT TICKET

4RL6

Now that you know how to contrast points of view in stories, let's revisit the Real-World Connection. Imagine you read the same two stories that Jeremy did. Reread these sentences from each story.

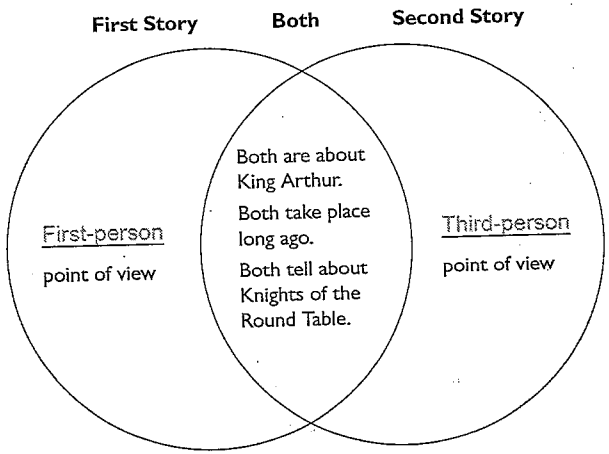
First Story

I am King Arthur. My Knights of the Round Table are the bravest in the land.

Second Story

Long ago, King Arthur called a meeting at Camelot. He sat at the Round Table with his knights. They talked about their next battle until dawn.

Complete the Venn diagram to contrast the narrator's point of view in the two stories.



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Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

There are different ways to present, or tell, a story.

- A story can be written.
- An author can present a story visually. Visual presentations of a story can include images. Videos and plays are also visual presentations. A visual presentation may give you more details about how a character looks.
- A story can be presented orally. Oral presentations are texts read aloud. For example, audio books are oral presentations. When you listen to a story, you may be better able to focus on the words a character says. You can understand how to say difficult words.

When a story has pictures, you compare the pictures to the words. You can see things that are the same and that are different.

As you read, compare a picture to the description. Descriptions *tell* you what things look, sound, or feel like. This helps you picture in your mind where a story takes place, what events happen, and how characters look, act, and feel.

You make a connection when you compare a picture or an oral presentation to the words in a story. This means looking at how one part of a story is related to another. This will help you understand the story.

GUIDED INSTRUCTION

The presentation of a story affects the way you understand the story. Different kinds of presentations help readers see or hear important information.

Read this play about Chef Fox. Think about how you would create a different type of presentation of the story.

Chef Fox Meets Baker Bird

Place: Chef Fox's kitchen

[*CHEF FOX is making her soup when BAKER BIRD arrives.*]

BAKER BIRD: [*smelling the air*] Atrocious! [*covers beak with her wing*] That is the most unappetizing soup I have ever seen or smelled!

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CHEF FOX: [*wiping her paws on her apron*] But I eat it every day. It's my special recipe.

BAKER BIRD: How about I make you some creamed pudding? It's my special recipe.

CHEF FOX: No, thank you.

BAKER BIRD: Don't you want to try something new?

CHEF FOX: [*folds her arms*] Never! I like my mushroom soup. I might not like something new.

[*BAKER BIRD shrugs. She turns to her pot and starts to cook. She adds a teaspoon of vanilla and pours in some cinnamon.*]

BAKER BIRD: Or you might like trying something new! You don't know until you try.

CHEF FOX: [*smelling the air*] It does smell good. [*pushes soup aside*] I guess it wouldn't hurt to try something new. [*takes a bite*]

BAKER BIRD: How do you like it?

CHEF FOX: [*pauses to think*] It's missing something. [*She grabs some almonds, chops them up, and puts them in the pudding.*] Our special recipe is perfect now!

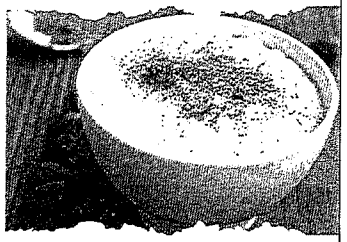
BAKER BIRD: [*tastes the pudding*] It's so crunchy! I love it!

CHEF FOX: We make a good team.

[Reading Level: NP; Word Count: 214]

THINK ABOUT IT

Look closely at the picture. What information does it show that is presented in the play?



HINT, HINT

Ask yourself, "What does the picture show and how does it help me understand the story?"

Part A

Which statement BEST shows what the written and visual presentations of the text help show the reader?

Ⓐ Chef Fox's mushroom soup does not taste good.

Ⓑ The new recipe has cinnamon and almonds.

Ⓒ A secret ingredient was added to Baker Bird's recipe.

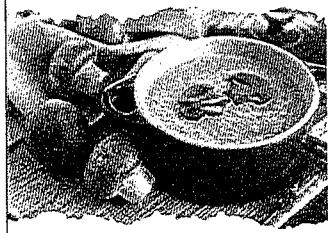
Ⓓ Baker Bird likes to try new things.

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Part B

Underline the TWO details in the text that are BEST supported by the visual presentation.

Read this story about Chef Fox. As you read, look for similarities in the text and picture. These similarities tell you key details. Which details help you understand Chef Fox?



Chef Fox Makes Soup

Every day Chef Fox went to her garden and saw that mushrooms had popped up around her prized flowers. Chef Fox picked all the mushrooms. Once her basket was full, she returned to her kitchen, where she pulled out her pots and prepared to cook.

The smallest mushrooms were used first. Every morning, Chef Fox boiled water in a small brown pot, and she stirred in the tiny mushrooms. Her breakfast soup was made, but it didn't have a lot of flavor.

The medium mushrooms were used second. Every afternoon, Chef Fox boiled water in a medium black pot, and she stirred in the average-sized mushrooms. Her lunch was now ready, but it too was pretty tasteless.

Chef Fox saved the largest mushroom for last. She chopped it up into very tiny pieces and mixed it into her large pot. Dinner was soon served, and it didn't have a lot of flavor either. Day after day, Chef Fox made the same boring soup.

[Reading Level: 760–860L; Word Count: 163]

This chart shows how the text of "Chef Fox Makes Soup" could be shown visually or through audio. Can you complete the chart?

TEXT	VISUAL OR ORAL PRESENTATION
"Every day Chef Fox went to her garden and saw that mushrooms had popped up around her prized flowers."	A picture of Chef Fox in her garden could give the reader a better idea of what Chef Fox and her garden look like.
"Her breakfast soup was made, but it didn't have a lot of flavor."	A picture of Chef Fox frowning as she tastes her soup would show the reader that it did not taste good.
"She chopped it up into very tiny pieces and mixed it in her large pot."	Sounds of Chef Fox cooking could give the reader an idea of how hard she is working to make a good soup.

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How Am I Doing?

What questions do you have?

Think of a folktale or myth you have read that had pictures. How did the pictures help you understand the story?

How would listening to an oral presentation of this folktale or myth help you better understand it? Explain.

SKETCH IT

On a separate sheet of paper, illustrate the play "Chef Fox Meets Baker Bird" and the story "Chef Fox Makes Soup." Draw pictures of the beginning, middle, and end of both passages. Then, compare your illustrations with your classmates.

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



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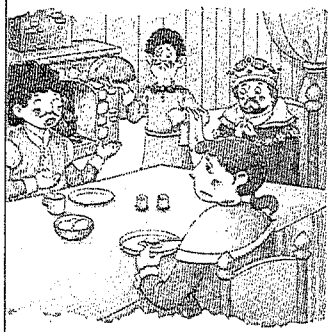
INDEPENDENT PRACTICE

Read the story and listen to an oral presentation of the story. Then answer the questions that follow.

Doctor Knowall

by The Brothers Grimm | Genre: Folktale

1 There was once upon a time a poor peasant[1] called Crabb, who drove with two oxen a load of wood to the town, and sold it to a doctor for two tailors.[2] When the money was being counted out to him, it so happened that the doctor was sitting at table, and when the peasant saw how well he ate and drank, his heart desired what he saw, and would willingly have been a doctor too. So he remained standing a while, and at length inquired if he too could not be a doctor. 'Oh, yes,' said the doctor, 'that is soon managed.' 'What must I do?' asked the peasant. 'In the first place buy yourself an A B C book of the kind which has a rooster on the frontispiece;[3] in the second, turn your cart and your two oxen into money,[4] and get yourself some clothes, and whatsoever else pertains to medicine; thirdly, have a sign painted for yourself with the words: "I am Doctor Knowall," and have that nailed up above your house-door.'



2 The peasant did everything that he had been told to do. When he had doctored people awhile, but not long, a rich and great lord had some money stolen. Then he was told about Doctor Knowall who lived in such and such a village, and must know what had become of the money. So the lord had the horses harnessed to his carriage, drove out to the village, and asked Crabb if he were Doctor Knowall. Yes, he was, he said. Then he was to go with him and bring back the stolen money. 'Oh, yes, but Grete, my wife, must go too.' The lord was willing, and let both of them have a seat in the carriage, and they all drove away together.

3 When they came to the nobleman's castle, the table was spread, and Crabb was told to sit down and eat. 'Yes, but my wife, Grete, too,' said he, and he seated himself with her at the table. And when the first servant came with a dish of delicate fare,[5] the peasant nudged his wife, and said: 'Grete, that was the

[1] a farmer with a low position in society

[2] a type of money

[3] the title page of a book

[4] sell your cart and oxen for money

[5] fancy, costly food

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first,' meaning that was the servant who brought the first dish. The servant, however, thought he intended by that to say: 'That is the first thief,' and as he actually was so, he was terrified, and said to his comrade[6] outside: 'The doctor knows all: we shall fare ill,[7] he said I was the first.' The second did not want to go in at all, but was forced. So when he went in with his dish, the peasant nudged his wife, and said: 'Grete, that is the second.' This servant was equally alarmed, and he got out as fast as he could. The third fared no better, for the peasant again said: 'Grete, that is the third.' The fourth had to carry in a dish that was covered, and the lord told the doctor that he was to show his skill, and guess what was beneath the cover. Actually, there were crabs. The doctor looked at the dish, had no idea what to say, and cried: 'Ah, poor Crabb.' When the lord heard that, he cried: 'There! He knows it; he must also know who has the money!'

4 On this the servants looked terribly uneasy, and made a sign to the doctor that they wished him to step outside for a moment. When therefore he went out, all four of them confessed to him that they had stolen the money, and said that they would willingly restore it and give him a heavy sum into the bargain, if he would not denounce[8] them, for if he did they would be hanged. They led him to the spot where the money was concealed. With this the doctor was satisfied, and returned to the hall, sat down to the table, and said: 'My lord, now will I search in my book where the gold is hidden.' The fifth servant, however, crept into the stove to hear if the doctor knew still more. But the doctor sat still and opened his A B C book, turned the pages backwards and forwards, and looked for the [rooster]. As he could not find it immediately he said: 'I know you are there, so you had better come out!' Then the fellow in the stove thought that the doctor meant him, and full of terror, sprang out, crying: 'That man knows everything!' Then Doctor Knowall showed the lord where the money was, but did not say who had stolen it, and received from both sides much money in reward, and became a renowned[9] man.

[6] fellow servant

[7] feel sick

[8] report someone's crime

[9] well-known, respected

[Reading Level: 800–900L; Word Count: 778]

READING NOTES

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Listen to the oral presentation of this story here.
http://etc.usf.edu/lit2go/175/grimms-fairy-tales/3159/doctor-knowall/

TIPS AND TRICKS

As you listen to the oral presentation of the story, take notes. What did you notice in the oral presentation that you did not notice when reading the story?

1. Compare the oral and written presentations of the story. Put each of the statements below into the correct box.

This presentation gives the definition for difficult words.
This presentation shows the characters' feelings as they speak.
This presentation helps the reader hear how names are pronounced.
This presentation breaks the story into paragraphs.

WRITTEN	This presentation gives the definition for difficult words. This presentation breaks the story into paragraphs.
ORAL	This presentation shows the characters' feelings as they speak. This presentation helps the reader hear how names are pronounced.

2. Read this sentence from paragraph 1.

> When the money was being counted out to him, it so happened that the doctor was sitting at table, and when the peasant saw how well he ate and drank, his heart desired what he saw, and would willingly have been a doctor too.

HINT, HINT

Which two details in this sentence would best be supported by sounds?

What TWO sounds could you add to an oral presentation to help readers connect to the story?

Sample response: You could add the sound of counting coins to Crabb. This would help the reader connect to what is happening in the story. You could also add the sound of the doctor eating and drinking heartily. These two sounds would give the reader a clearer idea about why Crabb is jealous of the doctor and wants to be like him.

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3. How would a video of "Doctor Knowall" help the reader understand the story?

Sample response: The audience could see what everyone looked like and read their facial expressions. The facial expressions would reflect the tone of their words in the audio and written versions of the story. The audience would also have a better understanding of where the story took place because they could see it.

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

4. Part A

Which statement BEST explains what the description in the text and the picture help show the reader?

Ⓐ The doctor unknowingly made everyone think he knew everything.

Ⓑ Crabs were under the covered dish the fourth servant brought in.

Ⓒ The servants were nervous that the doctor knew they were thieves.

Ⓓ The lord wanted Doctor Knowall to recover his stolen money.

Part B

Underline the sentence in the text that is BEST supported by the visual presentation. [See paragraph 4.]

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[152] masteryeducation.com | English Language Arts | Level D
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This question has two parts. First, answer Part A. Then, answer Part B.

5. Part A

Which statement BEST describes a possible visual that would show what would most likely happen to the main character after the lord is returned his money?

Ⓐ Doctor Knowall gets in trouble for not telling who took the money.

Ⓑ Doctor Knowall eats his crab dinner with the relieved servants.

Ⓒ Everyone looks at Doctor Knowall as he rides away in a nice carriage.

Ⓓ He hides his A B C book in a special box, so the rooster is not lost.

Part B

Which phrase from the text would BEST support the answer to Part A?

Ⓐ "In the first place, buy yourself an A B C book of the kind which has a rooster on the frontispiece." (paragraph 1)

Ⓑ "Then he was told about Doctor Knowall who lived in such and such a village, and must know what had become of the money." (paragraph 2)

Ⓒ he was terrified, and said to his comrade outside: "The doctor knows all: we shall fare ill, he said I was the first" (paragraph 3)

Ⓓ "but did not say who had stolen it, and received from both sides much money in reward, and became a renowned man" (paragraph 4)

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

6. Part A

Which statement BEST describes a visual that would most likely show that the peasant was poor at the beginning of the story?

Ⓐ A doctor sat at a table and counted money to the peasant.

Ⓑ A nobleman's money is stolen by thieves.

Ⓒ A sign hung above the door that read: I am Doctor Knowall.

Ⓓ A man in old, worn clothes drives two oxen into town.

Part B

Which specific description from paragraph 1 would the answer to Part A show?

Ⓐ "Crabb, who drove with two oxen a load of wood to the town"

Ⓑ "it so happened that the doctor was sitting at table, and when the peasant saw how well he ate and drank, his heart desired what he saw, and would willingly have been a doctor too"

Ⓒ "turn your cart and your two oxen into money, and get yourself some clothes, and whatsoever else pertains to medicine"

Ⓓ "have a sign painted for yourself with the words: 'I am Doctor Knowall,' and have that nailed up above your house-door"

7. Which TWO details from paragraph 4 does the oral presentation BEST support?

Ⓐ "On this the servants looked terribly uneasy"

Ⓑ "all four of them confessed to him that they had stolen the money"

Ⓒ "now will I search in my book where the gold is hidden"

Ⓓ "I know you are there, so you had better come out!"

Ⓔ "That man knows everything!"

Ⓕ "Then Doctor Knowall showed the lord where the money was"

TIPS AND TRICKS

Remember that the purpose of visuals is to add to your understanding of the story. Think about which answer choice would clearly show that the peasant was poor at the beginning of the story.

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EXIT TICKET

RL.7

Now that you know how to connect presentations with text, let's revisit the Real-World Connection. Read this part of the folktale about Chef Fox. Then look at the picture.



Chef Fox is a wonderful cook. She likes to make soup. One day, she put on her apron and grabbed a basket. She walked to her beautiful flower garden. There, she found firm, fresh mushrooms. First, she picked the smallest ones. Then, she picked the medium ones. Finally, she picked one huge mushroom. It was so big it did not fit in her basket. What a delicious soup she will make!

[Reading Level: 350–450L; Word Count: 71]

Compare the picture to the text. Then, complete this chart to explain how the picture matches the text.

TEXT	PICTURE
"One day, she put on her apron and grabbed a basket."	The picture shows Chef Fox wearing an apron and carrying a basket in one hand.
"First, she picked the smallest ones."	The picture shows small mushrooms in Chef Fox's basket.
"Then she picked the medium ones."	The picture shows medium-sized mushrooms in Chef Fox's basket.
"Finally, she picked one huge mushroom. It was so big it didn't fit in her basket."	The picture shows Chef Fox carrying a large mushroom in her other hand. It is so large it will not fit in her basket.

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Vocabulary in Action

When you read and hear stories you may find some that sound alike. There are many traditional tales and myths told all around the world. Sometimes stories from different cultures tell about characters or events that are alike.

- Culture is the way of life and customs of people in different societies. Two stories that come from different cultures may take place in similar settings. They may happen in the same time periods. They may share the same or similar messages about life. The stories are never exactly the same though.
- You compare two stories to tell how they are alike.
- You contrast two stories to tell how they are different.

When comparing and contrasting two stories, ask yourself the following.

- What is the topic or subject of each story?
- What is the pattern of events in each story? These are common types of events that appear in many stories. When you compare and contrast the pattern of events in two stories, you look at the plots of the stories.
- What is each story's theme? This is the story's central idea, message, or a lesson the story teaches. The author teaches the reader through the characters. You will use the characters, the plot, and the setting in each story to figure out each story's theme.

GUIDED INSTRUCTION

Consider the following examples. One story is about a British family of cats. This family is in the process of moving. The kittens are afraid of change. The other story is about an Italian family of dogs. This family has already moved. They are having trouble feeling comfortable in their new home.

Read these sentences from the first story:

> The youngest kitten says to her older brother, "Moving is hard. I miss my home and my friends, but I think it will be OK because you, Mom, and Dad are here."

Read these sentences from the second story.

> Puppy looked around his new home. It looked nothing like his old home. He thought that was OK, but he missed his best friend. Puppy started to cry. A few minutes later, Puppy felt a paw on his shoulder. He looked up and saw his mom smiling at him. He knew then that everything would be fine.

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Take a look at the chart below. Can you fill in the blank?

COMPARE AND CONTRAST THE THEMES OF THE TWO STORIES	
COMPARE	Both stories are about a family of animals. Both families are struggling with changes. In the process, both families realize that change is okay because they have each other.
CONTRAST	Sample response: One story is about a family of cats. The other story is about a family of dogs. They come from different countries. They realize that change is OK in different ways. The kitten realizes this while talking to her brother. The puppy realizes it when his mom comforts him.

Read the two stories that Chen heard. Look for ways the two stories are the same and different.

How Bluebird and Coyote Got Their Colors (from the Pima in Arizona)



A long time ago, the bluebird was a very ugly color. But Bluebird knew of a lake where no river flowed in or out, and he bathed in this every morning for four mornings. Every morning he sang a magic song:

"There's a blue water. It lies there.
I went in.
I am all blue."

On the fourth morning, Bluebird shed all his feathers and came out of the lake just in his skin. But the next morning when he came out of the lake he was covered with blue feathers.

Now all this while Coyote had been watching Bluebird. He wanted to jump in and get him to eat, but he was afraid of the water. But on that last morning, Coyote said, "How is it you have lost all your ugly color, and now you are blue and happy and beautiful? You are more beautiful than anything that flies in the air. I want to be blue, too." Now Coyote at that time was a bright green.

"I only went in four times on four mornings," said Bluebird. He taught Coyote the magic song, and he went in four times, and the fifth time he came out as blue as the little bird.

Then Coyote was very, very proud because he was a blue coyote. He was so proud that as he walked along he looked around on every side to see if anybody was looking at him now that he was a blue coyote and so beautiful. He looked to see if his shadow was blue, too. But Coyote was so busy watching to see if others were noticing him that he did not watch the trail. By and by he ran into a stump so hard that it threw him

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down in the dirt and he was covered with dust all over. You may know this is true because even today coyotes are the color of dirt.

[Reading Level: 700–800L; Word Count: 321]

How Pandas Got Their Black Spots (China)

Long ago, there lived two brothers in the Hebei province of China. They were craftsmen who searched high and low in forests and on mountains for their materials.

One day, a lonely panda cub joined them in their search. Back then, pandas were as white as the snow on the mountaintops. The kind young men welcomed the cub—they fed it and played with it. In return for their kindness, the cub went to spots the young men could not get to themselves. The cub brought back many supplies.

Weeks later, the three friends were once again searching for supplies, and a snow leopard slinked out of the forest to hunt for its supper. When the leopard saw the cub, it decided to eat it. But one of the young men saw the giant cat, and he jumped in front of it and hit it with a stick. The leopard bit the young man. When the other young man and the cub heard the cries, they ran at the leopard. Hurt, the leopard did not want to fight and ran off.

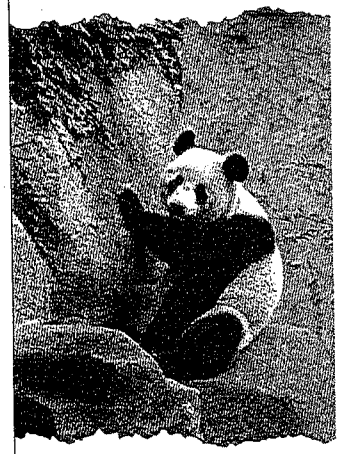
The cub told the other pandas in the mountains about the men's bravery. In honor of the men, the cub and the older pandas covered their arms with black ashes. This was to show their respect, according to local custom. Soon, they heard that the young man might die. They cried. As they cried, the pandas wiped their eyes and hugged each other tightly. The ashes then spread, turning parts of their fur black. From that day on, pandas have had black markings on their white fur.

The young man did survive the attack, and together with his brother and the panda, continued to create many crafts.

[Reading Level: 720–820L; Word Count: 288]

THINK ABOUT IT

One story is a Native American story. The other is a Chinese story. How does culture affect the way each story is told?



HINT, HINT

Ask yourself, "How can I contrast these stories?" Look for events that move the plot along in each story. How are the events different in each story?

Part A

Which statement BEST describes how the pattern of events in the two stories is different?

Ⓐ While the coyote becomes covered with dust, the panda cub becomes covered with ashes.

Ⓑ The coyote goes into a lake four times and the panda cub goes into the hills four times.

Ⓒ While the coyote helps another animal, the panda cub does not help another animal.

Ⓓ The coyote runs into a stump and the panda cub runs into a tree.

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Part B

Underline ONE sentence from EACH story that BEST supports the answer to Part A.

How Am I Doing?

What questions do you have?

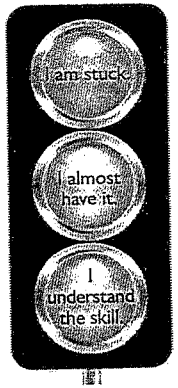
Write an example of something you learned. Please refer to your Venn Diagram.

List two stories you have heard that have similar characters and patterns of events.

SKETCH IT

On a separate sheet of paper, draw a Venn diagram to compare and contrast the two stories "How Bluebird and Coyote Got Their Colors" and "How Pandas Got Their Black Spots."

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



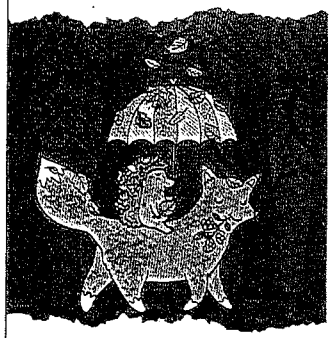
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INDEPENDENT PRACTICE

Read each selection. Then answer the questions that follow.



The Fox and the Hedgehog (a Romanian Tale)

Genre: Folktale

1 One day, a fox found his way into a yard of chickens, and he ate until his belly was full. When he got hungry again, he traveled back to the farm, and on his way he met a hedgehog.

2 "Where are you going?" asked Hedgehog.

3 "I am going to eat my dinner," Fox stated.

4 "You cannot just walk into a farm and eat as you like. You must carefully pick your food out here and hunt for it," Hedgehog warned.

5 "I am very smart—smarter than you, in fact. Come with me, and I will show you how to eat whatever you want," insisted Fox.

6 Although nervous, Hedgehog went with him. This time, though, the farmer was prepared. He found where the fox had entered his chicken yard and dug a deep pit, and when Fox and Hedgehog entered the yard, they tumbled deep into the pit and were trapped.

7 "Well, Fox, didn't I warn you about walking into a farm?" asked Hedgehog.

8 "Talking will do us no good now. We must figure out how to get out of this pit, and then I need to find food," declared Fox.

9 Fox sat and thought for a few minutes, but he could not come up with anything. "Any ideas, Hedgehog?" asked Fox.

10 "You are smarter than me, remember?" said Hedgehog.

11 "You are also wise, Hedgehog. Think," said Fox.

12 "I'm sorry, but I cannot—I suddenly feel sick," Hedgehog told him and fell over.

13 "What?" cried Fox. "You cannot be sick in here." He grabbed the hedgehog, who coiled up into a little ball, and threw him out.

14 "You are not so smart now, are you, Fox? I am out of the pit while you are still stuck!" cried Hedgehog. "But do not worry. Relax for now, and when the farmer returns, you will get out. When the farmer comes, pretend you are stiff and dead, and he will throw you out because he will not want you to smell up the chicken yard."

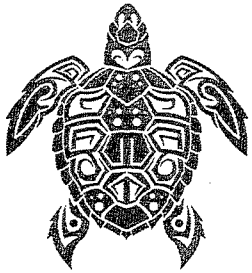
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15 Fox did as Hedgehog said, and when the farmer threw out the fox, he landed on his feet and ran to meet the hedgehog. They have been best friends ever since, eating together, playing together, and even resting together.

[Reading Level: 700–800L; Word Count: 371]

The Spider and the Turtle (from the Yoruba of Nigeria)

Genre: Folktale



1 One day a spider picked some tasty vegetables from his garden. He cooked them and could not wait to eat them.

2 Just then, Turtle, who was traveling all day and very hungry, knocked on his door.

3 "Could you share a meal with me?" asked Turtle.

4 The spider could not refuse because in his country, meals were shared with visitors. But he wanted the vegetables to himself, so he was not happy about sharing. He came up with a trick.

5 "Of course, Turtle. Please wash your hands at the river first—it is rude to eat with dirty hands," said Spider.

6 Turtle went to the river to clean his hands and feet, and then he walked back to the house, where Spider had already begun to eat.

7 "I didn't want the vegetables to get cold, so I began without you, but please help yourself!" said Spider.

8 Turtle reached for some food when Spider began to yell at him.

9 "Turtle, you need to wash your hands again!"

10 Turtle realized that his hands had gotten dirty on his way back from the river. He washed them again, taking better care to stay clean on his way back to Spider's house, but when he got there, the food was gone.

11 Turtle thanked Spider for sharing his meal and left hungry. "If you ever want a meal from me, please find me and I will cook for you."

12 Turtle left. A few days later, Spider wanted a free meal and decided to go to Turtle's house at dinnertime.

13 Turtle was relaxing in a pond. "Hello, Spider. Have you come to share dinner with me?"

14 "Oh yes!" cried Spider.

15 Turtle dove underwater to his house to set up the evening meal. He came up to the bank to announce that dinner was ready, and then swam to the bottom of the pond to begin eating.

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16 Spider jumped into the water, but could not sink to the bottom. He tried to swim down, but he was too light. He put some pebbles in his jacket pocket to help him sink. He finally took his place at the table. The meal looked delicious and he was very hungry.

17 "Spider, it is rude to eat with a jacket on. Please take it off."

18 As soon as Spider removed his jacket, he quickly rose to the surface. He put his head underwater and watched Turtle eat the entire meal without him.

[Reading Level: 700–800L; Word Count: 401]

1. The animal characters play tricks in both stories. How are these tricks different? Choose three tricks from the list below to fill in the chart.

asks guest to wash hands twice pretends to be sick
plays dead asks guest to take off jacket

THE FOX AND THE HEDGEHOG	pretends to be sick; plays dead
THE SPIDER AND THE TURTLE	asks guest to wash hands twice

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

THINK ABOUT IT

There are two characters in each story. Make a list of details about each character. Which character from the first story has something in common with a character from the second story?

2. Part A

How are the two stories alike?

Ⓐ Both stories are about animals that are hunted.
Ⓑ Both stories are about animals that are trapped.
Ⓒ Both stories are about animals that want space.
Ⓓ Both stories are about animals that want food.

Part B

Underline ONE sentence from EACH story that BEST supports the answer to Part A.

TIPS AND TRICKS

Use a pencil or highlighter to underline similar details in each story. This will help you compare the stories.

3. Which pattern of events appears in BOTH stories?

Ⓐ One animal scares another animal.
Ⓑ One animal hunts another animal.
Ⓒ One animal tricks another animal.
Ⓓ One animal helps another animal.

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4. What is the theme of BOTH stories?

Ⓐ Greed leads nowhere.
Ⓑ Sharing is a good thing.
Ⓒ Lying leads to trouble.
Ⓓ Friendship is important.

5. How is the ending of "The Fox and the Hedgehog" different from the ending of "The Spider and the Turtle"? Use details from each story to explain your answer.

Sample response: In the ending of "The Fox and the Hedgehog" the characters become friends. The story says, "They have been best friends ever since, eating together, playing together, even resting together." In the ending of "The Spider and The Turtle," they are not friends. Spider is at the surface of the water watching turtle eat the meal without him.

6. How are Hedgehog and Spider alike? How are they different? Use details from each story to explain your answer.

Sample response: Hedgehog and Spider both try to trick other animals. Hedgehog tries to trick Fox so he can escape the pit, and Spider tries to trick Turtle so he can eat all the vegetables. While Spider ends up hungry and alone, Hedgehog makes a new friend.

TIPS AND TRICKS

Remember to pay attention to how the characters behave.

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

7. Part A

In "The Fox and the Hedgehog," Fox eats chickens. What do the characters eat in "The Spider and the Turtle"?

Ⓐ noodles
Ⓑ vegetables
Ⓒ pebbles
Ⓓ insects

SKETCH IT

Sketch the important events of each story. You may draw them within a series of frames, or create your own diagram. What do they have in common?

Part B

Which phrase from "The Spider and the Turtle" BEST supports the answer to Part A?

Ⓐ "One day a spider picked some tasty vegetables from his garden." (paragraph 1)
Ⓑ "Turtle reached for some food when Spider began to yell at him." (paragraph 8)
Ⓒ "Turtle dove underwater to his house to set up the evening meal." (paragraph 15)
Ⓓ "He put some pebbles in his jacket pocket to help him sink." (paragraph 16)

8. Which TWO things are included in "The Spider and the Turtle" but not in "The Fox and the Hedgehog"?

Ⓐ a garden
Ⓑ a pond
Ⓒ a river
Ⓓ a bank
Ⓔ a yard
Ⓕ a person

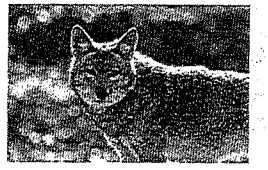
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EXIT TICKET

4RL9

Now that you have learned about comparing and contrasting stories from different cultures, let's revisit the Real-World Connection.

Eric asked Chen how the two stories could be alike when they sound so different. Remember, one was about a coyote and one was about a panda. Pretend you are Chen and explain to Eric how the stories could be alike.



Sample answer: The stories are alike because they have the same message and pattern of events. Even though the characters and the settings are different, the lesson and the events are very similar.

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PRACTICE TEST

UNIT 3

Today, you will read a story about a girl who wants to play softball and a boy who needs a costume. After you finish reading the stories and answering questions about them, you will write an essay about the characters and events in the stories.

Read the story "On the Sidelines." Then, answer questions 1 and 2.

On the Sidelines

Genre: Short Story

1 "Batter up!" yelled the umpire.

2 "Great," thought Brooke, "Another game where I sit on the bench."

3 Every game, Brooke showed up with her softball glove and a smile and Coach Sullivan promised to let her play. But Brooke wasn't exactly great at softball, and Coach Sullivan cared about winning, so Brooke sat on the bench, game after game.

4 After half an hour, she was bored, but she knew what to do. She would say she had to use the bathroom and head for the snack bar instead. She always took the longest possible route, passing a wooded area that separated the softball field from a neighboring park.

5 Today as she wandered along, she heard something odd. People were clapping and cheering, but the sound seemed to come from within the forest. What was going on?

6 As Brooke crept between the pines, the noise grew louder.

7 *Bonk!*

8 A ball whizzed past Brooke's head and hit a tree. She stared as a girl who looked about her age appeared from nowhere, chasing after it. The girl had wings that trembled as she scooped up the ball. She turned and grinned.

9 "Hey, Brooke, you want to join us?"

10 "Join you?" Brooke repeated, confused.

11 The fairy giggled.

12 "We're playing a big game, but our star batter hurt her hand, so can you fill in? By the way, I'm Sylvia. I always forget human kids won't know my name unless I *tell* them."

13 Stunned, Brooke followed Sylvia through the woods to a clearing with colored lights where fairies and woodland creatures were playing the strangest softball game she had ever seen. They wore uniforms woven from moss and leaves, and each base was a wreath of daisies.

14 Sylvia's team cheered as Brooke approached. "Thank goodness," the captain said, "we could really use your help."

15 Brooke took a deep breath. Everyone was so welcoming, and she didn't want to let them down.

16 "You should know I'm not very good at this," she admitted.

17 The captain just smiled and said, "Give it a try."

18 As a bear stood at the pitcher's mound winding up, Brooke grabbed the thick branch that served as a bat.

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19 *CRACK!*

20 Brooke could scarcely believe it when she swung and actually made contact with the ball. As she ran toward first base, the fairies shouted with delight.

21 "I knew she could do it!" Sylvia yelled. "I told you guys, she was supposed to be playing for our team all along. This is where she belongs."

[Reading Level: 750–850L; Word Count: 412]

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

1. Part A

What does the reader learn about Brooke's character from her words and actions?

Ⓐ She gets bored easily.

Ⓑ She is not confident in her abilities.

Ⓒ She does not play fairly.

Ⓓ She is proud of being a good athlete.

Part B

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

Ⓐ "Every game, Brooke showed up with her softball glove and a smile and Coach Sullivan promised to let her play." (paragraph 3)

Ⓑ "After half an hour, she was bored, but she knew what to do." (paragraph 4)

Ⓒ "You should know I'm not very good at this," she admitted. (paragraph 16)

Ⓓ "As a bear stood at the pitcher's mound winding up, Brooke grabbed the thick branch that served as a bat." (paragraph 18)

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2. What theme or lesson about playing sports at school does the story "On the Sidelines" include? Use details from the story to support your answer.

Sample response: The story teaches the lesson that playing sports can be fun no matter how good you are. At the beginning of the story, Brooke is willing to play softball, but she is not very good. The coach does not choose her to play. This makes Brooke feel bad, and she is scared to play with the fairies and the woodland creatures. The creatures do not care if Brooke is good or not. They just want her to play with them. When Brooke has a chance to play at the end of the story, she has a good time.

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Read the story "The Best Costume Yet." Then, answer question 3.

The Best Costume Yet

Genre: Short Story

1 David counted down the last minute of the school day, waiting for the bell to ring. It was Friday, and Saturday would be his friend Sonya's costume party. David had his whole evening planned. He would do his homework, start throwing something together for his costume, and finish the last few levels of his latest action-adventure video game, Jupiter 6000. Then he would try to sleep as visions of everyone praising his amazing costume danced through his head.

2 "Don't forget about my party, David!" Sonya told him as they headed toward the bus. "It's going to be even better than last year, and I want everyone to look their best for the fashion show."

3 "How could I forget?" David said grinning. "I'm winning this year for sure!"

4 Sonya loved costume parties, and she had one every year for her birthday. The best part of the party was the costume fashion show at the end when everyone would strut down the "runway," a space in the living room created by two rows of chairs. The parents would show up early to vote on the best costume and runway performance, and the winner always got a trophy and a prize.

5 Last year, David had dressed up as a combination werewolf-mummy. He always liked to go as something scary. Last year, he lost to a girl who dressed up as a clown. She flipped down the runway and threw pies at the audience. David was disappointed that he didn't win, but he had been laughing just as hard as everyone else. At the time, he had promised his friends he would come up with an even better idea next year. But he hadn't, and the party was *tomorrow*.

6 As soon as David's bus dropped him off, he raced to his bedroom. It was a mess. The surface of his desk was buried in crumpled papers, and his hamper overflowed with dirty laundry. But cleanup would have to wait.

7 What on Earth could he do for his costume?

8 As he lay on the bed, trying to think of something, anything, he heard rustling sounds from behind the closet door. It was probably just the piles of games and comic books settling again.

9 The rustling continued, and David wondered who or what was in there.

10 David stared as the door creaked open, and out stepped a large, orange figure with four arms and four legs, wearing several of David's old T-shirts.

11 The monster's eyes darted around the room, and then he looked at David. "I'm Matt," he said, handing the boy a business card. The card had a photo of Matt with three furry orange creatures who looked just like him. The text underneath read, "Terror Express: Our Ideas Will Make You *Scream*!"

12 "My brothers and I are in the costume business," the creature explained. "We were all really impressed by your werewolf-mummy costume last year, and we've been watching to see what you'd put together for the party this time. But it seems like you might need some help."

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13 David nodded, but the monster didn't even notice. He was already racing around the room, gathering up the trash, half-empty juice cartons, art supplies, and filthy gym clothes. Despite his size, the creature moved so fast David could see only an orange blur. Everything from broken CD cases to chewing gum wrappers disappeared inside it. Now and then a voice spoke from within the orange whirlwind. "Scissors," it said. "Tape." David silently handed Matt the tools he needed to work.

14 By 5:00, the room was perfectly clean, and the creature's motion slowed. An hour later, he had finished making the costume, and David could hardly believe what he saw.

15 "Do you like it?" Matt asked with a grin. "I noticed you've been playing Jupiter 6000 every night. I thought maybe this year you'd like to be the Andromeda Alien for the party."

16 "It's fantastic!" David replied. Somehow the monster had created a costume that looked exactly like the evil alien from David's favorite video game. How had he managed it using mostly trash?

17 "Thank you for all your help." David said eagerly. "This is the best costume ever!"

18 "For now, maybe," said Matt. "But I bet you can put together an even better one next year. And next year you'll need to do it on your own. You have a great imagination, and I want to see what you'll create without my help. But I'll stay in touch because we're always looking for new talent at Terror Express. Who knows? We might have a job for you in a few years."

19 David could hardly sleep that night because he couldn't wait to impress his friends with the amazing Andromeda Alien costume. And he was already thinking about ideas for Sonya's party next year.

[Reading Level: 750–850L; Word Count: 798]

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

3. Part A

Which sentence BEST states a main theme of the story?

Ⓐ With imagination, you can make something amazing from ordinary things.

Ⓑ When you do not clean your room every day, the mess gets out of hand.

Ⓒ If you are in a tight spot, maybe a good monster will help out.

Ⓓ You should always work hard to be better than you were the year before.

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Part B

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

Ⓐ "Sonya loved costume parties, and she had one every year for her birthday." (paragraph 4)

Ⓑ "The surface of his desk was buried in crumpled papers, and his hamper overflowed with dirty laundry." (paragraph 6)

Ⓒ "Somehow the monster had created a costume that looked exactly like the evil alien from David's favorite video game. How had he managed it using mostly trash?" (paragraph 16)

Ⓓ "David could hardly sleep that night because he couldn't wait to impress his friends with the amazing Andromeda Alien costume. And he was already thinking about ideas for Sonya's party next year." (paragraph 19)

Refer to the stories "On the Sidelines" and "The Best Costume Yet." Then, answer questions 4 and 5.

4. A fantasy is a story with some parts that are not real. Which traits of a fantasy do the stories have? Write "On the Sidelines," "The Best Costume Yet," "Neither story," or "Both stories" next to each sentence.

"On the Sidelines"	One or more settings could not be real.
Both stories	One or more characters could not be real.
Both stories	One or more events could not happen.
Neither story	One or more objects is magical.

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5. What problems do the main characters of "On the Sidelines" and "The Best Costume Yet" have at the beginning of each story? How are the problems solved? How might the solutions to their problems make the characters feel better in the future? Write an essay answering these questions. Explain how these parts of the two stories are alike and different. Use details from both stories to support your essay.

Sample answer:

At the beginning of "On the Sidelines," Brooke's problem is that her coach will not let her play in a softball game. She feels bad about herself. At the beginning of "The Best Costume Yet," David is worried because he has not made a costume yet for his friend's party. He is usually known for creating great costumes. The main characters' problems are very different. But both stories are alike because fantasy characters help Brooke and David solve their problems. A fairy asks Brooke to play softball in the woods. A monster creates a cool costume for David.

In both stories, the characters feel much better because their problems are solved. Brooke gets a hit in softball. David has a costume to wear the next day. Also, the fantasy characters make Brooke and David feel better about themselves. Brooke feels more confident. She may do better in softball at school because she knows she can get a hit. David is not worried because he has a costume, but the monster also makes David feel good about his imagination. He tells David he is very talented. David is confident he will make some great costumes in the future.

Both magical characters help the main characters with their problems. They also give them confidence that will help them later.

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WORDS TO KNOW

detail
example
explicitly
inference
refer

Lesson 25

REFER TO DETAILS AND EXAMPLES IN A TEXT 4RI1

INTRODUCTION

Real-World Connection

MUSIC CONNECTION

Amaya is a very good singer. At school, she loves to sing the national anthem of the United States. She wants to learn more about national anthems. Her mother showed her a website with different anthems from many nations. Amaya played the music as she read the words. She could tell that people would be proud to sing these anthems to honor their countries, but how could she tell? What words in the songs made people feel proud? We will practice the skills in Guided Instruction and Independent Practice and revisit Amaya and her songs at the end of the lesson.



What I Am Going to Learn

- How to draw inferences in a text
- How to refer to details and examples in a text to support my inferences

What I May Already Know 3RI1

- I know how to ask and answer questions about a text.
- I know how to refer to the text to find my answers to questions about a text.

Vocabulary in Action

Authors of nonfiction texts often share facts and information with their readers. There are many ways to share facts.

- A detail is a small piece of information. An author uses details to share ideas.

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- An example is a special type of detail. Authors often use examples to simplify their ideas.
- Sometimes information is stated explicitly in a text. In explicit texts, authors say exactly what they mean. You can find explicit details by reading exactly what the text says. Here is an example.

  A text might say, "As soon as the light turned green, the driver behind us started honking his horn." How would you tell your friends about what you read? You would say to them, "The author said that the light turned green and the driver behind them started honking." You pull specific details from the text. You restate them in your own words.

- Some information is not explicit, but it is still part of the author's message. To figure out what the author means, readers can combine clues from the text with what they already know. This is called making an inference. Here is an example of an inference.

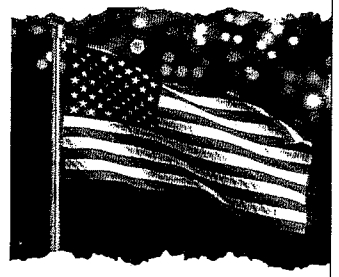
  We can make an inference about the driver in the text above. We can infer that he is in a hurry. How do we know? The author uses details to tell us. The driver begins honking "as soon as the light turns green." Also, the driver honks "loudly." From these details, we can draw the inference that the driver is in a rush.

- Refer to the text for details and examples. Referring to the text means mentioning details from the text to show where you found the information and how you came up with your inference.

GUIDED INSTRUCTION

Read the following passage from the website Amaya found.

National Anthems: Songs of Freedom



A national anthem is a country's official song. It is usually a patriotic song with moving words and music that make people feel proud. Most national anthems tell about the history or traditions of a country. These songs celebrate the country's freedom and independence. People often sing national anthems for special occasions, like national holidays, military events, school events, and sporting events.

The national anthem of the United States is called "The Star Spangled Banner." The words were written by Francis Scott Key in 1814. He was writing about a battle against the British Navy. During the battle, British ships attacked Fort McHenry in Baltimore, Maryland. They shot many bombshells from their ships, but they could not capture the fort. The morning after the battle, Key wrote, "our flag was still there," waving over "the land of the free and the home of the brave."

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When Americans hear the anthem, they stand, face the flag, and remove their hats. Some even sing along. People in other countries also stand still when their national anthems are played. Some hold their hand over their heart. Others stand at attention, saluting their flag.

[Reading Level: 720–820L; Word Count: 190]

TIPS AND TRICKS

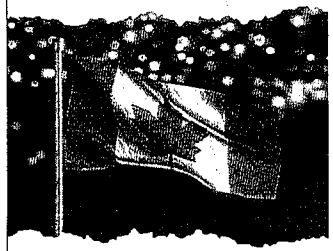
Inferences combine details from a text with what you know. Use a chart like the one at right to help you.

Amaya used a chart to record some details from the text. She wrote what each detail says explicitly. She also wrote what she knows. Then she made some inferences. Can you fill in the last row?

DETAIL	WHAT I KNOW	INFERENCE
"When Americans hear the anthem, they stand, face the flag, and remove their hats." (paragraph 3)	The flag is a symbol of America.	People know where the flag is located.
"The morning after the battle, Key wrote, 'our flag was still there,' waving over 'the land of the free and the home of the brave.'" (paragraph 2)	The United States won the battle of Fort McHenry.	Francis Scott Key was deeply moved by the battle.
"People in other countries also stand still when their national anthems are played." (paragraph 3)	People must stop what they are doing to stand.	When people hear their national anthem, they stop what they are doing out of respect.

THINK ABOUT IT

When did the words to "O Canada" change? This is a detail.



Read this text from the website Amaya found about national anthems. Look for details and examples. Think about what the author wants you to figure out.

O Canada

The national anthem of Canada is a song called "O Canada." Canada has two official languages, so the song has words in both English and French. The song is about Canadians' love for their country and freedom. The song was written in 1880 in French. An English version was written in 1906. The original French words are the same today, but the English words have been changed several times. Since 1980, when "O Canada" officially became the national anthem, some people have tried to get the government to change some of the words again.

[Reading Level: 760–860L; Word Count: 94]

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Part A

Which inference is BEST supported by the text?

Ⓐ Most Canadians think the anthem should only be in one language.

Ⓑ Some Canadians are unhappy with the words of "O Canada."

Ⓒ Few Canadians think the national anthem is set to beautiful music.

Ⓓ Many Canadians prefer the French version of the anthem.

Part B

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

HINT, HINT

Remember that when you make an inference, you must support it with details or examples from the text.

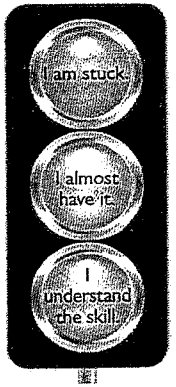
How Am I Doing?

What questions do you have?

Explain the difference between explicit text and inferences.

How do you make inferences every day in your normal reading or even in conversations with friends?

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



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READING NOTES

INDEPENDENT PRACTICE

Read the memoir. Then answer the questions that follow.

Yia-Yia's Dance

by Laurie Halse Anderson | Genre: Memoir

1 My Yia-Yia, my beautiful grandmother—she dances like a ribbon, like a smooth, sun-glinting, wind-tossed ribbon.

2 Yia-Yia was born in a tiny village in Greece. Her four brothers, her grandparents, and all the aunts, uncles, and cousins danced around a bonfire long into the night when she was born. Her mother and father had waited many years for a girl child. Their love for her was as deep as the sea. Her father took her outside to the happy relatives when she was only one hour old. She opened her eyes. She watched the firelight and smoke curl up to the stars that hung above their village.

3 Just as she was learning how to walk, the family packed up everything they owned and crossed the ocean in a ship. The sailors taught her how to dance to the music of a pipe, while sea gulls sang overhead.

4 When she got bigger, she twirled and whirled on her way to school in the morning. She snapped her fingers and clicked her heels on the way home in the afternoon. There was always work to be done at her house—floors to scrub and pots to wash and clothes to iron and schoolwork to finish late into the night at the kitchen table. She held a tune in her heart and tapped out a beat with her toes, so the time passed quickly by.

5 Back then my Papou stood tall and strong. He fell in love with the way Yia-Yia's black hair glowed in the candlelight of their church. He talked to each one of her four brothers and her father and then her mother to get permission to sit next to her on the stoop and drink lemonade. They ate sweet cakes she made with her slender hands. When he asked her to marry him he had a spot of honey on his chin.

6 At their wedding, her feet barely touched the ground. The voices of the singers and the perfume of the incense coiled around her heart and made her eyes wet. Wearing their wedding crowns, she and her beloved walked three times around the altar and became partners for life.

7 Later came babies—my mom, my Aunt Helena, and my Uncle Costas. Yia-Yia danced with them all so they wouldn't fuss. She played old records and whispered stories of a faraway village. With a baby in her arms, she hummed the tunes of far away. She high-stepped her way from the kitchen to the laundry room, from the grocery to the church. She tied back her long hair with scarves of blue and green.

8 When the children grew older she taught them the right steps: chin up, back straight, eyes clear and steady. She kissed Papou on the chin when he came home in the evening, tired from the mill. She pulled him to the soft chair and served him thick coffee and figs while dinner cooked.

9 Uncle Costas married Aunt Tessa, and Aunt Helena married Uncle Roy, and my mom married my dad. Then came the grandchildren—roly-poly grandchildren who loved pastries and cookies and a spinning grandmother who hummed.

10 These days the best place to see my Yia-Yia dance is at the church festival. The guitar music rings in my ears, and the salty-sweet tastes of Greece fill my mouth. Yia-Yia and Papou sit at the end of a long table. They watch the young people dance in graceful lines that snake in and out of the room. They smile at their friends and wave to their children and grandchildren, but Yia-Yia does not dance . . . until the band plays the sailor's song. She takes the snow-white handkerchief from Papou's jacket pocket and slides the scarf from her hair. Everyone in the room stops to watch her.

11 She dances. Her arms glide like the wings of a swan. Her feet stomp and her legs leap, harder and higher than the youngest girl. Her proud face is strong, like the faces in the paintings in the church. The music grows louder, and her children and grandchildren cheer. She throws back her head. Her dark, silver-streaked hair comes alive like a moonless night lit by shimmering silver stars. It curls in the air like the smoke rising from a village bonfire.

[Reading Level: 790–890L; Word Count: 712]

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

1. Part A

Which inference is BEST supported by the details in paragraph 2?

Ⓐ Yia-Yia had a small family.

Ⓑ Yia-Yia's family was excited.

Ⓒ Yia-Yia's family had little money.

Ⓓ Yia-Yia's village was very small.

Part B

Underline TWO sentences in paragraph 2 that BEST support the answer to Part A.

HINT, HINT

Remember that an inference is something that you have to figure out. It is not stated explicitly in the text.

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2. Which detail is explicitly stated in paragraph 3?

Ⓐ Yia-Yia's family owned few things.
Ⓑ Yia-Yia's family loved to travel by sea.
Ⓒ Yia-Yia's family were sailors and dancers.
Ⓓ Yia-Yia's family moved when she was little.

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

3. Part A

Which inference is best supported by the details in paragraph 4?

Sample response: Yia-Yia enjoyed dancing from a young age.

Part B

Underline TWO sentences from paragraph 4 that BEST support your answer to Part A.

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

TIPS AND TRICKS

Notice how the author uses the words "right steps." Think about how this relates to what Yia-Yia would be good at teaching.

4. Part A

Read this sentence from paragraph 8.

> "When the children grew older she taught them the right steps: chin up, back straight, eyes clear and steady."

Which inference can you make from this sentence?

Ⓐ Yia-Yia was teaching the children how to walk.
Ⓑ Yia-Yia was teaching the children how to dance.
Ⓒ Yia-Yia was telling the children how to sit up straight.
Ⓓ Yia-Yia was teaching the children to show respect for Papou.

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Part B

What does this sentence state explicitly?

Ⓐ Yia-Yia always stood tall.
Ⓑ Yia-Yia's children liked learning from her.
Ⓒ Yia-Yia taught her children to keep their chins up.
Ⓓ Yia-Yia's children were adults when they began dancing.

5. Reread paragraphs 10 and 11 and make an inference from the text. Write your inference below. Explain how you made this inference. Refer to at least two explicit details from the text to support your inference.

Sample response: One inference that I can draw from paragraphs 10 and 11 is that Yia-Yia is a talented dancer. One detail that supports this inference is "Everyone in the room stops to watch her." This detail suggests that people want to watch Yia-Yia dance. Another detail that supports the inference is "Her feet stomp and her legs leap, harder and higher than the youngest girl." This detail suggests that she moves as if she were still young.

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EXIT TICKET

4RL

Now that you know how to refer to details and examples to make inferences in a text, let's revisit the Real-World Connection.



Remember, Amaya wondered how she could tell what words in the national anthem and other anthems made people feel proud. Can you answer Amaya's question? How can she tell which words in the songs would make people feel proud? What should she look for? Using what you learned in this lesson, answer Amaya's question on the lines below.

Sample answer: Amaya can look up the history of the national anthem to see the meanings of the words. Then, she can make inferences about which words in the anthem would make people feel proud.

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Vocabulary in Action

As you read, you will sort through a lot of information. When people ask, "What's this about?" they want to know the main idea.

- The main idea is the most important point in a text. The main idea can also be the most important idea in a paragraph. Sometimes, the main idea is stated directly in the text. The author will often state the main idea in a complete sentence. This sentence usually comes at the beginning or the end of a paragraph. However, sometimes you will have to figure out the main idea on your own.
- You can determine, or figure out, the main idea of a text when you read.

  Look for key words.

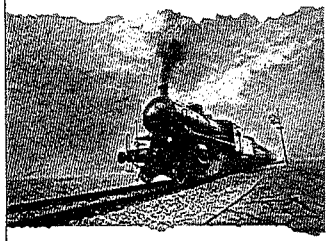
  Key words will help you figure out the topic.
- Authors support the main idea by giving more information and details.
- A key detail is a piece of information that describes and supports the main idea.
- Key details can also help clarify the main idea or explain it in more detail.

  Not every sentence will be a key detail.

  If a specific sentence does not help you understand the main idea, it might not be a key detail.

TIPS AND TRICKS

This text does not state the main idea in a sentence. However, the title lets you know that the topic of the text is steam engines.



Train with steam engine

GUIDED INSTRUCTION

Now read this informational text about steam power. Try to figure out its main idea and key details.

How Do Steam Engines Move?

First, a fire is lit inside a boiler. The water inside the boiler starts to produce steam as the water boils. The steam that is generated builds and builds pressure, and this pressure pushes into a cylinder. Inside this cylinder is a piston attached to the train's wheels. The steam pressure inside the cylinder moves the piston and turns the wheels. With enough steam from the boiling water, the train engine can reach speeds of around 50 miles per hour.

[Reading Level: 840–940L; Word Count: 80]

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Part A

What is the main idea of this text?

Ⓐ Steam engines have boilers and cylinders.

Ⓑ Steam engines move with steam from boiling water.

Ⓒ Steam engines are very powerful machines.

Ⓓ Steam engines reach speeds of 50 miles per hour.

Part B

Underline THREE key details in the text that BEST support the answer in Part A.

Complete the chart by listing the key details you found in the passage and how they support the main idea.

KEY DETAIL	WHAT IT EXPLAINS ABOUT THE MAIN IDEA
The water inside the boiler starts to produce steam as the water boils.	This detail shows how the boiler produces steam to power the engine.
The steam pressure inside the cylinder moves the piston and turns the wheels.	This detail shows how the steam powers the engine.
With enough steam from the boiling water, the train engine can reach speeds of around 50 miles per hour.	This detail shows how much power the engine can get from the steam.

HINT, HINT

Ask yourself, "What is the most important point the author is trying to make about the topic of steam engines?" Choose an answer choice that connects to the whole text.

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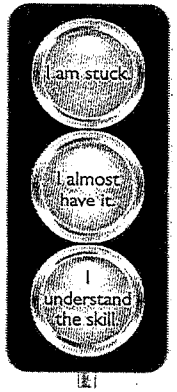
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TURN AND TALK

You are writing a book about steam engines. Work with a partner to research and describe the contents for another chapter on the subject that wasn't covered in this passage. Then write a paragraph of information that explains the contents of the new chapter. Tell how it links to the ideas in previous chapters.

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



How Am I Doing?

What questions do you have?

Explain the difference between a topic and a main idea.

Think about your everyday conversations with friends. When have you told them the main idea of something?

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INDEPENDENT PRACTICE

Read the article. Then answer the questions that follow.

Protecting the Bighorn Sheep

Genre: Magazine Article

1 The bighorn sheep is a sheep that lives in the Rocky Mountains of North America. In 1999, the bighorn sheep was labeled an endangered species. Being endangered means that there are few left of its kind on Earth. It's shocking because there were once over a million bighorns in North America! By 1960, the number had decreased to just around 15,000. Sadly, that number continued to drop.

2 The population of bighorn sheep was reduced due to hunting and diseases caught from domestic sheep. Another big reason was habitat changes caused by people developing the land that used to be home to many bighorns.

3 When the bighorn sheep was placed on the endangered species list, it meant that hunting of the animals had to stop. A serious effort was organized to protect the remaining bighorn population. National parks created sanctuary areas that helped to conserve, or protect, the endangered animals. National parks protect many different kinds of wildlife. Because of these efforts, the bighorn is doing much better today.

4 In some states, such as New Mexico, the bighorn sheep has been taken off the endangered list. However, it is still a protected species. More work is being done to ensure that the sheep will continue to thrive. If an animal is taken off the endangered list, it is usually due to the sad event of extinction, which means there is no more of that species on the planet. For the bighorn sheep, it was a sign that the population is growing again.

5 Scientists are now able to move the sheep to their natural habitats, such as Yosemite National Park. Years before, bighorns had disappeared from the park altogether. To ensure there is no risk of a disease, scientists give each sheep a full checkup before sending it to a healthy herd. They also tag the sheep so they can keep track of their movements.

6 The bighorn sheep is a great example of how endangered animals can be brought back from the edge of extinction. The process takes time, research, resources, and hardworking people, but it is worth all the investment to protect an amazing animal.

[Reading Level: 870–970L; Word Count: 354]



Bighorn sheep in the Rocky Mountains

THINK ABOUT IT

The main idea explains what a text is mostly about, so read all the text before determining the main idea.

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1. Read the following sentences from "Protecting the Bighorn Sheep." Place the sentences in the chart below to show which sentence is the main idea of the article and which sentences are key details.

"When the bighorn sheep was placed on the endangered species list, it meant that hunting of the animals had to stop." (paragraph 3)

"In some states, such as New Mexico, the bighorn sheep has been taken off the endangered list." (paragraph 4)

"The bighorn sheep is a great example of how endangered animals can be brought back from the edge of extinction." (paragraph 6)

MAIN IDEA	"The bighorn sheep is a great example of how endangered animals can be brought back from the edge of extinction." (paragraph 6)
KEY DETAIL	"When the bighorn sheep was placed on the endangered species list, it meant that hunting of the animals had to stop." (paragraph 3)
KEY DETAIL	"In some states, such as New Mexico, the bighorn sheep has been taken off the endangered list." (paragraph 4)

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

TIPS AND TRICKS

Look for details in paragraph 1 that support each answer choice.

2. Part A

What is the main idea of paragraph 1?

Ⓐ The bighorn sheep lives in the Rocky Mountains.

Ⓑ The bighorn sheep slowly decreased in numbers.

Ⓒ The bighorn sheep can be found in North America.

Ⓓ The bighorn sheep was labeled an endangered species.

Part B

Underline THREE key details from the paragraph that BEST support the answer to Part A.

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3. Which TWO key details BEST support the main idea that humans were responsible for decreasing the bighorn sheep population?

Ⓐ "It's shocking because there were once over a million bighorns in North America!" (paragraph 1)

Ⓑ "Another big reason was habitat changes caused by people developing the land that used to be home to many bighorns." (paragraph 2)

Ⓒ "When the bighorn sheep was placed on the endangered species list, it meant that hunting of the animals had to stop." (paragraph 3)

Ⓓ "In some states, such as New Mexico, the bighorn sheep has been taken off the endangered list." (paragraph 4)

Ⓔ "To ensure there is no risk of a disease, scientists give each sheep a full checkup before sending it to a healthy herd." (paragraph 5)

Ⓕ "The process takes time, research, resources, and hardworking people, but it is worth all the investment . . ." (paragraph 6)

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

4. Part A

What key detail does the author include in paragraph 4 to help support the main idea of the article?

Ⓐ The possibility of extinction affects many animals.

Ⓑ Endangered animals are protected in many different ways.

Ⓒ Bighorn sheep are protected against hunters.

Ⓓ Bighorns are being taken off the endangered list in some states.

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Part B

How does this key detail support the article's main idea?

Sample response: It shows that the efforts to save the bighorn sheep were successful.

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

5. **Part A**

What is the main idea of paragraph 5?

Ⓐ Sheep can be tagged to track their movements.

Ⓑ Bighorns can be safely returned to their natural habitats.

Ⓒ Scientists make sure the animals are not at risk for disease.

Ⓓ Yosemite National Park is home to large bighorn populations.

Part B

Underline the key detail from the paragraph that BEST supports the answer to Part A.

TIPS AND TRICKS

Be sure you only include key details in your response.

6. If someone asks you what the article "Protecting the Bighorn Sheep" is about, how can you describe the main idea without giving too much information? Write the main idea and include key details from the text.

Sample response: The main idea is that bighorn sheep have been saved from the danger of extinction. The bighorn population decreased because people were hunting them and destroying their habitat. Then the species was placed on the endangered list and people worked hard to protect the sheep. Now the bighorn sheep is being taken off the endangered list in some states. Scientists are even putting the sheep back in their natural habitats.

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EXIT TICKET

4RI2

Now you know how to use key details to determine the main idea of a text. Let's revisit the Real-World Connection.

Look at this passage from the book that Riley was telling her mom about. The topic of this passage is guinea pigs. What point is the author trying to make about guinea pigs? Use the key words in the text to determine the main idea.

Feeding Your Guinea Pig

Guinea pigs like to chew lots of grass hay. This hay helps their bodies digest their food. Guinea pigs also enjoy fresh vegetables, such as carrots, cucumbers, and Brussels sprouts. They can have fruit once or twice a week. It's also a good idea to give a pet guinea pig pellets that have extra vitamins. Vitamins help keep your pet healthy. Guinea pigs should be given fresh water each day. Remember to change the water if it becomes dirty.

[Reading Level: 750–850L; Word Count: 79]



Some guinea pigs like carrots.

Sample answer: The main idea is that guinea pigs should eat many different types of food.

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HINT, HINT

Look for the answer that contains the main idea and all of the key details from the text.

Part A

Which is the BEST summary of the text?

Ⓐ A long time ago, people had to do jobs like attaching car doors and windshields. Now, robots can do many of these jobs and they never get tired.

Ⓑ One robot can replace many human workers. Some people think this is good, but others don't think so. They worry that pretty soon nobody will be able to find a job because of robots.

Ⓒ Robots today do many of the factory jobs that people used to do. Also, robots can do some jobs that would be dangerous for people. However, some people think robots will soon make it hard for people to find work.

Ⓓ Robots are good because they can do jobs that nobody wants to do. Some jobs are just too dangerous for people. People don't have to do the same job over and over all day because of robots.

Part B

Underline the topic sentence in each paragraph that BEST supports the answer to Part A.

Read this article that Brett read in class.



Careers in Robotics

Imagine a robot that could cook your dinner, clean your room, or build you a new house. Would you like to create such a robot? If so, you should think about a career in robotics. Today, many kinds of jobs involve working with robots.

People who design robots are called mechanical engineers. They decide what the robots will look like and what work they will do. They also decide how the parts of a robot will work together.

Robotics engineers also work with robots. Most robots have computers inside that act like the human brain. Robotics engineers write computer programs that tell robots what to do and how to do it. Robotics engineers must know a lot about computers because these programs are very complicated.

If you like fixing things, then you might make a good robotics technician. Even a well-made robot can break. Robotics technicians fix robots and check for mechanical problems to make sure they don't break down. Robots are very complex machines, so technicians must have lots of training.

[Reading Level: 750–850L; Word Count: 172]

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Look at the chart below that Brett filled out about the article he read in class. Fill in the empty boxes.

TOPIC SENTENCE	MAIN IDEA/SUPPORTING DETAIL
Paragraph 1: "Today, many kinds of jobs involve working with robots."	Main Idea: There are many different jobs for people who like robots.
Paragraph 2: "People who design robots are called mechanical engineers."	Supporting Detail: Mechanical engineers design robots and plan how they will work.
Paragraph 3: "Robotics engineers also work with robots."	Supporting Detail: Robotics engineers write computer programs for robots.
Paragraph 4: "Robotics technicians fix robots and check for mechanical problems to make sure they don't break down."	Supporting Detail: Robotics technicians repair broken robots and keep them running smoothly.

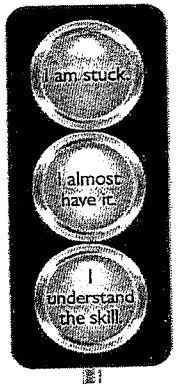
How Am I Doing?

What questions do you have?

What strategies can help you find the main idea?

Think about your discussion in class every day. Describe a time when you gave a summary of something to a friend or a teacher.

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.

Green Screen Technology

Genre: Essay



1 Green screen technology allows us to put an image or video on different backgrounds. If you have ever watched the news on television, you have seen this technology in action. The weather report is a good example. A weather reporter appears to be standing in front of a large map. The map moves and changes to show the weather patterns, but if you were in the studio you would see that there is no map at all. Behind the reporter is nothing but a large, green wall! How then do we see the map on TV?

2 Green screen technology removes all of the green color from the video image, and then replaces it. Once the green background is gone, another scene or backdrop can be added. The new backdrop can be almost anything: a weather map, a desert island, or the slopes of Mount Everest. Special software combines the two images, making it seem as if the person in front of the green screen is really somewhere else.

3 When green screen technology was first developed, it was mainly used by professional photographers and filmmakers. The original green screen technology was called Chroma Key. It was first used in the 1930s in Hollywood. Since then, green screens have been used in many movies for special effects. In fact, most of the movies we see today wouldn't be possible without the use of a green screen.

4 Green screen technology is not used just in Hollywood these days. Digital software has made green screen technology available to more people. Many cameras, tablets, and smartphones have green screen applications. With a little practice, almost anyone can learn how to take green screen photos and videos and add a backdrop.

[Reading Level: 760–860L; Word Count: 285]

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

1. Part A

Which sentence BEST summarizes paragraph 1?

Ⓐ In a TV studio, weather reporters are really standing in front of a green wall, not a map.

Ⓑ TV weather reports use large maps to show weather patterns.

Ⓒ Green screen technology is used to place images on different backgrounds.

Ⓓ Green screen technology is mainly used in weather reports to make reporters look as if they are in front of a map.

Part B

Underline the topic sentence in paragraph 1 that BEST supports the answer to Part A.

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

2. Part A

Which detail in paragraph 2 should be included in a summary of the text?

Ⓐ Green screen technology can place an image over a backdrop of a desert.

Ⓑ Green screen technology works by replacing the green color with another image.

Ⓒ Green screen technology has special software to combine images.

Ⓓ Green screen technology makes people look as if they are standing in front of something.

Part B

Which statement BEST explains why the answer to Part A is important to the summary?

Ⓐ It describes the different parts of green screen technology.

Ⓑ It gives examples of different images that green screen technology uses.

Ⓒ It explains why people use green screen technology.

Ⓓ It shows how green screen technology works.

TIPS AND TRICKS

When you are summarizing a passage, or even just a paragraph, ask yourself, "What are the most important details?"

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3. Identify the main idea of this text and key details that would make a summary of the text. Use four of the sentences below to fill out the chart.

Green screens have been used in many movies for special effects.

Green screen technology is widely used to put video images on various backgrounds.

Green screen software works by removing the green background and replacing it with a different backdrop.

The backdrop of a green screen could be a weather map, a desert island, or Mt. Everest.

Green screen has been used in Hollywood films since the 1930s.

Digital software has brought green-screen technology to personal cameras and other devices.

SUMMARY OF "GREEN SCREEN TECHNOLOGY"	
MAIN IDEA	Green screen technology is widely used to put video images on different backgrounds.
SUPPORTING DETAIL (PARAGRAPH 2)	Green screen software works by removing the green background and replacing it with a different backdrop.
SUPPORTING DETAIL (PARAGRAPH 3)	Green screen has been used in Hollywood films since the 1930s.
SUPPORTING DETAIL (PARAGRAPH 4)	Digital software has brought green screen technology to personal cameras and other devices.

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

4. Part A

A student wrote the following summary of paragraph 3. What makes this a weak summary?

> The original green screen technology was called Chroma Key and it was first used for Hollywood movies. Green screens have been used in many movies for special effects since the 1930s. In fact, most movies have special effects that wouldn't be possible without a green screen.

Ⓐ It includes details from another paragraph.

Ⓑ It is missing the main idea of the paragraph.

Ⓒ It includes a main idea from another paragraph.

Ⓓ It is missing two important details from the paragraph.

Part B

Underline the sentence in paragraph 3 that has details that should be included in this summary.

5. A student decides to include this sentence in a summary of paragraph 4.

> Green screen technology is not used just in Hollywood anymore.

Explain why this detail is important to include in the summary.

Sample response: This sentence is important to include in the summary because it is the main idea of paragraph 4.

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HINT, HINT

Before you start your summary, use a chart to write down the main idea of each paragraph and the details that support that idea. Use this chart to write your summary.

6. Write a summary of the essay, "Green Screen Technology." Be sure to include the main idea and key details. Explain what makes this a good summary.

Sample response: Green screen technology allows people on TV or in movies to look as if they are in places they really are not. The technology takes out all of the green color of an image and replaces it with a different image or video. When the technology was first developed in the 1930s, it was used mostly by filmmakers. Now, with today's technology, almost anyone can learn how to use a green screen. This is a good summary of the article because it includes the information from the topic sentence of each paragraph, which supports the main idea of the article. The summary does not include small details, such as specific places that can be used as a backdrop.

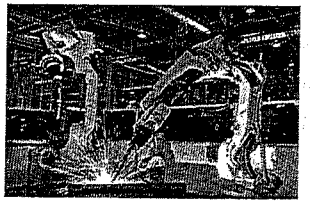
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EXIT TICKET

4RI2

Now you know how to use key details and the main idea to summarize a text. Let's revisit the Real-World Connection.

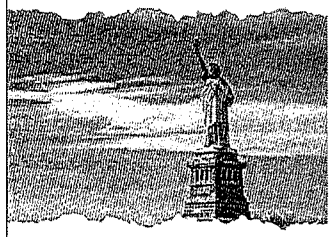
Look back at the article Brett wrote and the chart that he made to go with it. Use the chart to write a summary of the article. Remember that putting together the main idea of each paragraph becomes the summary.



Sample answer: There are many different jobs for people who like robots. Mechanical engineers design robots and plan how they will work. Robotics engineers write computer programs for robots. Robotics technicians repair broken robots and keep them running smoothly.

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Lady Liberty

The Statue of Liberty stands on Liberty Island in New York City, facing out towards the Atlantic Ocean. It is one of the tallest statues in the whole world. The statue measures 151 feet from the base to the tip of the torch. However, it stands on a pedestal that makes it even taller. Including the pedestal, the statue is 305 feet high.

A French sculptor named Frederic Bartholdi designed the Statue of Liberty. The statue was a very special gift from France to the United States. It was built to celebrate the 100th anniversary of the signing of the Declaration of Independence.

Transporting the statue from France to the United States was a difficult task. It was taken apart in France, and the pieces were packed into crates. The crates were then shipped to New York, where the statue was rebuilt. In 1886, more than ten years after Bartholdi began work, the Statue of Liberty was finally dedicated.

[Reading Level: 800–900L; Word Count: 159]

TIPS AND TRICKS

Always make sure your answers come from the text. Answers should not have details that are not in the text.

Complete the chart to answer the questions about the Statue of Liberty. Write the answer under the question on the left. Use complete sentences. On the right, write the quotation where you found the specific information to support the answer.

QUESTIONS AND ANSWERS	SPECIFIC INFORMATION (QUOTATION) FROM THE TEXT
Where is the Statue of Liberty? The Statue of Liberty is in New York City on Liberty Island.	"The Statue of Liberty stands on Liberty Island in New York City, facing out towards the Atlantic Ocean."
How tall is it? The statue itself is 151 feet tall, but including its pedestal it is 305 feet tall.	"The statue measures 151 feet from the base to the tip of the torch." "Including the pedestal, the statue is 305 feet high."
Who designed it? It was designed by the sculptor Frederic Bartholdi.	"A French sculptor named Frederic Bartholdi designed the Statue of Liberty."

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QUESTIONS AND ANSWERS	SPECIFIC INFORMATION (QUOTATION) FROM THE TEXT
Why was it built? France built the statue as a gift to the United States on the 100th anniversary of the signing of the Declaration of Independence.	"The statue was a very special gift from France to the United States. It was built to celebrate the 100th anniversary of the signing of the Declaration of Independence."
When was it built? Building the statue began around 1876 and was completed in 1886.	"In 1886, more than ten years after Bartholdi began work, the Statue of Liberty was finally dedicated."

Part A

How did the Statue of Liberty get to the United States?

- (A) The entire statue was tied to a ship and sent across the ocean.
- (B) The statue was taken apart, shipped in boxes, and rebuilt in the United States.
- (C) Frederic Bartholdi was sent to the United States to build the statue there.
- (D) The French shipped the pedestal first and then the rest of the statue.

HINT, HINT

This question is asking about a procedure, or how something happened. Where in the text does it describe moving the statue?

Part B

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

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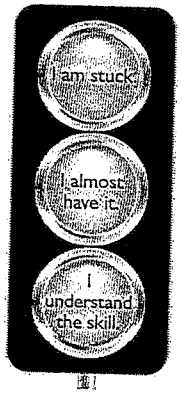
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SKETCH IT

Make a mind map of all the questions you have about a topic. Write your topic in the center of a piece of paper and circle it. Then draw branches from the topic. On each branch, write a question.

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



How Am I Doing?

What questions do you have?

Is there a topic you would like to know more about? What is it?

What type of text should you use to research and answer questions about your topic?

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INDEPENDENT PRACTICE

Read the article. Then answer the questions that follow.

Thunder and Lightning

Genre: Journal Article

1 We tend to think of thunder and lightning as two related but separate things. Lightning is the electricity we see lighting up the sky during a storm. Thunder, on the other hand, is the booming sound we hear after lightning. But in reality, thunder and lightning are one and the same. Both come from a powerful burst of electric energy in the atmosphere.

2 Thunder and lightning are produced by electrical charges attached to ice and water droplets in storm clouds. When lightning strikes, these electrical charges release an enormous amount of energy. Some of this energy is released as white light. When this light energy reaches our eyes, we see it as a bolt of lightning. Some of the energy is released as sound. When it reaches our ears, we hear the sound of thunder.

3 Since light energy and sound energy are released at the exact same moment, lightning and thunder always occur at the exact same time. However, it doesn't always seem that way. Light energy and sound energy behave differently.

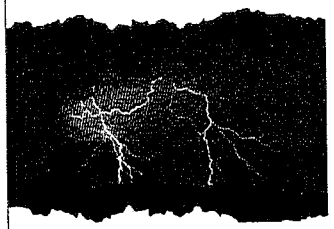
4 Sometimes, we might see lightning but hear no thunder. This can happen when the storm is a long way off. Light energy can travel a long way to reach our eyes, but the sound energy of thunder may die out before reaching our ears. Other times, we may hear thunder without seeing any lightning. This can occur when clouds, trees, or tall buildings block the view of lightning. Light cannot travel through certain objects very well, but sound waves can bounce off objects, creating an echo. When you hear a "roll" of thunder, it is the sound echoing off of many objects.

5 Sometimes we see lightning and hear thunder a few seconds later. This happens because light energy travels much faster than sound. Light travels so fast that it reaches our eyes almost right away. Sound travels through the air at more than 750 miles per hour. That may sound very fast, but it is very slow compared to the speed of light. If lightning strikes one mile away, you will see lightning right away, but it will take five seconds for the sound of thunder to reach your ears.

6 If a storm is directly overhead, you may not notice such a delay at all. The flash of lightning and a loud thunderclap will seem to

READING NOTES

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happen at the same time because the sound energy does not have far to travel. Also, the thunder will sound like a loud crack instead of a low rumble, since it has not had time to weaken or bounce off many objects.

7 The energy that causes thunder and lightning can be beautiful to see and hear, but it can also be dangerous. Electricity from lightning sometimes harms objects or people on the ground. This is why it is important to seek shelter during a thunderstorm. Even when lightning seems to be far away, keep in mind that storms can move quickly. When the thunder roars, it's best to go indoors!

[Reading Level: 830–930L; Word Count: 498]

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

1. Part A

According to paragraph 1, where do lightning and thunder come from?

Ⓐ Lightning and thunder come from separate places in the sky.

Ⓑ Both come from the same flash of electricity in the atmosphere.

Ⓒ Thunder comes from a storm and lightning comes from thunder.

Ⓓ Lightning comes from the atmosphere and thunder comes from lightning.

Part B

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

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

2. Part A

According to the passage, why might you see lightning without hearing any thunder?

Ⓐ The rain is so loud, you cannot hear the thunder.

Ⓑ Trees block the sound energy from reaching your ears.

Ⓒ You might be too far away for the sound energy to reach you.

Ⓓ Sound waves bounce off of objects before they reach your ears.

HINT, HINT

When you read the text, look for words that show what is being explained, such as *when* and *happens*.

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Part B

Underline TWO sentences in paragraph 4 that BEST support the answer to Part A.

3. The chart below contains several specific questions about paragraph 2. Select three of the quotations below to complete the chart.

"Some of the energy is released as sound. When it reaches our ears, we hear the sound of thunder."

"When lightning strikes, these electrical charges release an enormous amount of energy."

"Thunder and lightning are produced by electrical charges attached to ice and water droplets in storm clouds."

"Some of this energy is released as white light. When this light energy reaches our eyes, we see it as a bolt of lightning."

WHAT HAPPENS WHEN LIGHTNING STRIKES?	"When lightning strikes, these electrical charges release an enormous amount of energy."
WHY DO WE SEE LIGHTNING?	"Some of this energy is released as white light. When this light energy reaches our eyes, we see it as a bolt of lightning."
WHY DO WE HEAR THUNDER?	"Some of the energy is released as sound. When it reaches our ears, we hear the sound of thunder."

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

4. Part A

According to the passage, why might you hear thunder but see no lightning?

Ⓐ Sometimes thunder occurs even when there is no lightning.

Ⓑ Objects keep the light energy from reaching your eyes.

Ⓒ You might be too far away for the light to reach your eyes.

Ⓓ Light energy creates an echo when it bounces off of objects.

Part B

Which specific detail from the text BEST supports the answer to Part A?

Ⓐ "When it reaches our ears, we hear the sound of thunder." (paragraph 2)

Ⓑ "Light energy and sound energy behave differently." (paragraph 3)

Ⓒ "This can occur when clouds, trees, or tall buildings block the view of lightning." (paragraph 4)

Ⓓ "Light travels so fast that it reaches our eyes almost right away." (paragraph 5)

5. Which statement BEST explains what is happening when thunder sounds like a loud crack instead of a low, rolling rumble?

Ⓐ The storm is very close.

Ⓑ The storm is moving away.

Ⓒ The thunder came after the lightning.

Ⓓ The sound energy is echoing off of many objects.

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6. Explain what to do during a thunderstorm using specific information from the text.

Sample response: During a thunderstorm, remember that storms move quickly. You should try to find shelter and go indoors.

7. Explain why you might hear thunder after you see lightning. Make sure your answer is supported by specific details from the text.

Sample response: The reason why you might hear thunder after lightning has struck has to do with the speed of light energy. According to the article, light energy is faster than sound. This means the light will reach the eyes of a person before the sound reaches the ears. More specifically, "Light travels so fast that it reaches our eyes almost right away." However, it may take a few extra seconds for sound to reach the ears. Even though thunder and lightning occur at the same time, they reach a person at different times.

TIPS AND TRICKS

When going back into the text, scan the passage for a key word from the question, such as *thunderstorm*. When you find it, read the paragraph it is in carefully for details that answer the question.

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EXIT TICKET

4R13

Now you know how to find specific details in a text to answer questions. Let's revisit the Real-World Connection.

Imagine that you are helping Emily find out more about Easter Island. Here are two paragraphs from an article Emily found online.

Easter Island is a small island in the middle of the southern Pacific Ocean. European explorers first discovered the island in 1722, but there were already people living there. The Rapa Nui people had already lived on the island for many centuries.

The Rapa Nui people were not the island's only inhabitants. Hundreds of giant stone faces lining the edge of the island also greeted Europeans. These enormous sculptures are called *moai*. There are 887 moai on Easter Island today. Scholars believe the Rapa Nui made these statues to honor their ancestors.

[Reading Level: 720–820L; Word Count: 94]

Using these paragraphs, answer at least two of Emily's questions.

- Where exactly is Easter Island?
- Who built the statues?
- How many are there?
- Why did they build these statues?

Use specific details and quotations from the article to support your answers.

Sample answers:

- Where exactly is Easter Island? "in the middle of the southern Pacific Ocean"
- Who built the statues? "Scholars believe the Rapa Nui made these statues."
- How many are there? "There are 887 moai."
- Why did they build these statues? "Scholars believe the Rapa Nui made these statues to honor their ancestors."

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Look at this example.

Imagine that after a friend returns from a long hike, she says, "Wow! That was a challenge. I barely made it through the whole trail!" The hike was difficult to complete. Based on this you can determine the word "challenge" probably means something that is difficult.

- Not every word will have context clues. You can figure some words out by looking at parts of the word.
  - A prefix is added to the beginning of a word.
  - A suffix is added to the end of a word.
  - The root word is the part of the word between the prefix and the suffix.

Knowing the meanings of prefixes, suffixes, and root words can help you figure out the meaning of unfamiliar words.

Take a look at some examples in the chart below.

PREFIXES	ROOT WORDS	SUFFIXES
non– Meaning: not, without Example: nonfat	*terr* Meaning: land Example: terrace	*–er* Meaning: one who does or works with something Example: baker
over– Meaning: too much, above Example: overboard	*geo* Meaning: earth, soil Example: geology	*–ness* Meaning: condition or state Example: happiness
mis– Meaning: badly, incorrect Example: mishandle	*photo* Meaning: light Example: photography	*–ment* Meaning: act or process Example: improvement
bi– Meaning: two, double Example: bicycle	*enn* Meaning: years Example: perennial	*–ial* Meaning: related to Example: colonial

GUIDED INSTRUCTION



Now it is time to test your skills at using context clues and word parts to determine word meanings. Read the text below. Then answer the questions that follow.

Owl Watching for Beginners

Everybody's heard of bird watching, but have you ever heard about owl watching? Owls are birds, but they cannot be seen in the wild very easily. These birds like to keep to themselves and be left alone. They are also night animals. When most bird watchers are out in the field, most owls are asleep!

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If you want to watch owls, you will have to find an area they like to roam. Then choose a clear, pleasant night to view the birds. Since it will be very dark, bring along a pair of night vision binoculars. You may have to wait awhile, but soon the owls will leave their nests. If you see one, it is probably hunting for prey. You might see them going after raccoons, rabbits, and many other creatures. It is helpful to read about different kinds of owls before you begin and to keep a journal so you can list the owls that you see.

[Reading Level: 800–900L; Word Count: 159]

Part A

What does the word prey mean within the context of this text?

Ⓐ food Ⓑ animal

Ⓒ shelter Ⓓ stars

Part B

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

How Am I Doing?

What questions do you have?

Write an example of a word with a prefix or a suffix.

Think about the last television show you watched, or book that you read. How did you figure out the meaning of any unknown words?

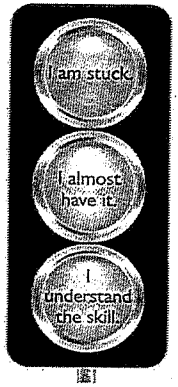
THINK ABOUT IT

There may be a few words that you are not sure about, but you know that the text is about owls. Think about how those words might say something about owls.

HINT, HINT

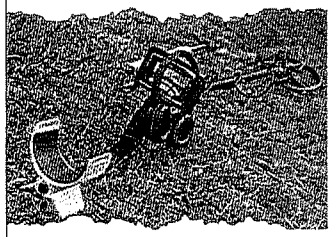
When determining which context clues are the ones to rely on, consider where in the text the unknown word is found. Then look at the sentences near the unknown word.

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.

Metal Detecting

Genre: Magazine Article

1 When the topic of hobbies comes up, you may think of reading, photography, or crossword puzzles. A more unusual hobby is metal detecting.

2 Metal detecting is enjoyed by people of all ages. It is a fun hobby for beginners who want to search for small treasures at the beach. More experienced hobbyists take it very seriously.

3 To get started with metal detecting, you need to spend some money. The biggest cost is the equipment. The metal detector itself can range from just over a hundred dollars to thousands of dollars. The more costly detectors have better pinpointing abilities. They are tuned to recognize different types of metals. However, there are metal detectors for kids who want to try some metal detecting.

4 Metal detectors have a few basic parts. They have a stabilizer, a control box, a search coil, and a shaft. The stabilizer keeps the detector steady. The search coil is the part that senses the metal underground. Many systems also have a jack for connecting headphones. This allows the user to focus on the machine's signals and block out outside noises.

5 To use a metal detector, you turn the unit on and scan the search area. If the detector senses an object underground, it will make a beeping sound as a signal. The next step is to dig into the soil or sand to see what you find. More advanced machines pinpoint the type of metal and how deep in the ground it is.

6 You can find all kinds of objects underground. Some common finds are old coins, jewelry, and scrap metal, but often you just find trash! It takes patience to find treasures. Many history buffs enjoy metal detecting because it offers the chance to investigate old things.

7 Many people interested in this hobby join local metal detecting clubs. Club members meet to talk about their finds and share tips with each other. There's a possibility of finding something special almost anywhere, but the club might plan search trips to locations that are especially good for exploring. This hobby is a great way to get outdoors, meet some new friends, and perhaps discover buried treasure!

[Reading Level: 800–900L; Word Count: 358]

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

1. **Part A**

What is a word that can be used in place of detecting in paragraph 1?

Sample answer: finding

Part B

Which word from paragraph 2 serves as the BEST context clue for the correct answer to Part A?

Sample answer: search

TIPS AND TRICKS

Reread the entire paragraph before answering the first question.

2. According to the information in paragraph 3, which phrase is a type of equipment?

Ⓐ a metal detector
Ⓑ a thing made of metal
Ⓒ a good ability to find metals
Ⓓ a person who likes detecting metal

3. Match three of these words from the text with their correct definitions.

advanced investigate
locations scan

SPECIFIC PLACES WHERE SOMETHING IS FOUND	locations
BEYOND THE BEGINNER LEVEL	advanced
TO LOOK AT OR EXAMINE VERY CLOSELY	investigate

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TIPS AND TRICKS

Reread the sentence, replacing the word *steady* with each answer choice to see which makes the most sense.

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

4. Part A

What is the BEST definition of the word steady as it is used in paragraph 4?

Ⓐ easy to hold and use
Ⓑ held still
Ⓒ able to notice changes easily
Ⓓ making low and regular sounds

Part B

Which word from paragraph 4 is a context clue that helps to define the word steady?

Ⓐ "basic"
Ⓑ "parts"
Ⓒ "keeps"
Ⓓ "detector"

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

5. Part A

What is the MOST LIKELY definition of the word objects as it is used in paragraph 6?

Ⓐ metals
Ⓑ places
Ⓒ things
Ⓓ riches

Part B

Underline FOUR details in paragraph 6 that name types of objects.

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6. Based on its prefix, what does the word underground mean?

Ⓐ next to the ground
Ⓑ beneath the ground
Ⓒ beyond the ground
Ⓓ less than the ground

7. Look at the word patience in paragraph 6. What does the word mean? Which context clues from the paragraph help you determine the meaning?

Sample response: The word "patience" means being able to wait without getting upset. People who hunt for metal must be able to wait for a long time without finding a treasure. They need patience. The context clues for this word are "often you just find trash," and "to find treasures." This shows that a person may search for a long time without finding anything of value.

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EXIT TICKET

4R14

Now that you have mastered the art of using context clues and word parts to figure out unknown words, let's revisit the Real-World Connection.

Susan came across the unfamiliar word *biennial* while reading this article. Read the article below.



The Whitney Biennial

The Whitney Museum is an art museum in Manhattan, a part of New York City. The works that are displayed in this museum are all by American artists. The paintings and sculptures in the Whitney Museum were made by some of the most famous artists in history.

Not every artist whose work is in the Whitney Museum is well known. Every two years, the museum has a special art show called the Whitney Biennial. This event gives younger, lesser-known artists the chance to show their work. You do not have to be famous to have your art included in the Whitney Biennial. But you do have to be a very good artist. The museum's curators are the ones who put the show together. They pick fewer than a hundred artists to be featured at each show.

Most artists who have works shown in the Whitney Biennial are unknown. However, many of them end up becoming very famous. Painters like Edward Hopper, Georgia O'Keeffe, and Jackson Pollock were introduced to the world when their work was chosen for the Whitney Biennial.

[Reading Level: 800–900L; Word Count: 180]

Based on context clues and word parts, what do you think the word *biennial* means? How did you figure out the meaning of the word?

Sample response: I think the word *biennial* means "happens once every two years." I used the context clue in the story, "the Whitney Biennial happens once every two years." I also used word parts: *bi* means "two."

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Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

- The structure of a text is the way authors arrange information. Structure helps the author organize details to support a purpose. The structure affects how the information is presented. There are four main types of text structure: chronological order, compare/contrast, cause/effect, and problem/solution.
- Chronological order lists events in the order in which they happen. Here are some signal words you may see in a text arranged in chronological order.
  - first
  - during
  - next
  - finally
- Compare/contrast shows how things are alike or different. Some signal words for compare/contrast structure are the following.
  - although
  - but
  - both
  - likewise
- Cause/effect shows what caused something to happen. A text arranged by cause and effect may contain these signal words.
  - because
  - for this reason
  - in order to
  - if/then
- Problem/solution introduces a problem. Then, it provides a way to solve that problem (solution). Some of those signal words for this structure include the following.
  - the problem
  - the question is
  - a solution
  - one answer is

TIPS AND TRICKS

When authors pick a text structure, they often use signal words. These words can provide clues to the author's purpose and the text's structure.

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GUIDED INSTRUCTION

Now, it is time to test your skills in describing the structure of a text. Read the text below. Then, answer the questions that follow. As you read, underline signal words that may help you figure out the structure.

Clean Up the Beach!

Earth's beaches are among its greatest natural wonders. Many of the planet's animals and plants live in the oceans, with even more living on beaches and shores.

If you have ever seen trash scattered on the side of the road, you know how unpleasant littering can be. On beaches, trash is not just an eyesore. It can also be a dangerous problem for animals that live in the oceans. For example, sea turtles and seals can get hurt from swallowing pieces of plastic.

However, there is a way to help fix this. Pick up trash when you see it so that it does not find its way into the ocean. If you live near a beach, get your friends together and spend part of the day picking up trash. Some people mean to pick up their trash before going home, but then forget. Always remember—never leave trash on the beach!

[Reading Level: 800–900L; Word Count: 155]

The chart below shows different purposes for writing about trash on the beaches. It also shows how these purposes could help determine the text's structure. Can you complete the last two rows of the chart?

PURPOSE	STRUCTURE
To explain how animals are affected by trash on the beaches	The cause/effect structure is used to describe the events that lead to a particular result.
To describe the efforts of one community to clean up its beaches	The chronological order structure is used to describe the events in the order that they happen.
To talk about the negative effects of trash on the beaches and how to prevent those effects.	The problem/solution structure is used to describe a problem and to suggest a possible solution for the problem.
To show the similarities and differences between a beach that is kept clean and another beach that is not	The compare/contrast structure is used to describe the ways in which two or more things are alike or different.

TURN AND TALK

What is the author's purpose for writing this text? What information is he or she trying to give to the reader?

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HINT, HINT

Look at the second paragraph. The author is saying that trash is hurting the ocean and the creatures that live in it. What type of structure does this point to?

Part A

Which choice BEST describes the structure used to arrange the information in this text?

Ⓐ chronological order Ⓑ compare/contrast

Ⓒ cause/effect Ⓓ problem/solution

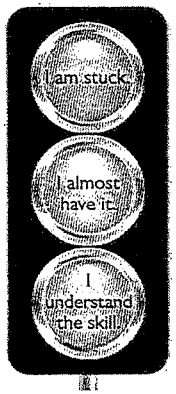
Part B

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

SKETCH IT

On a separate sheet of paper, draw a mind map to show an understanding of how ideas fit together in each of the organizational structures: chronological, cause/effect, problem/solution, and compare/contrast.

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



How Am I Doing?

What questions do you have?

Look at an essay you have written. What organizational structure did you use? Why did you choose that structure?

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INDEPENDENT PRACTICE

READING NOTES

Read the article. Then answer the questions that follow.

The Healing Spot

Genre: Feature Article

1 More than two thousand years ago, the Okanagan people discovered an unusual lake. During the winter months, the lake looked just like any other lake. By summertime, most of the water in the lake disappeared because of the dry desert conditions. Pools of white, yellow, green, and blue water were left behind. Mineral salts had hardened between the circles of water. This made it possible to walk between the pools. This pattern made the lake look polka-dotted. The Okanagan people named the lake Kliluk, meaning "Spotted Lake" in their language. Today, the lake is considered a natural wonder because of its minerals and unusual beauty.

2 Part of Okanagan culture says that the lake has healing properties. Many sick and hurt people find relief there. An old Okanagan story tells of a tribal battle that was paused so that both sides could use the lake to heal their wounded. It sounds like magic, but the explanation is scientific. Spotted Lake has one of the highest amounts of magnesium, calcium, and sodium of any mineral source in the world. This is how the strange colors and their effects were produced. The First Nations people used the circular pools between the salt crystal paths as spa baths. The minerals still form in the lake today.

3 Another unusual part of the lake is its 365 round pools. That means there is one pool for every day of the year. The Okanagan people believed that anyone who went to the pools for healing would be drawn to the right pool for that particular person's needs. According to the Okanagan, the number of pools Spotted Lake forms today is still 365.

4 In addition to using the minerals as medicine, the Okanagan also made the lake a burial site for their loved ones. All along the lake, ancient rock piles mark the graves of the dead. Because the land around the lake is so marshy, many of the grave stones have disappeared below the surface. Some of the stones can still be seen because they have been placed on firmer ground.

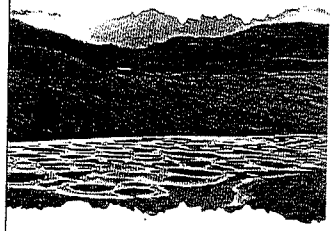
5 Even though the Okanagan never gave away Kliluk, they did lose control of it. During World War I, Chinese workers collected the lake's minerals to make weapons. In the twentieth century, Spotted Lake came to be owned by the Ernest Smith family. In 1979, Ernest

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Smith decided to turn Spotted Lake into a tourist attraction. He planned to charge travelers a fee to use the special site as a spa. For twenty years, the Okanagan people fought to stop this. The legal battle lasted until 2001, when the Okanagan people were finally able to buy back a large part of the land from Ernest Smith's descendants.



6 If you visit Spotted Lake today, it looks like round, colorful candies spread out on a game board. It has a fence around it to preserve it for the First Nations people. It inspires many travelers to pull over on the shoulder of the highway to peek over the fence. Everyone wants to see this strange and beautiful wonder of nature. It has a sign at the entrance that says, "Spotted Lake is a medicine lake for the Okanagan People." Visitors are expected to keep a respectful distance. Kliluk is an interesting geologic site, but it is due to its priceless history that it remains protected by the Okanagan.

[Reading Level: 900–1000L; Word Count: 559]

TIPS AND TRICKS

Phrases such as *on the other hand* are often used in a compare/contrast text structure.

1. Why does the author use a compare/contrast structure to describe the lake in paragraph 1?

   Ⓐ to explain how the lake got its name
   Ⓑ to show how the lake changes during the year
   Ⓒ to show how important the lake is to the Okanagan people
   Ⓓ to explain why people are able to walk between the lake's pools

2. Which sentence from paragraph 2 BEST shows what causes the lake to have healing properties?

   Ⓐ "Part of Okanagan culture says that the lake has healing properties."
   Ⓑ "An old Okanagan story tells of a tribal battle that was paused so that both sides could use the lake to heal their wounded."
   Ⓒ "Spotted Lake has one of the highest amounts of magnesium, calcium, and sodium of any mineral source in the world."
   Ⓓ "The First Nations people used the circular pools between the salt crystal paths as spa baths."

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3. Label the sentences from the text with the correct text structure that they show. Not all structure types will be used.

   chronological order
   compare/contrast
   cause/effect
   problem/solution

STRUCTURE	EXAMPLE
compare/contrast	"During the winter months, the lake looked just like any other lake. By summertime, most of the water in the lake disappeared because of the dry desert conditions." (paragraph 1)
cause/effect	"Spotted Lake has one of the highest amounts of magnesium, calcium, and sodium of any mineral source in the world. This is how the strange colors and their effects were produced." (paragraph 2)
chronological order	"For twenty years, the Okanagan people fought to stop this. The legal battle lasted until 2001, when the Okanagan people were finally able to buy back a large portion of the land from Ernest Smith's descendants." (paragraph 5)

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

4. Part A

   What type of structure is used to describe the graves in paragraph 4?

   Ⓐ chronological order
   Ⓑ cause/effect
   Ⓒ problem/solution
   Ⓓ compare/contrast

Part B

Which word or phrase BEST signals the type of structure used to describe graves in paragraph 4?

Ⓐ "in addition"
Ⓑ "all along"
Ⓒ "because"
Ⓓ "some"

TIPS AND TRICKS

The phrase *in addition* introduces a new idea.

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

5. Part A

What happened that made the Okanagan FIRST lose control of Spotted Lake?

Ⓐ People from outside the tribe discovered other uses for the lake's minerals.

Ⓑ The Okanagan began to allow people from outside the tribe to visit the lake.

Ⓒ People from outside the tribe discovered that the lake's minerals had healing powers.

Ⓓ The Okanagan were forced to give away most of the lake to people outside the tribe.

Part B

Which sentence in paragraph 5 BEST supports the answer to Part A?

Ⓐ "Even though the Okanagan never gave away Kliluk, they did lose control of it."

Ⓑ "During World War I, Chinese workers collected the lake's minerals to make weapons."

Ⓒ "In the twentieth century, Spotted Lake came to be owned by the Ernest Smith family."

Ⓓ "In 1979, Ernest Smith decided to turn Spotted Lake into a tourist attraction."

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

6. Part A

Which sentence describes a problem that the Okanagan have had with Spotted Lake?

Ⓐ It dries up during the summer.

Ⓑ Other tribes have claimed to own it.

Ⓒ The older gravestones have faded away.

Ⓓ They have had trouble legally controlling it.

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Part B

Underline the sentence in the text that BEST describes how this problem was solved. [See paragraph 5.]

7. What is the structure of paragraph 5? Use details from the text to support your answer.

Sample response: Paragraph 5 uses a chronological order structure. It starts by describing when the Okanagan first lost control of Kliluk during World War I. It then describes who owned the lake through the years until 2001. Lastly, it explains when the First Nations people were able to buy the lake back from Ernest Smith's descendants. The events in this paragraph are listed in the order that they happened.

8. What structure does the author use in paragraph 6? Use details from the text to support your answer.

Sample answer: Paragraph 6 uses a cause/effect structure. It explains first that the reason for the fence is to preserve the lake for the First Nations people. Then, it explains that the lake's beauty and strangeness causes travelers to pull over to see it. Finally, it explains that the lake is protected due to its priceless history and its importance to the Okanagan people.

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EXIT TICKET

Now that you have mastered the art of recognizing the structures of texts, let's revisit the Real-World Connection.

Imagine that Judy has asked for your help to understand the article about the Northern Lights. Complete the chart by identifying the text structure used in each of the sentences from the article.

SENTENCE	TEXT STRUCTURE
The question is how particles from the sun get to the Earth.	Problem/solution
First, winds on the Sun's surface begin to blow.	Chronological order
Because the Sun's winds are so strong, the particles reach Earth and cause the Northern Lights.	Cause/effect
Both the Sun and the Northern Lights are bright, beautiful lights in the sky.	Compare/contrast

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Three women's suffragists casting votes in New York City, ca. 1917

This meeting made people think about how many rights women did not have and how to fix that problem. Because the meeting was a success, other meetings happened, too. People worked for many years to get the law changed so that women could vote. Finally, in 1920, the United States Constitution was changed, giving women the right to vote.

[Reading Level: 800–900L; Word Count: 162]

Think about how the accounts are alike and different. Which details are mentioned in one account but not the other? Which details are mentioned in both accounts? Complete the chart.

MY VISIT TO SENECA FALLS, NEW YORK	A MEETING IN SENECA FALLS, NEW YORK	BOTH
Stanton and Mott talked about holding a meeting for women's rights for a long time before it happened.	The meeting took place in 1848.	At one time, women did not have the right to vote.
The author's hand shook when she signed the paper.	In 1920, women were finally given the right to vote.	Both men and women attended the meeting in Seneca Falls.

HINT, HINT

First, ask yourself, "Which is the firsthand account?" This will help you narrow down your answer choices. Second, ask yourself, "What is each writer's point of view?"

Part A

How are the first paragraphs different in each of the two accounts?

Ⓐ In the firsthand account, the author shows her happiness about women's voting rights. In the secondhand account, the author does not show feelings about the subject.

Ⓑ In the firsthand account, the author does not reveal her feelings about women's voting rights. In the secondhand account, the author shows excitement about the subject.

Ⓒ In the firsthand account, the author shows that she likes the idea of women's voting rights. In the secondhand account, the author shows that she does not like the idea.

Ⓓ In the firsthand account, the author explains that women's voting rights are important. In the secondhand account, the author explains that the subject is unimportant.

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Part B

Underline ONE sentence in the first paragraph of each text that BEST supports the answer to Part A.

How Am I Doing?

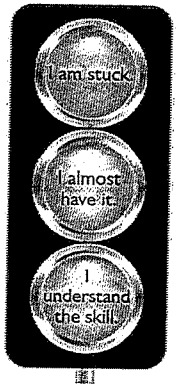
What questions do you have?

Have you ever written an account of an event that you witnessed firsthand? What kinds of details did you include in your account?

SKETCH IT

On a separate sheet of paper, write a short firsthand account of an event. It can be something you witnessed. Then illustrate your relationship to the account. Do the same for a secondhand account.

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



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READING NOTES

INDEPENDENT PRACTICE

Read both accounts. Then answer the questions that follow.

Excerpt from *The Journals of the Lewis and Clark Expedition*

by Meriwether Lewis | Genre: Primary Source

September 16th, 1804

1 This morning [we] set out at an early hour and [stopped at a] shore . . . above the mouth of a small creek . . . We concluded to lie by at this place the balance of this day and the next. [We did this] in order to dry our baggage which was wet by the heavy showers of rain which had fallen within the last three days . . . While some of the men were employed in this necessary labor, others were dressing skins, washing and mending their clothes, etc. . . .

2 The deer were very gentle and in great numbers on this bottom, which had more timber on it than any part of the river we had seen for many days past. It consisted of . . . a considerable quantity of a small species of white oak, which is loaded with acorns of an excellent flavor. [They have] very little of the bitter roughness of the nuts of most species of oak.

3 The leaf of this oak is small, pale green, and deeply indented. It seldom rises higher than thirty feet. [It] is much branched, the bark is rough and thick, and of a light color . . . The acorns were now falling. We concluded that the number of deer which we saw here had been [drawn there] by the acorns of which they are remarkably fond. Almost every species of wild game is fond of the acorn. The buffalo, elk, deer, bear, turkies, ducks, pigeons and even the wolves feed on them. . . .

4 The clouds during this day and night prevented my making any observations. Sergt. Gass and Reubin Fields . . . returned at four o'clock this day and reported that they had [followed the] meanders of [the White river] about 12 miles . . . The color of the water and [quickness] and manner of [its] running resembled the Missouri precisely. . .

5 As usual, no timber appeared except such as from the steep [slopes] of hills . . . [These were] sheltered from the effects of the fire. These extensive plains had been lately burnt, and the grass had sprung up and was about three inches high. Vast herds of buffalo, deer, elk, and antelope were seen feeding in every direction as far as the eye . . . could reach.

[Reading Level: 900–1000L; Word Count: 359]

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Lewis and Clark: Explorers of the West

by Gary Laden | Genre: Secondary Source



1 Today, nearly every inch of the United States has been mapped and explored. However, there was a time when huge parts of the country were unknown. In 1803, President Thomas Jefferson purchased a large piece of land from France. The deal was called the Louisiana Purchase. It added more than 800,000 miles of territory to the United States. Today, the land purchased by Jefferson makes up more than a dozen western states.

2 At the time, Americans did not know much about the vast western wilderness that was now part of their country. Jefferson chose Meriwether Lewis and William Clark to lead the first expedition to this uncharted territory west of the Mississippi River. Their job was to explore the plants, animals, and other natural resources of the area. Jefferson wanted them to learn as much about the new land as they could.

3 In the summer of 1804, the journey began. Lewis and Clark sailed west from Missouri along with 38 other men. They traveled about 20 miles per day for the next two years. Along the way, Lewis and Clark kept journals full of detailed notes and sketches. They were careful to document all the new species of plants and animals that they found living in the western lands. They even collected samples to send back for later examination.

4 Lewis and Clark were amazed by the unfamiliar wildlife. They found huge herds of buffalo, elk, and deer, as well as species like the antelope that most people had never seen. They also found new types of plants and trees. Some of the plants in the western territory had different features than those the men were used to seeing.

5 The team of explorers faced a lot of hardships on their journey. The men did not know what the weather would be like so far out west. Sometimes it was too foggy to travel by boat. Cloudy skies often made it too dark to make observations about the area during the day. Other times, heavy rains would soak their clothes and important instruments. Forest fires were another danger in the hot summer. And during the winter, the bitter cold made it hard to leave camp.

6 Despite the difficulties and dangers, the Lewis and Clark expedition was a huge success. When the team returned to Missouri in the early fall of 1806, they had traveled more than 8,000 miles. Their exploration taught the country a lot about the western territory. Thanks to Lewis and Clark's hard work, Americans now know more about the land, rivers, and wildlife that make up one of the most beautiful parts of the United States.

[Reading Level: 800–900L; Word Count: 438]

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TIPS AND TRICKS

The kind of account determines what sort of information is included in a text. Think about the details a secondary source might provide that a firsthand writer may not.

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

1. **Part A**

In "Lewis and Clark: Explorers of the West," what information does the author focus on that the author of "The Journals of the Lewis and Clark Expedition" does not?

Ⓐ the wildlife that Lewis and Clark found during their expedition

Ⓑ the difficulties that Lewis and Clark faced on cloudy days

Ⓒ the detailed descriptions of plants that Lewis and Clark made

Ⓓ the events that led Lewis and Clark to begin their expedition

Part B

How is the overall focus of "The Journals of the Lewis and Clark Expedition" different from the focus mentioned in the answer to Part A?

Ⓐ It focuses on the life of Lewis and Clark before they began their expedition.

Ⓑ It focuses on the events of a single day during the Lewis and Clark expedition.

Ⓒ It focuses on the personal thoughts of William Clark during the expedition.

Ⓓ It focuses on the historical importance of the Lewis and Clark expedition.

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

2. **Part A**

Which sentence BEST shows how "Lewis and Clark: Explorers of the West" describes the hardships faced during the expedition?

Ⓐ The members of the team did not get along with each other.

Ⓑ The team accidentally ate plants that were poisonous.

Ⓒ The wildlife posed a constant threat to the team.

Ⓓ The harsh weather was a challenge for the team.

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Part B

Which detail from paragraph 1 of "The Journals of the Lewis and Clark Expedition" BEST supports the answer to Part A?

Ⓐ "This morning [we] set out at an early hour and [stopped at a] shore"

Ⓑ "We concluded to lie by at this place the balance of this day and the next."

Ⓒ "[We did this] in order to dry our baggage which was wet by the heavy showers of rain which had fallen within the last three days"

Ⓓ "While some of the men were employed in this necessary labor, others were dressing skins, washing and mending their clothes, etc."

3. Which TWO statements show information that is in "Lewis and Clark: Explorers of the West" but is not included in "The Journals of the Lewis and Clark Expedition"?

HINT, HINT

Remember to choose two statements to answer this question.

Ⓐ The land Lewis and Clark explored had once belonged to France.

Ⓑ Lewis and Clark found new kinds of plants on their journey.

Ⓒ Lewis and Clark explored the land with a team of other men.

Ⓓ The land Lewis and Clark explored had large herds of animals.

Ⓔ Lewis and Clark explored more than 8,000 miles of western territory.

Ⓕ Lewis and Clark took detailed notes about the animals they discovered.

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

4. Part A

How is the account of the discoveries Lewis and Clark made in paragraph 2 of "The Journals of the Lewis and Clark Expedition" similar to the account of this subject in paragraph 4 of "Lewis and Clark: Explorers of the West"?

Ⓐ Both accounts show that Lewis and Clark encountered large herds of buffalo.

Ⓑ Both accounts show that Lewis and Clark found plants with different features from the plants back east.

Ⓒ Both accounts say that the deer Lewis and Clark found were very gentle.

Ⓓ Both accounts say that most people had never seen antelope before Lewis and Clark found them.

Part B

Which TWO details from the accounts BEST support the answer to Part A? Choose one detail from each account.

Ⓐ "The deer were very gentle and in great numbers on this bottom" ("The Journals of the Lewis and Clark Expedition," paragraph 2)

Ⓑ "It consisted of a considerable quantity of a small species of white oak" ("The Journals of the Lewis and Clark Expedition," paragraph 2)

Ⓒ "[They have] very little of the bitter roughness of the nuts of most species of oak." ("The Journals of the Lewis and Clark Expedition," paragraph 2)

Ⓓ "They found huge herds of buffalo" ("Lewis and Clark: Explorers of the West," paragraph 4)

Ⓔ "as well as species like the antelope that most people had never seen." ("Lewis and Clark: Explorers of the West," paragraph 4)

Ⓕ "Some of the plants in the western territory had different features than those the men were used to seeing." ("Lewis and Clark: Explorers of the West," paragraph 4)

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5. Reread paragraph 3 of "The Journals of the Lewis and Clark Expedition." How do the details that appear in this paragraph differ from the details in "Lewis and Clark: Explorers of the West"?

Sample response: In paragraph 3, Lewis describes in detail the appearance of the oak tree. He notes the color of the leaves and bark, the height of the tree, and the acorns. He also records what kind of the animals eats the acorns. Unlike in the second passage, the author was present to see all these details.

6. In your own words, compare and contrast both accounts of Lewis and Clark's expedition. Use details from the passages to explain how they are alike and different.

Sample response: Both accounts provide details about the harsh weather Lewis and Clark's team faced during the expedition. Both accounts also show the important notes about new plants and animals that the explorers found in the western territory. However, "The Journals of the Lewis and Clark Expedition" is firsthand, so it provides the author's own thoughts during one day of the expedition. "Lewis and Clark: Explorers of the West" is a secondhand account. It focuses more on the history and lasting importance of the entire expedition. As a result, each account includes some information that the other does not.

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EXIT TICKET



Now that you have learned the difference between firsthand and secondhand accounts, let's take another look at the Real-World Connection.

Imagine that Anna has shown you the two books she found about vaqueros. She asks for your advice about which one to read to answer her questions about daily life on the cattle trail. When you look at the books, you see that *From Vaquero to Cowboy: A History of the Cattle Roundup*, by Ruby Olson, is a secondhand account that covers many decades. *My Year as a Vaquero* by Diego Ortiz is a firsthand account from the early 1800s. Which book should Anna read? Explain the best choice. Use what you learned about firsthand and secondhand accounts.

Sample answer: Anna should read *My Year as a Vaquero*, by Diego Ortiz, because it is a firsthand account. It will give more detail about daily life on the cattle trail because the writer was actually there.

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Lesson 32

INTERPRET DIFFERENT PRESENTATIONS 4RI7

INTRODUCTION

WORDS TO KNOW

graphic
chart
table
graph
diagram
timeline
animation
sidebar
flow chart
infographic

Real-World Connection

SCIENCE CONNECTION

Jackson lives in Washington. He just learned something new about his state. It has a rainforest! It is called the Hoh Rain Forest. Jackson's class is going to take a field trip there next month. His teacher wants the class to look on the Internet for information about the forest before they go. Jackson found all kinds of information about the Hoh Rain Forest, including some really interesting images and visuals. Jackson is very excited to share what he found with the rest of the class. How can the different kinds of information that Jackson found help him prepare for his class trip? We will practice looking at different types of information to gain a better understanding of a topic in Guided Instruction and Independent Practice and will revisit Jackson and the Hoh Rain Forest at the end of the lesson.

THINK ABOUT IT

When you read an informational text, think about how its graphics help you better understand the passage.

What I Am Going to Learn

- How Web pages present information on topics in many different ways such as charts, graphs, diagrams, timelines, animations, or interactive elements
- How different presentations of information can help a reader understand a topic
- How images within a text help readers understand the text
- How the text helps readers understand images on a page



What I May Already Know 3RI7

- I know how to use maps, photographs, and other illustrations to understand a text.
- I know how to read a text to better understand the maps, photographs, and other illustrations within a text.

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TIPS AND TRICKS

As you read a text, figure out the relationship between the text and the graphics. What does each graphic show or tell?

Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

- Magazine articles, textbooks, and how-to guides are all informational texts. These texts often have graphic elements. In addition to words, graphics are charts and images that show information in an easy-to-understand way. Graphics help organize information.
- A chart or a table is a box that lists facts and data. Charts and tables keep information neat and ordered.
- A graph is a chart that uses lines, points, or bars. Graphs use these shapes to compare two or more pieces of information.
- A diagram is a labeled drawing. Diagrams show the names of parts. For example, they could show parts of an animal or an object.
- A timeline shows events that happened and when they took place. A timeline consists of a line with marks for the dates. Each mark has a short title or description of the event it represents.
- An animation is a type of moving cartoon. Animations show the steps of a process.

Take a look at the chart below. It provides common uses for each type of graphic.

TYPE OF GRAPHIC	PURPOSE
Graph	In a bar graph, multiple bars are placed next to each other to compare information, especially numerical values.
Table/Chart	Tables and charts list data in rows and columns in an organized manner. They present data for purposes other than comparison.
Diagram	Diagrams show the parts of an object and the relationships between the object and its parts.
Sidebar	Sidebars often appear in boxes alongside the main text. They provide additional information about parts of the topic.
Flow Chart	These show the steps in a process. They use boxes or other shapes connected by lines or arrows to show relationships between ideas.
Infographic	Infographics use a combination of images and text to present multiple pieces of information quickly and clearly.
Animation	Animations are moving images that can present changes or steps in a process.
Timeline	Timelines list the dates when events occurred.

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GUIDED INSTRUCTION

Read the paragraph below from the website Jackson found about the Hoh Rain Forest.

Hiking Trails in the Hoh Rain Forest

Make sure to visit the Hoh Ranger Station Visitor Center to get a map and learn about the region. The rangers can answer any questions you have. They can also tell you about the hiking trails.

There are three main hiking trails that people can take to explore the rainforest: Hall of Moses Trail, Spruce Nature Trail, and Hoh River Trail. Each trail has different characteristics. The rangers suggest that you walk the Hall of Moses Trail first.

[Reading Level: 700–800L; Word Count: 78]

THINK ABOUT IT

This text does not have a graphic. If it did, what would the graphic show?

Part A

Which graphic would be MOST useful to include on this website?

Ⓐ a chart
Ⓑ a diagram
Ⓒ an animation
Ⓓ a timeline

HINT, HINT

Ask yourself, "What is the most important point in the text?" Then decide which graphic would best support it.

Part B

Which statement BEST explains why this graphic would be helpful?

Ⓐ This graphic could be used to provide information about the three different hiking trails.
Ⓑ This graphic could be used to label the parts of each hiking trail.
Ⓒ This graphic could be used to show the proper way to hike a trail.
Ⓓ This graphic could be used to provide information about the history of the rainforest.

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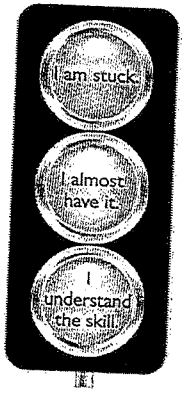
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SKETCH IT

On a separate sheet of paper, create a timeline of five or six main events in your life up to this point. Write a sentence after the date that describes each event. Include illustrations to bring your entries to life. Then use all these elements to write your autobiography. Organize it into paragraphs and sections, with headings like "My Earliest Memories," to keep readers on track. Share with your classmates.

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



How Am I Doing?

What questions do you have?

When you read a text that has visuals, how do you "read" the visuals? Do you look at them before, after, or during reading? Explain.

Which kind of graphic images do you see the most when you read?

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INDEPENDENT PRACTICE

Read the article. Then answer the questions that follow.

Tropical Rainforests

Genre: Report

1 Tropical rainforests are a type of habitat. As their name suggests, they are forests that receive a lot of rain. Tropical rainforests cover only two percent of the Earth but are vital to our existence. The world's largest tropical rainforest is the Amazon rainforest. It is located in South America. More than twenty percent of the Earth's oxygen is produced in the Amazon rainforest.

2 The rainforest is classified into four layers, from the ground to the tops of the tallest trees. The first layer is the forest floor. Above the forest floor is the understory layer. This is the area from the ground to about halfway up the trees. Next comes the canopy layer. The canopy layer is home to most of the birds in the rainforest. The canopy layer is so thick that when it rains it takes ten minutes for the rain to reach the ground! Finally, the top of the rainforest is known as the emergent layer.



READING NOTES

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READING NOTES

3 Many species of plants and animals live in the rainforest. The tropical rainforest is home to more than half of all of the world's species. Many valuable resources we use come from the rainforest, too. Some of the items we use in our daily lives that come from the rainforest are medicines, fruits, wood pulp for paper, latexes, and firewood.

4 Not only is the rainforest home to many plants and animals, but there are tribes that live there, too. Between 400 and 500 native tribes live in the rainforest. It is believed that as many as 50 of those tribes of people have never come in contact with the world outside of the rainforest.

5 *Deforestation* is the term for the clearing of the Earth's forests. Usually forests are cleared for reasons that involve money. If deforestation continues at the current rate, rainforests could be completely gone in only 100 years. This would be tragic for our world.

6 The rainforest is a place where nature's beauty and wonder are at their finest. It is a place worth saving. The rainforest is home to millions of plants and animals, and a supplier of large amounts of oxygen. The rainforest is a habitat we cannot afford to lose.

[Reading Level: 800–900L; Word Count: 365]

Copying is prohibited.

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

1. Part A

Read this sentence from the infographic.

> "More than 20% of the world oxygen is produced in the Amazon Rainforest."

How does this detail from the graphic contribute to the text?

Ⓐ It confirms what the passage says.

Ⓑ It provides more information by giving an exact percentage.

Ⓒ It explains what makes the Amazon rainforest so interesting.

Ⓓ It shows a comparison between the Amazon rainforest and another rainforest.

Part B

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

2. Read the facts from the infographic. Then complete the chart by matching each fact to the paragraph it BEST supports. A paragraph may have more than one answer.

- 137 species of plants and animals we are losing every single day are due to rainforest deforestation
- 80% of all insects live in the rainforest
- 2/3 of all animals and plants live in the rainforest

PARAGRAPH 3	• 80% of all insects live in the rainforest • 2/3 of all animals and plants live in the rainforest
PARAGRAPH 5	• 137 species of plants and animals we are losing every single day are due to rainforest deforestation.

TIPS AND TRICKS

Read the text and infographic in full before looking at the questions.

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

3. Part A

Which idea about rainforests is found in BOTH the text and the infographic?

Ⓐ Tropical rainforests are home to hundreds of native tribes.

Ⓑ A majority of the world's plants and animals live in rainforests.

Ⓒ Many of the products we use every day come from rainforests.

Ⓓ The smallest living bird and the most poisonous animal live in the rainforest.

Part B

Underline ONE detail from paragraph 3 that BEST supports the answer to Part A.

TIPS AND TRICKS

Look for information that is in the infographic but not in the passage.

4. You have read a text and viewed an infographic about the Amazon rainforest. Explain how the infographic supports the ideas in the text. Provide an example from the text and infographic to support your answer.

Sample response: The infographic supports the text by providing specific facts related to the information in the text. For example, in paragraph 5 the author discusses deforestation, and in the infographic, the author provides a fact that tells how many trees per minute are cut down in rainforests.

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

5. Part A

Read this fact from the infographic.

> "2000 trees/min. are cut down in the rainforests."

How is the fact related to the information in the text?

Ⓐ It demonstrates that trees are a natural resource.

Ⓑ It states how many trees are being cut down.

Ⓒ It explains that rainforests are a good source of trees.

Ⓓ It shows that rainforests have plenty of trees to spare.

Part B

Which sentence from paragraph 5 BEST supports the answer to Part A?

Ⓐ "*Deforestation* is the term for the clearing of the Earth's forests."

Ⓑ "Usually forests are cleared for reasons that involve money."

Ⓒ "If deforestation continues at the current rate, rainforests could be completely gone in only 100 years."

Ⓓ "This would be tragic for our world."

6. Read this fact the author plans to add to the text.

> Bats and monkeys are common animals found in the understory layer.

Which paragraph would this fact BEST provide more information about?

Ⓐ Paragraph 2

Ⓑ Paragraph 3

Ⓒ Paragraph 4

Ⓓ Paragraph 5

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EXIT TICKET

Now that you have mastered the art of interpreting different presentations, let's revisit the Real-World Connection.

How can the different kinds of information that Jackson found about the Hoh Rain Forest help him prepare for his class trip?



Sample answer: The information Jackson found can help him understand what the rainforest will look like, as well as the plants and animals he might encounter there.

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Lesson 33

EXPLAIN REASONS AND EVIDENCE 4RI8

INTRODUCTION

Real-World Connection

GEOGRAPHY CONNECTION

Whitney is watching TV one afternoon. Suddenly, an important weather announcement interrupts her show. A weather forecaster is talking about a big storm forming over the ocean—a hurricane! The forecaster points to a map on the screen that shows where the hurricane is, and it is moving toward the area where Whitney lives. She says hurricanes form because of warm water in the ocean. The wind blows some of the warm water into the air. The forecaster warns that they must watch the storm closely to see where it might land. If people know where the hurricane will land, they will be better able to stay safe. Whitney thinks, "What if the forecaster did not have a map to show? What if she did not know about how hurricanes form?" We will look at questions like this in Guided Instruction and Independent Practice and revisit Whitney and the hurricane at the end of the lesson.

What I Am Going to Learn

- How an author uses reasons and evidence to support particular points in a text
- How reasons and evidence help make an author's claims valid

What I May Already Know 3RI8

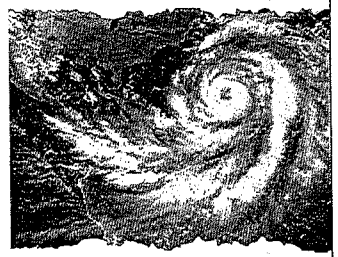
- I know how sentences in the text connect to each other to form an understanding of a topic.
- I know how paragraphs in a text connect to each other to form an understanding of a topic.
- I know that sentences and paragraphs in a text connect ideas through comparison, cause and effect, and sequences.

WORDS TO KNOW

point
claim
evidence
support
reason
validity

SKETCH IT

Pick three colors to mark the text when you read. Use the first color to mark claims. Use the second color to mark reasons. Use the third color to mark evidence.



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Vocabulary in Action

TIPS AND TRICKS

Claims are usually complete sentences. Reasons often follow the word *because*. Evidence can be details, data, or graphics.

As you read, you will come across words that are used in a variety of ways.

- The television weather report stops Whitney's show to make a point. The point is that a hurricane is forming.
- The weather forecaster then makes a claim about the storm: A hurricane is moving toward the area. A claim is a statement that something happens, or will happen, in a certain way.
- Evidence is often used to support a claim. It shows the claim is true. Evidence includes facts and details. The weather forecaster's evidence is the map that shows the location of the hurricane.
- Then, the forecaster explains the reason for the hurricane. Reasons tell why something happens in a certain way. They can also show why an author feels a certain way. The forecaster's reasons are that the hurricane has formed because of warm water in the ocean and that the wind blows some of the warm water into the air.
- Sometimes, authors do not give reasons and evidence for each claim. No evidence means that the claim might not have validity. Validity means something that is based on truth or facts.

GUIDED INSTRUCTION

Read this section about hurricanes from Whitney's science textbook. Highlight the claim, underline the reasons, and circle the evidence.

Hurricanes Have Many Names!

THINK ABOUT IT

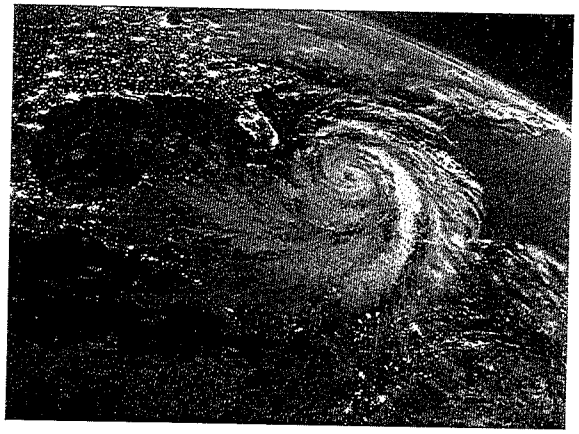
Names and numbers can be used to tell facts and details.

Hurricanes are large dangerous storms that can cause a lot of damage. They form in the ocean and bring heavy rain and high winds to coastal areas when they hit land. The word *hurricane* really only applies to a storm formed over the Atlantic Ocean or the eastern Pacific Ocean. People who live in different parts of the world have other names for the storms. Two are *typhoons* and *cyclones*. Scientists call these storms *tropical cyclones*. The name comes from a myth about a monster with one big eye. A storm becomes a tropical cyclone when its wind speed reaches 74 miles per hour, which is fast enough to damage buildings. At this point, a storm is at least 50,000 feet high. It stretches for about 125 miles. The eye of the storm is between 5 to 30 miles wide. Tropical cyclones usually become weaker when they hit land. They are no longer getting energy from the warm waters of the ocean.

[Reading Level: 800–900L; Word Count: 162]

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CLAIM	REASON	EVIDENCE/EXAMPLE
"Hurricanes are large dangerous storms that can cause a lot of damage."	"They form in the ocean and bring heavy rain and high winds to coastal areas when they hit land."	"A storm becomes a tropical cyclone when its wind speed reaches 74 miles per hour, which is fast enough to damage buildings."

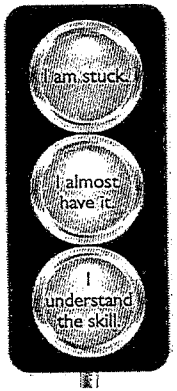


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TURN AND TALK

Work with a partner. On a separate piece of paper, each of you should analyze what you would like the author to cover in a follow-up article on the subject. Tell what you would like to know about in more detail and what new related topics the author might explore. Then combine your two papers. Choose the best parts from each. Make sure the final paper makes sense. After you are done, present your suggestions to the class. Find and use some audiovisual materials, including photographs and videos from the Web, that would add interest to your presentation.

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



How Am I Doing?

What questions do you have?

Write a sentence that expresses your opinion and support it with reasons and/or evidence.

Think of a claim you can make about something. What kind of reasons and evidence would strengthen your claim?

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INDEPENDENT PRACTICE

Read the article. Then answer the questions that follow.

Geography and Climate

Genre: Report

1 Did you know that in one state it could be snowy and warm on the same day at the same time? In a state with mountains and valleys, this is not uncommon. This is because of the area's *geography* and *climate*. Geography is the natural features of an area. Climate is the weather of a place over a long period of time. A place's geography affects its climate.

2 The height above sea level has an effect on the climate. This is called *elevation*. The higher the elevation, the lower the temperature. This is why on a sunny day it can be warm at sea level, yet snowing at the peak of the mountain in the distance.

3 Another factor affecting climate is the distance from the ocean. Areas near the coast are generally cooler in the summer than inland areas. Coastal areas are warmer in the winter. This is because the ocean heats up and cools down much more slowly than land does. The ocean currents carry a wind and the wind moves the temperature from the ocean.

4 Distance from the equator is also a factor that affects climate. The farther from the equator a place is, the colder its climate. The closer the location is to the equator, the warmer it is and the fewer seasonal changes it has. Areas that are farther away from the equator have a wider range of weather conditions. Of course, the places farthest from the equator have the coldest conditions.

5 Geography is a driving force behind an area's climate. The landforms, weather, elevation, and distance from the sea all affect an area's climate.

[Reading Level: 700–800L; Word Count: 269]

READING NOTES

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TIPS AND TRICKS

Remember to carefully read each question and each answer before answering.

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

1. **Part A**

Which sentence from paragraph 1 is the claim?

Ⓐ "In a state with mountains and valleys, this is not uncommon."

Ⓑ "This is because of the area's *geography* and *climate*."

Ⓒ "Geography is the natural features of an area."

Ⓓ "A place's geography affects its climate."

Part B

Which sentence from the text BEST supports the answer to Part A?

Ⓐ "Climate is the weather of a place over a long period of time." (paragraph 1)

Ⓑ "This is called *elevation*." (paragraph 2)

Ⓒ "Areas near the coast are generally cooler in the summer than inland areas." (paragraph 3)

Ⓓ "The ocean currents carry a wind and the wind moves the temperature from the ocean." (paragraph 3)

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

2. **Part A**

Read the sentence from paragraph 2.

> "The height above sea level has an effect on the climate."

What makes this sentence valid?

Ⓐ It is supported with reasons that explain how the height above sea level affects climate.

Ⓑ It is supported with examples of different places with different climates.

Ⓒ It is supported with reasons that show how the climate changes from place to place.

Ⓓ It is supported with specific temperatures from climates around the globe.

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Part B

Underline TWO sentences in paragraph 2 that BEST support the answer to Part A.

3. Read the claim from paragraph 3. Then complete the chart by adding TWO reasons that support the claim.

"Another factor affecting climate is the distance from the ocean."

"This is because the ocean heats up and cools down much more slowly than land does."

"The ocean currents carry a wind, and the wind moves the temperature from the ocean."

CLAIM	Coastal areas are warmer in the winter.
REASONS	"This is because the ocean heats up and cools down much more slowly than land does." "The ocean currents carry a wind, and the wind moves the temperature from the ocean."

TIPS AND TRICKS

Reread paragraph 3 and look for words that explain how or why.

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

4. **Part A**

Which sentence BEST explains how a map could help to make the claim in paragraph 4 more valid?

Ⓐ It could show the distance of several locations from the equator.

Ⓑ It could show where the equator is located and how long it would take to travel there.

Ⓒ It could show the climate of several locations and their distance from the equator.

Ⓓ It could show locations of places that are closest to the equator and how long it would take to travel from one place to the next.

Part B

Underline TWO details from paragraph 4 that would work with the map to support the claim.

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5. Read this claim from paragraph 5.

> "The landforms, weather, elevation, and distance from the sea all affect an area's climate."

Choose ONE of these topics: landforms, weather, elevation, and distance. Support the claim with reasons and evidence from any of the texts in the lesson.

Sample response: Elevation, or the height above sea level, affects an area's climate. Areas with higher elevations have lower temperatures compared to areas with lower elevations. As a result, they have different climates. For example, in a state with mountains and valleys, it could be snowing on a mountain's peak while sunny and warm in the valley.

SKETCH IT

On a separate piece of paper, generate a sign that supports your claim with reasons and evidence found in any of the lesson texts. Images may be added to illustrate your claim.

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EXIT TICKET

4R8

Now that you have mastered the art of explaining reasons and evidence, let's revisit the Real-World Connection.

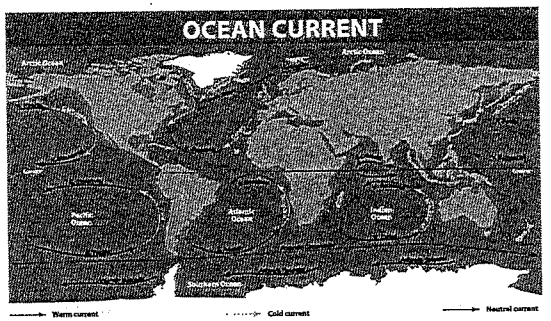
Imagine that, like Whitney, your local weather forecast has made you want to learn more about hurricanes. You go to the library to find out more information. Read this paragraph about ocean currents to get a better understanding of the reasons for hurricanes.

Currents and Tides: Oceans Have Motion!

Water constantly moves through the ocean because of currents and tides. Currents are the movement of water as it moves back and forth. Also, currents are made up of the speed and direction of the water. They are powered by things like wind, temperature, and the way Earth turns.

[Reading Level: 700–800L; Word Count: 49]

Now complete the chart below by filling in the information from the paragraph.



CLAIM	REASON	EVIDENCE/EXAMPLES
Water constantly moves through the ocean.	Currents and tides cause water to move.	Currents are the movement of water as it moves back and forth.

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UNIT 4

WORDS TO KNOW
key detail
essential
nonessential

Lesson 34

CONNECT MULTIPLE TEXTS 4RI9

INTRODUCTION

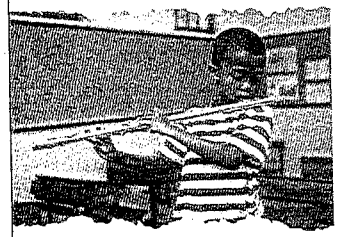
Real-World Connection

MUSIC

Ben plays the flute. He just joined the band at his school. His band teacher tells the players to read about the instruments they play. The teacher says to learn the history of the instruments and how they are made. Ben starts reading. He finds he needs to read more than one text to learn enough. He also finds that some of the information in the two texts is the same. However, some of it is different. What strategies should Ben use to sort through the information in the two texts so he can learn as much as he can about his flute? We will practice the skills in Guided Instruction and Independent Practice and revisit Ben and his two texts at the end of the lesson.

HINT, HINT

Next time you read something, try to look for key details. Underline them as you read the text.



What I Am Going to Learn

- How to bring together ideas from more than one text on the same topic to create a more complete understanding
- How to decide what information to focus on in a text

What I May Already Know 3RI9

- I know how to compare and contrast ideas from two texts about the same topic.
- I know how to identify important information in a text.

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Vocabulary in Action

As you read, you will come across words that are used in a variety of ways.

- A topic is like a puzzle. A key detail is an important piece you need in order to understand the whole picture. Key details are directly connected to the main topic of the text.
- Essential information is necessary to understand the topic. These are the pieces of the puzzle that you need to focus on when you read.
- If a detail is not related to the main idea and seems unimportant, it is not an essential piece of the puzzle. It is nonessential information.

TIPS AND TRICKS

To decide if a detail is essential, first think of what your topic is. Then, ask yourself, "Does this connect to my topic directly?"

GUIDED INSTRUCTION

Read both of these texts about the trumpet. Try to identify the key details that give you essential information. Use the details to answer the questions that follow. Use a marker to highlight key details. Make any relevant notes in the margin.

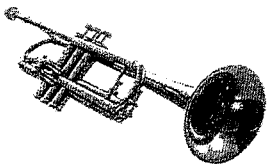
Parts of the Band: The Brass Family

A band is often broken into parts, and each part features a family of instruments. One family is the brass family. Brass instruments are loud. They can be heard from far away.

Years ago, the instruments in the brass family were made of things like animal horns and wood. But today they are all made of brass, which is a type of metal. All the instruments in this family are pipes that have been twisted into specific shapes. The brass family includes the trumpet and tuba.

To play a brass instrument, players use their mouths and hands. They buzz their lips against a mouthpiece on the trumpet. They also use their hands to press valves, which are like buttons that open and close holes on the trumpet. Players make different sounds by pressing different valves and buzzing harder or softer.

[Reading Level: 700–800L; Word Count: 140]



THINK ABOUT IT

Keep in mind that the trumpet is the topic of both texts. As you read the second text, look for ways that it is alike and different from the first text.

The Trumpet

For many years, people have played instruments like the modern trumpet. However, the early trumpets were different from the trumpets of today. They were made of things like shells, animal horns, and wood. Today's trumpets are made of a metal called brass.

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Throughout history, people have made use of the loud sounds of trumpets. For example, they have used them to signal danger, to announce important arrivals, and to call people together.

Today, people still use the trumpet, but usually as part of a band. The trumpet can play the notes in the main part of a song. It can also play the notes in the background that support the main notes. A trumpet can also be used to add to the overall beat, or rhythm, of the music.

Today's trumpets are made of pipes that are twisted and bent. In fact, the pipe used to make a trumpet is quite long. If it was stretched out, it would be over six feet long.

[Reading Level: 700–800L; Word Count: 164]

To help you sort the details in these two readings, you can use a chart or diagram. One of the boxes has been completed for you. Can you fill in the rest?

TEXT	KEY DETAILS
"Parts of the Band: The Brass Family"	Bands are made up of different families of instruments. The bass family includes instruments such as the trumpet and tuba.
"The Trumpet"	The trumpet can play in the main part of a song, in the background, or to add to the overall beat or rhythm.
Both	Trumpets used to be made of things like animal horns and wood. Now they are made of a metal called *brass*.

HINT, HINT

Try to find each of the answer choices in both texts. Cross out the ones that you can only find in one text.

Part A

Which statement gives essential information that is found in BOTH texts?

Ⓐ Trumpets can play the main notes in a song.

Ⓑ Trumpets are now made of a metal called brass.

Ⓒ Trumpets are played using the mouth and fingers.

Ⓓ Trumpets can be over six feet long when stretched out.

Part B

Underline ONE sentence in each text that BEST supports the answer to Part A.

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How Am I Doing?

What questions do you have?

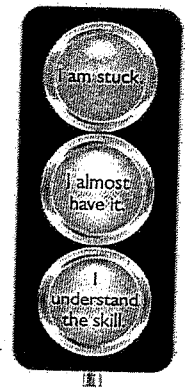
Think of a topic that you would like to learn more about. Brainstorm a list of essential and nonessential information that you might find in a text about the topic.

When you are learning about a topic, why is it important to be able to bring together important ideas from multiple texts?

SKETCH IT

Draw a sketch to demonstrate the difference between essential and nonessential information in a text.

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.



Ukulele Basics

Genre: Essay

1 The ukulele is an instrument that many people enjoy listening to and playing. It is a stringed instrument like the guitar, but smaller, making it easier for younger musicians to play.

2 Ukuleles come in four different sizes. These are soprano, concert, tenor, and baritone. The main difference among the four types of ukulele is the tone they make. Originally all ukuleles were soprano size, so it is sometimes called standard size.

3 Ukuleles are made of wood and have four strings. The two sound-making parts of the instrument are the body and the strings. The arrangement of the ukulele's strings is not the same as other common instruments.

4 When people first start to play the ukulele, they start with strumming, and after that they move on to chords and songs. The strings on the ukulele are G, C, E, and A. Once you learn a couple of chords, you can make a beautiful sound in a short amount of time. This is one of the reasons the ukulele is so popular: it's easy to learn the basics. However, it can also go on to be an elaborate instrument.

5 The ukulele is an instrument that can play practically any genre of music. It also blends in well with other musical instruments. It is small and not very expensive. Many ukuleles are still made on the island of Hawaii.

[Reading Level: 700–800L; Word Count: 226]

THINK ABOUT IT

Which pieces of information seem like important pieces of the puzzle to you so far? These are the key details.

History of the Ukulele

Genre: Report

1 The ukulele is an instrument that is popular across the world and has been around for a long time. The ukulele is most often identified with Hawaiian music. It is indeed a large part of the Hawaiian culture.

2 The instrument actually has a history earlier than Hawaii. The ukulele is thought to be a redesigned version of another instrument, called the machete. It was an instrument played on the Portuguese island of Madeira. Many years ago, immigrants from Madeira came to make a new life in Hawaii. Locals loved the music they made. Three Hawaiian cabinetmakers later made some changes to the instrument. This is when it became known as the ukulele.

3 Hawaiians fell in love with the ukulele right away. Its light sound made people happy and brought them together. One of the reasons it became so popular was that the king had many ukulele players perform at the palace. Also, it was made from native koa wood, which is special to the islands. The ukulele actually became a symbol of a love of the land, or *aloha aina*.

4 Shortly after it arrived in Hawaii, the ukulele became linked to hula dancing and luaus on the island. It became part of the culture of Hawaii. Around the same time, people from the mainland fell in love with the Hawaiian islands. Tourism grew when air travel became more common. As tourism between the mainland and Hawaii grew, so did the popularity of the ukulele on the mainland.

5 People have said that the ukulele is "easy to learn, but hard to master." In today's culture, we see pop musicians replaying their songs with an accompanying ukulele. The sound is sweet, and the crowd loves the ukulele. It is an instrument with a strong cultural background that continues to grow.

[Reading Level: 700–800; Word Count: 298]

SKETCH IT

When you come across essential information, draw a quick sketch of the idea next to the text. This will help you keep track of key details.



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

1. Part A

How are paragraphs 1 and 2 of "Ukulele Basics" different from paragraphs 1 and 2 of "History of the Ukulele"?

Ⓐ Only the "Ukulele Basics" paragraphs give essential details about Hawaiian ukuleles.

Ⓑ Only the "Ukulele Basics" paragraphs give essential details about Hawaiian ukulele music.

Ⓒ Only the "Ukulele Basics" paragraphs give essential details about the sizes of ukuleles.

Ⓓ Only the "Ukulele Basics" paragraphs give essential details about the history of the ukulele.

TIPS AND TRICKS

Reread each section mentioned in the question. Then go through the answer choices one at a time, checking back in the text. Cross out any wrong answers.

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Part B

Which detail from paragraphs 1 and 2 of "Ukulele Basics" BEST supports the answer to Part A?

Ⓐ "The ukulele is an instrument that many people enjoy listening to and playing."

Ⓑ "It is a stringed instrument like the guitar."

Ⓒ "These are soprano, concert, tenor, and baritone."

Ⓓ "The main difference among the four types of ukulele is the tone they make."

2. Which details from the texts are essential or nonessential to the topic? Place each sentence from the first two paragraphs of BOTH texts in the correct place in the chart.

"The ukulele is an instrument that many people enjoy listening to and playing." ("Ukulele Basics," paragraph 1)
"The main difference among the four types of ukulele is the tone they make." ("Ukulele Basics," paragraph 2)
"The ukulele is thought to be a redesigned version of another instrument, called the machete." ("History of the Ukulele," paragraph 2)
"Many years ago, immigrants from Madeira came to make a new life in Hawaii." ("History of the Ukulele," paragraph 2)

ESSENTIAL DETAIL 1	"The main difference among the four types of ukulele is the tone they make." ("Ukulele Basics," paragraph 2)
ESSENTIAL DETAIL 2	"The ukulele is thought to be a redesigned version of another instrument, called the machete". ("History of the Ukulele," paragraph 2)
NONESSENTIAL DETAIL 1	"The ukulele is an instrument that many people enjoy listening to and playing." ("Ukulele Basics," paragraph 1)
NONESSENTIAL DETAIL 2	"Many years ago, immigrants from Madeira came to make a new life in Hawaii." ("History of the Ukulele," paragraph 2)

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

3. Part A

What idea does paragraph 4 of "Ukulele Basics" share with paragraph 1 of "History of the Ukulele"?

Ⓐ The ukulele is a very old instrument.

Ⓑ The ukulele has a very pleasant sound.

Ⓒ The ukulele is a popular instrument.

Ⓓ The ukulele is played by plucking the strings.

Part B

Choose ONE detail from EACH text that BEST supports the answer to Part A.

Ⓐ "When people first start to play the ukulele, they start with strumming." ("Ukulele Basics," paragraph 4)

Ⓑ "This is one of the reasons the ukulele is so popular." ("Ukulele Basics," paragraph 4)

Ⓒ "However, it can also go on to be an elaborate instrument." ("Ukulele Basics," paragraph 4)

Ⓓ "The ukulele is an instrument that is popular across the world." ("History of the Ukulele," paragraph 1)

Ⓔ "The ukulele is most often identified with Hawaiian music." ("History of the Ukulele," paragraph 1)

Ⓕ "It is indeed a large part of the Hawaiian culture." ("History of the Ukulele," paragraph 1)

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TIPS AND TRICKS

Make sure you include details from both texts in order to get full credit for your answer.

4. Both "Ukulele Basics" and "History of the Ukulele" explain why people like to play the ukulele. Put key details from both texts together and write a paragraph that explains why people like to play the ukulele.

Sample response: People like to play the ukulele. It is popular across the world. First, it is easy to play. By learning a few basic chords, you can play pretty music, but you can make more complicated music if you want to. It also has a light sound that makes people happy. That's one of the reasons why Hawaiians fell in love with it when it was brought from Madeira. In addition, the ukulele can be used to play many genres of music.

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

5. Part A

Which essential information is found ONLY in "History of the Ukulele"?

Ⓐ The ukulele is easy to mix with other instruments.

Ⓑ People play the ukulele for Hawaiian cultural events.

Ⓒ The ukulele is an instrument that people can afford.

Ⓓ People play the ukulele by playing chords and songs.

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Part B

Which detail from "History of the Ukulele" supports the answer to Part A?

Ⓐ "The instrument actually has a history earlier than Hawaii." (paragraph 2)

Ⓑ "Shortly after it arrived in Hawaii, the ukulele became linked to hula dancing and luaus on the island." (paragraph 4)

Ⓒ "In today's culture, we see pop musicians replaying their songs with an accompanying ukulele." (paragraph 5)

Ⓓ "The sound is sweet, and the crowd loves the ukulele." (paragraph 5)

6. How would you combine the essential information from the two texts into one short summary about the basic details and the history of the ukulele?

Sample response: The ukulele is a popular, easy-to-learn instrument that many people love to listen to and play. There are different sizes of ukuleles, but they all have four strings. People love to strum the strings of the ukulele to make different kinds of music. The ukulele has a long and important history in the music of Hawaii, where it is often a part of hula dancing and luaus. In Hawaii and many other places around the world the sweet music of the ukulele is a crowd-pleasing hit.

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EXIT TICKET

Now that you have learned more about how to bring together information from multiple texts, let's check in with Ben from the Real-World Connection.

We asked, *What strategies should Ben use to sort through the information in the two texts so he can learn as much as he can about his flute?* Pretend you are one of Ben's bandmates. Use what you have learned in this lesson to give him some advice. Try to incorporate these vocabulary words in your response: **key details**, **essential**, and **nonessential**.

Sample answer: There are many different things you can do to sort through information in the two texts about the flute. First, you can read the texts and underline or highlight key details that you think are important in order to understand the flute. This is your essential information. Put aside any nonessential, or unimportant, information. Then, you can make a chart that helps you organize ideas that are found in one text, ideas that are found in the other text, and ideas that are found in both texts. This will help you make sense of the key details in both texts. Finally, you can bring the essential information from both texts together to write yourself a short summary. These steps can help you learn as much as you can about the flute.

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PRACTICE TEST

Today, you will research rocks and read three articles about them. As you review these sources, you will gather information and answer questions about some different kinds of rocks so that you can write an essay.

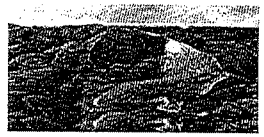
Read the report "Fire Rocks." Then, answer questions 1 and 2.

Fire Rocks

Genre: Report

1 To be honest, I never really thought much about rocks. I never wondered where they came from. I guess I thought rocks were all made the same. That was, of course, before I went to the amazing Fire Rocks exhibit at the Natural History Museum. Then I saw exactly how cool rocks could be.

2 At the exhibit, I learned that our Earth is constantly making new rocks! Each type of rock is made in a different way. The exhibit focused on a kind of rock called *igneous*, which means "fire." Igneous rocks are fire rocks. This makes sense, because they are made from magma and volcanoes.



Lava

3 When magma, or lava, cools, it changes from a liquid to a solid, making igneous rocks. Sometimes, the lava cools really fast. Sometimes, it cools slowly. Sometimes, it cools on the surface of the Earth, and other times, the lava cools inside Earth's crust. These different ways of cooling make different kinds of rocks!



Obsidian

4 My three favorite rocks from the exhibit were *obsidian*, *pumice*, and *granite*. Obsidian is actually a pretty-looking type of igneous rock. It is made when the lava cools very fast. It is usually black, smooth, and glassy.

5 Pumice looks and feels very different from obsidian, but they have a lot in common. They both are formed when the lava cools quickly. Pumice, though, is made from a foamy magma with lots and lots of air bubbles. It cools so fast that the air bubbles are trapped in the rock. When you look at pumice, you see all of the tiny holes.



Pumice

6 When the lava cools extremely slowly and has time to form crystals, it can become granite. Granite has a solid but very grainy look to it.

7 These are only a few of the many kinds of interesting igneous rocks made by powerful volcanic forces. Be sure to get over to the Fire Rocks exhibit at the Natural History Museum so you can see these awesome rocks for yourself!

[Reading Level: 750–850L; Word Count: 329]



Granite

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1. Which detail from the text describes granite?

   Ⓐ solid but grainy look

   Ⓑ has many tiny holes

   Ⓒ smooth and glassy

   Ⓓ has many air bubbles

2. How are obsidian and pumice different? Use details from the text to support your answer.

Sample answer: Obsidian and pumice are both formed from volcanoes, but they are different. Obsidian forms from fast-cooling lava. It is smooth and glassy. Pumice forms from fast-cooling foamy magma. The magma has many air bubbles and forms tiny holes in the rock.

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Read the essay "Metamorphic Rock." Then, answer questions 3 and 4.

Metamorphic Rock

Genre: Essay

What Are Metamorphic Rocks?

1 To "metamorphose" means to go through a major change. A caterpillar goes through a metamorphosis to become a butterfly. Similarly, *metamorphic* rocks are rocks that have gone through a big change. Metamorphic rocks start out as one kind of rock and change into a completely new kind of rock.

How Are They Formed?

2 Metamorphic rocks are formed deep within Earth's crust. Movements within the Earth squeeze and heat the rocks. High heat and a lot of pressure cause the rocks to change, and some or all of the minerals and atoms of the original rock completely change into something new.



Marble

What Do They Look Like?

3 Metamorphic rocks come in a lot of different colors. They also all feel different. Because of the high heat and pressure, these rocks often look flattened, squished, or stretched.

What Are Some Examples?

4 *Marble* is one example of a metamorphic rock. Limestone is a sedimentary rock, which means that it is formed from tiny bits of rocks and other materials. When limestone is heated to a very high temperature, it becomes marble. The markings of the original limestone become beautiful swirling patterns in marble. Marble is often used as a beautiful, strong material for statues and buildings.



Schist

5 Another example is *schist*. Schist is made from flattened shale or slate, two types of sedimentary rocks. The flattened crystals make the rock look flaky.

6 *Quartzite* is a common kind of metamorphic rock. It is also a very hard rock. When quartzite is very pure, it is often white in color.



Quartzite

[Reading Level: 750–850L; Word Count: 240]

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

3. Part A

What is the main idea of this text?

   Ⓐ Over time, great heat can change limestone into marble.

   Ⓑ Butterflies and metamorphic rocks have changed a lot.

   Ⓒ Metamorphic rock is formed from other kinds of rock.

   Ⓓ Movements inside Earth can create heat and pressure.

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Part B

Which sentence from the text BEST supports the answer to Part A?

Ⓐ "A caterpillar goes through a metamorphosis to become a butterfly." (paragraph 1)

Ⓑ "Metamorphic rocks start out as one kind of rock and change into a completely new kind of rock." (paragraph 1)

Ⓒ "Metamorphic rocks are formed deep within Earth's crust." (paragraph 2)

Ⓓ "When limestone is heated to a very high temperature, it becomes marble." (paragraph 4)

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

4. ### Part A

What is the overall structure of the information presented in the text?

Ⓐ chronological

Ⓑ cause and effect

Ⓒ problem and solution

Ⓓ comparison and contrast

Part B

Which THREE details BEST support the answer to Part A?

Ⓐ "A caterpillar goes through a metamorphosis to become a butterfly. Similarly, *metamorphic* rocks are rocks that have gone through a big change." (paragraph 1)

Ⓑ "High heat and a lot of pressure cause the rocks to change, and some or all of the atoms of the original rock totally change into something new." (paragraph 2)

Ⓒ "Because of the high heat and pressure, these rocks often look flattened, squished, or stretched." (paragraph 3)

Ⓓ "Marble is often used as a beautiful, strong material for statues and buildings." (paragraph 4)

Ⓔ "Schist is made from flattened shale or slate, two types of sedimentary rocks. The flattened crystals make the rock look flaky." (paragraph 5)

Ⓕ "*Quartzite* is a common kind of metamorphic rock. It is also a very hard rock." (paragraph 6)

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Read the article "Rock Storytellers." Then, answer questions 5 and 6.

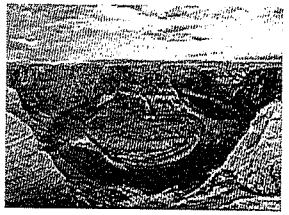
Rock Storytellers

Genre: Magazine Article

1 Can a rock tell a story? Believe it or not, sedimentary rocks can! In fact, they are some of the best storytellers on Earth! Geologists are scientists who study rocks. They continue to learn so much about Earth's early history from studying these amazing rock formations.

2 To understand how a sedimentary rock tells a story, we need to first understand what it is and how it is made. Sedimentary rocks are a type of rock that is formed from little pieces of material. Dirt, sand, pebbles, leaves, shells, bones, and anything that settles at the bottom of seas, lakes, rivers, and streams can turn into rocks. Over time, the pressure from the water above pushes all of the little pieces together and forms a rock.

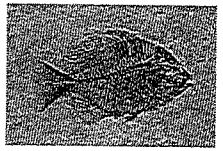
3 Studying these rocks helps scientists learn the stories of things that happened on Earth a long time ago! For example, *sandstone* is a common kind of sedimentary rock. Sandstone was once sand. Scientists can study the layers of rock seen in the picture here of the Grand Canyon. This teaches scientists a lot about the water that flowed over it. Many types of sedimentary rocks have layers like the ones pictured at the Grand Canyon. The layers of these rocks tell scientists stories about changes in temperature and wind that happened long ago.



4 The stories sedimentary rocks tell with their layers are very interesting. But even more exciting are the stories they tell with their fossils! Sometimes, animal and plant pieces get buried very quickly. They are buried so fast that we can still see their form in the rock. These once-living plant and animal shapes that can be seen in some rocks are called *fossils*.

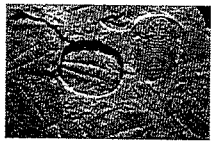
5 Fossils tell the story of ancient life on Earth. The youngest layers of rock are on top. The oldest are on bottom. As you dig deeper down into the rock, you can see animals and plants that lived a long time ago. The animals and plants in the top layers are usually familiar to us. However, the fossils found deep in the rock are of animals that have not lived for a very long time.

6 For example, you can easily recognize the animal in the fossil below. It is a fish.



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7 On the other hand, this fossil of an animal found deep within the rock is harder to recognize.



8 Studying fossils has taught scientists a lot about extinct animals. Extinct animals are animals that no longer live on Earth. Also, scientists can see the story of how animals have changed from simple to more involved forms of life.

[Reading Level: 750–850L; Word Count: 440]

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

5. Part A

Read paragraphs 6 and 7. How are these paragraphs connected to each other?

Ⓐ They show a contrast.
Ⓑ They show a sequence.
Ⓒ They show causes and effects.
Ⓓ They show a main idea and details.

Part B

Which phrase BEST supports the answer in Part A?

Ⓐ "For example" (paragraph 6)
Ⓑ "in the fossil" (paragraph 6)
Ⓒ "On the other hand" (paragraph 7)
Ⓓ "within the rock" (paragraph 7)

6. You have read about fossils in "Rock Storytellers." Write a paragraph explaining what fossils are and what we can learn from them.

Sample response: Fossils are the shapes of once-living plants and animals in sedimentary rocks. From fossils, we can learn about the different kinds of plants and animals that lived at different times. This is especially helpful for learning about animals that lived long ago and are now extinct.

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Refer to "Fire Rocks," "Metamorphic Rock," and "Rock Storytellers." Then, answer questions 7 and 8.

7. Look at the descriptions and examples of rocks listed. Write each sentence in the chart to show which kind of rock it describes.

Rocks are formed from pebbles, pieces of leaves and bones, and other small things.
Rocks are made by magma and volcanoes.
Rocks are formed from rocks exposed to great heat and pressure.
Examples include marble, schist, and quartzite.
Examples include sandstone, shale, and limestone.
Examples include pumice, obsidian, and granite.

IGNEOUS ROCK	Rocks are made by magma and volcanoes. Examples include pumice, obsidian, and granite.
METAMORPHIC ROCK	Rocks are formed from rocks exposed to great heat and pressure. Examples include marble, schist, and quartzite.
SEDIMENTARY ROCK	Rocks are formed from pebbles, pieces of leaves and bones, and other small things. Examples include sandstone, shale, and limestone.

8. Write an essay comparing and contrasting the three types of rocks. Use your chart from question 7 and information from the three texts in your essay.

Sample answer:

The three kinds of rocks are igneous rocks, metamorphic rocks, and sedimentary rocks. These different types of rocks are formed in different places and in different ways. However, heat or pressure plays a role in forming each of the major kind of rock. As a result, there are many different forms of each kind of rock.

Heat is involved in forming both igneous rocks and metamorphic rocks. Igneous rocks are formed when heated magma or lava cools and becomes a solid. Magma is hot liquid rock material inside Earth, and lava is hot rock material flowing from volcanoes.

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Heat also plays a part in forming metamorphic rock. Metamorphic rock forms deep inside Earth. Metamorphic rocks were once other kinds of rocks that were exposed to a lot of heat and enormous pressure. This results in the atoms of the rocks changing.

Pressure plays a part in forming sedimentary rock. However, water provides the pressure that results in the formation of sedimentary rock. Sedimentary rocks are made up of bits of dirt, pebbles, sand, bone, shells, and leaves pressed together and formed into rock by the pressure of water. One interesting fact about sedimentary rocks is that fossils may be found inside them.

The three major kinds of rock have similarities and differences. Each is an interesting part of Earth's history.

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