

# Lesson 17

## Unit 3

### Determine the Theme

RL.4.2

Words to Know  
theme  
details  
drama  
poem

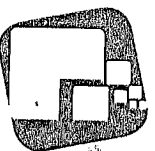
#### On Your Own

As you read a story, highlight details that help you understand the story. If you can figure out what is going on in the story, you can determine the theme as well!



#### Real-World Connection | FAMILY LIFE

Sam is reading about 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. He thinks it means that families come in all shapes and sizes. It doesn't matter what they look like or where they live.



#### Breaking Down the Standard

The **theme** of a story is its meaning or message. It's what the author wants to tell you in the story. For example, an author could write a story about different families. The author could show how loving all of these different families are. In Sam's book, the theme is that no matter what a family looks like, love is important.

#### Determine the Theme

When you start to read a story, you don't know what the story will be about. If you find the theme as you read, it will help you understand what the author wants you to know.

To find the theme, first think of what the story is about. Then ask yourself a few questions. Is there a problem in the story? How does the story end? Do the characters learn or change?

The theme is an underlying message, which means it probably won't be directly stated in the text. It will be woven through the story. Pay attention to the **details** in the story, such as what the characters say and do. These details will show the theme.

The family Sam is reading about live in a house that has a dirt floor. They walk every day to get water. But the family works together. They make sure everyone has what they need. The father works in a field. The mother makes clothes. The children help her wash them. The whole family walks to collect water. Although they don't have a lot of money, they are happy as they work and spend time with one another. By reading these details in the story, Sam knows the theme of the story is that family is more important than riches.

The details will help you find the theme in a **drama** or a **poem**, too. In a drama, or play, look at what the characters say to understand the theme. Pay attention to their actions as well. Sometimes one line in a poem will show the theme. Sometimes the lines are grouped together. This is called a stanza. Sometimes we can find the theme by looking at a whole stanza. You can also look at how the different stanzas in a poem work together.

## Determine the Main Idea

Read this story that Sam read while he was learning about families.

### Adventure: Family Camping Trip

Caleb's family is always having adventures. This weekend they are on a camping trip. Caleb and his sister Natalie decide to hike to a waterfall. The hike is fun, but Natalie keeps talking about the waterfall and Caleb thinks she's being annoying. When they get there, Caleb sneaks away and walks down to the river. Before he goes very far, he slips on a mud bank and twists his foot. It really hurts! Caleb is

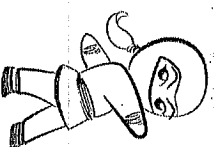


worried about getting back without help, and he realizes he should have told Natalie where he was going. Fortunately for Caleb, Natalie notices that he is gone, so she walks down to the river to look for him. When she finds him, Caleb tells her that he hurt his foot and it's hard to walk. "That's okay, Caleb," says Natalie. "I'll help you get back to the campsite so Mom and Dad can help. Here, lean on me." It takes a little while, but Caleb and Natalie get back to the campsite. Caleb is glad Natalie found him. Even though she's annoying sometimes, she's always there for him.

#### Testing Tip

You can find clues to the theme by asking questions like,

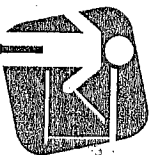
"What does the author want me to learn?" "How does the author want me to feel?"



## Recount and Explain Key Details

Look at the chart for the theme and support of the theme. Can you figure out the theme from the details in the chart?

Key Detail	Explanation
Natalie keeps talking, and Caleb gets annoyed.	This detail shows that families don't get along all the time.
Natalie notices that Caleb is gone, so she walks down to the river to look for him.	This detail shows that family members look out for each other.
Natalie lets Caleb lean on her, so he can get back to camp.	This detail shows that family members help each other.
<b>Theme:</b>	



## Guided Practice

Read this page from Sam's play.

### Doing Chores

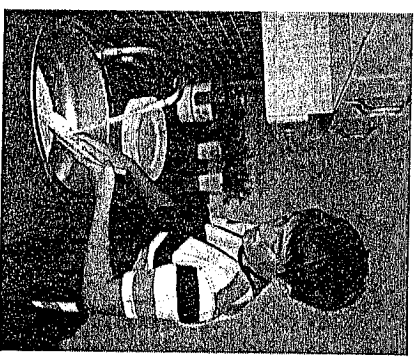
Characters:

Greg  
Mom

**Close Reading**  
This text is a drama, so it's important to look at what the characters are saying to each other to find the theme.

*GREG is doing his chores by cleaning the kitchen, and his MOM should be coming home soon.*

**GREG:** Why do I have to do so many chores and so much cleaning all the time? I wish my mom would do the cleaning instead of always making me do everything.



**MOM:** [as she enters] Wow, Greg, everything looks wonderful—even the counters are sparkling! I really appreciate all of your help today!

**GREG:** It was so much effort, though, and I really wanted to play a video game this afternoon since I was home from school today.

MOM: I understand. I was hoping to play a game today too, but I had to go to the grocery store and get everything we needed this week. Maybe now that we're both done, we could play a game together?

GREG: I didn't know you had to go to the store instead of doing something more exciting. I thought you just didn't want to clean the kitchen. I'm sorry I wasn't happier to help you.

MOM: It's okay—everyone in a family should take care of each other. That's why we all have jobs to do. I wanted to make sure I got all the 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.

### 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.

For Part A of this question:

If you chose A...

Try again! The text does show that chores are important, but this wasn't the main focus.

If you chose B...

Try again! The text mentions video games, but it isn't about them.

If you chose C...

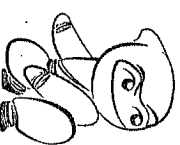
Try again! The text shows why it's important for kids to do chores too.

If you chose D...

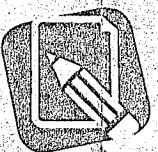
You're correct! The text shows that parents and kids can support each other, and that this is what families do.

#### Hint, Hint...

Ask yourself, "What is this drama trying to teach me?" Look at the dialogue to see if there's anything that tells you what the story is trying to say. Then underline the sentence that shows the theme.







## 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, sice...

- 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!"...

<sup>1</sup>"Reveille": The song played in the morning to signal U.S. military troops to get ready for morning roll call.

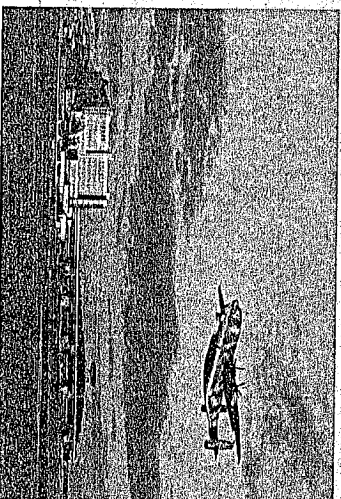
He had made for himself a little house,  
Out of chairs and sheets and taken-down shelves.

Funny how kids hide where they're seen,  
And fear where they're going,  
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.



### 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.

**Testing Tip**

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. 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)

**3. Which two lines show that the speaker sometimes has a hard time dealing with all the moves?**

- A "To travel again, across the sea." (line 2)
- B "Dreams of friends disappearing" (line 8)
- C "Will my mom stay with us," (line 12)
- D "Just like the time when I lived in France." (line 18)
- E "I'll watch old movies with Dad." (line 24)
- F "I am older and wiser; I've learned quite a bit," (line 37)

**4. How do lines 42 through 47 point to the theme?**

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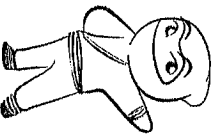
**5. Part A**

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.

**Testing Tip**

Read each question and each answer fully before answering.



## 6. Part B

Underline two lines in lines 31 through 36 that support the answer to Part A.

## 7. Pick the lines that best support each statement about the poem. 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 doesn't mean you don't have a home.	Key Detail:
The speaker believes people are more important than places.	Key Detail:
The speaker explains what home is for that family.	Key Detail:

## 8. Part A

How do lines 48–51 help to show the theme?

- Ⓐ They show that the family has to travel in many different ways.
- Ⓑ They show that the speaker is okay with moving around a lot.
- Ⓒ They show that the speaker is okay without making new friends.
- Ⓓ They show that the family is growing apart because they move so much.

## 9. Part B

Underline two lines that best support the answer to Part A.



# Lesson 15

## Describe Characters, Setting, and Events

RL.4.3

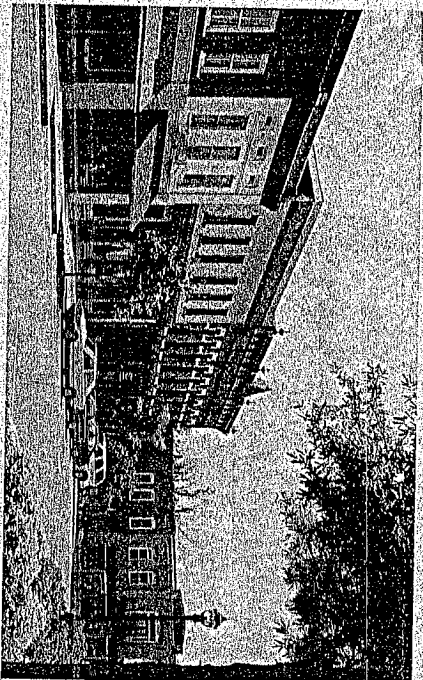
### Unit 3

### Real-World Connection | PERSONAL CHALLENGES

Nomi sees a book on her friend Nomi's bookshelf. She picks it up. The cover looks really interesting. So she asks Nomi what the book is about.

Nomi says, "It's a pretty good book. It's funny."

Nomi is confused. Nomi didn't tell her very many details. She wants her friend to describe the story. Who is the story about? Where does it take place? What happens in the story?

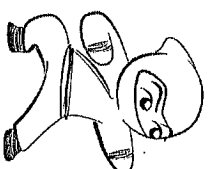


#### Words to Know

character  
drama  
character trait  
dialogue  
setting  
story events  
plot

#### On Your Own

Can you do a better job describing a story than Nomi? Think of a story you enjoy. Then tell a friend what it's about. Be descriptive!



#### Testing Tip

Remember to always include evidence from the text if you are ever asked to describe a character. For example: Nathan is a generous character because he gave his sister his allowance money.



### Breaking Down the Standard

Nomi wants to hear more about the book. One thing she wants to know is who the story is about. A **character** is a person, animal, or creature in a story or **drama**. Drama is a story that is written as a play so that it can be performed. Dramas and plays tell a story, just as a story does. An audience usually watches a drama performed on a stage.

You can describe a character by using details from the text. A **character trait** is detail about a character in the story. Character traits give details about how a character looks and acts. They can also describe the character's personality. Traits are also shown in what a character says, which is called **dialogue**.

Jackie also wants to know about where the story takes place. Where and when a story takes place is called the **setting**. The **story events** are all the things that happen in the story. Together, the story events make up the **plot**.

When you describe character, setting, or events, use examples from the text to support your description.

### Use Details to Describe a Character

Whether you're describing a character, setting, or story event, it's important to get all of your information from the text. Don't add your own ideas. Start by looking for clues about what the character looks like, says, and does. Sometimes, the appearance of a character is described in conversation. Other times the author says what the character look like.

### Use Details to Describe a Setting

While reading, look for evidence about time and place that describes the setting. Are there jet planes? Are there knights and castles? These details tell about a time period. Is the story located in a house? In a school? At the Grand Canyon? Some stories even shift around to different places.

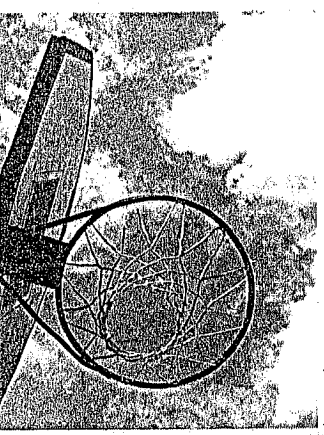
### Use Details to Describe a Story Event

The plot is how the story develops from beginning to end. Ask yourself how the story begins and ends. Think about the events that happen in the middle of the story. How do they affect how the story ends?

Read this passage that Jackie and Nomi read in class. Think about how the author describes the character, setting, and events in the story.

### Driveway Challenge

Marcus had been practicing for over an hour, but he was not ready to give up just yet. He adjusted his glasses, pushed his brown hair off his forehead, and took a deep breath. Then he lined the basketball up with the hoop attached to the garage. His basketball court was his driveway, but it was also a battleground. Here's



where he would prove himself, and here's where he'd promised himself he would sink a basket all the way from the sidewalk. In his mind, the last seconds on the scoreboard counted down, and it was now or never. He shot the ball, it soared through the air, hit the rim . . . and boom! The Marcus Mavericks won the game!

What details from this story could you use to describe the character, setting, and plot? The story is about Marcus playing basketball. But what else can you describe from the text? Look closely at the text. Find more details to describe what you have read.

The chart below shows how specific details from the story can be used to describe character, setting, and events. Can you fill in the last box?

<b>Description of Character Traits:</b> wears glasses, has brown hair, works hard	"He adjusted his glasses, pushed his brown hair off his forehead, and took a deep breath." "Here's where he would prove himself, and here's where he'd promised himself he would sink a basket all the way from the sidewalk."
<b>Description of Setting:</b> Marcus's house, modern day	"Then he lined the basketball up with the hoop attached to the garage. His basketball court was his driveway, but it was also a battleground."
<b>Description of Story Event:</b>	"He shot the ball, it soared through the air, hit the rim... and boom! The Marcus Mavericks won the game!"



## Guided Practice

Read this story from a book Jackie found on Nomi's bookshelf. It's about a girl named Vanessa and her year-long project. Pay attention to the details the author uses to describe the characters, setting, and events.

### A Year of Changes

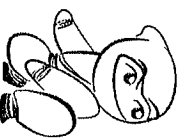
**Close Reading**  
Who is Vanessa? What details tell you who she is?

The new school year was coming up. This made Vanessa think about how much she'd changed over the past year. And she'd surely change even more over the next year. She decided to record the changes in pictures. Beginning on the first day of school, and every day following, she made it her goal to take a picture of herself. It was hard to keep up with! But she never missed a day that entire school year. At the end, her mom helped her put all the pictures together into a 60-second video.

She 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'd set her mind to it.



**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.

For Part A of this question:

If you chose A...

You're correct! The author says that Vanessa was determined to take a picture of herself every day. That takes work to remember every single day.

If you chose B...

Try again! The text does not give any clues that Vanessa is afraid of anything.

If you chose C...

Try again! Vanessa's actions, such as taking pictures for an entire year, don't show that she is amusing.

If you chose D...

Try again! The text does not give details that show Vanessa acting excited.

**Independent Practice**

Read the story. Then answer the questions that follow.

**Brace Face**

*Genre: Short Story*

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 didn't 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 Sally 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 struck 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.

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'd 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.

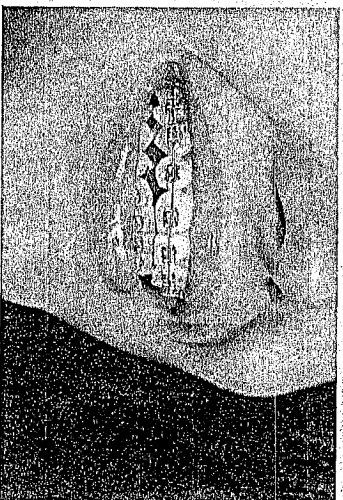
22 "You can change your mind,"

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

noded. 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.



## 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.

## 2. Part B

Underline two details from paragraph 1 that best support the answer to Part A.

### Testing Tip

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.



3. How would you describe the setting of the story? Use evidence from the text to support your answer.

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4. Part A

Which word best describes the character of the masked assistant?

- ☐ A serious  
☐ B curious  
☐ C angry  
☐ D friendly

5. Part B

Underline two details from paragraphs 11 through 13 that support the answer to Part A.

6. 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	
Setting	
Story Event	



7. Which three details describe events from the story?

- A Sally asks her dad to let her get braces.
- B Sally is nervous because of the assistant.
- C Sally thinks that the braces will look cool.
- D Sally is scared that Dr. Wong will be mean.
- E Sally's mother takes her to the orthodontist.
- F Sally's friends make fun of her crooked teeth.

8. Match each detail from the story with the character it describes.

patient and helpful

Dr. Wong

afraid at first, then brave

Sally's dad

friendly and knowledgeable

Sally

9. Part A

Which story event explains why Sally thought she might not want to get braces?

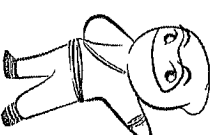
- A She is too afraid of the masked assistant.
- B She finds out she'll have to wear them for a year.
- C She realizes that she looks fine just the way she is.
- D She decides to wait for a year until she's older.

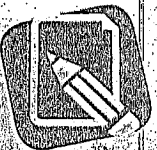
10. Part B

Underline two details near the end of the story that support the answer to Part A.

**Testing Tip**

As you read, underline each event in a story. That will help you keep track of what is going on in the story!





## 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 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.



## 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

## 2. Part B

Underline the detail from paragraph 1 that best supports the answer to Part A.

3. 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	
causing great fear, terrible	
quiet; calm	

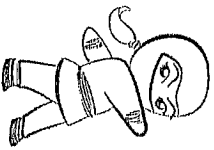
**Testing Tip**

Try replacing the phrase in the paragraph with each of the answers. Which answer keeps the meaning of the sentence the same?



**Testing Tip**

Remember to look at the sentence where the word appears, as well as the sentences before and after it, to help you figure out the meaning.



4. What does the word cracked mean as it is used in paragraph 3?

- (A) made a sharp sound
- (B) broke apart with a snapping sound
- (C) caused damage to
- (D) separated into fragments or pieces

5. Match each sentence from the text to the correct meaning for the underlined phrase in the sentence.

"I did not want to stop watching, but my dad's face was white as a sheet." (paragraph 6)

rescued from difficulty at the last moment

"I wondered if we were going to stick this out." (paragraph 6)

pale due to shock or fear

"We were saved by the bell!" (paragraph 8)

to continue to do something to its end

6. Part A

Reread paragraph 3. What does the word churned mean in the context of the paragraph?

- (A) made loud noises
- (B) grew angry
- (C) turned round and round
- (D) moved powerfully



## 7. Part B

Which phrase from paragraph 3 best supports the answer to Part A?

- Ⓐ "slammed against each other"
- Ⓑ "cracked and roared"
- Ⓒ "upset and annoyed"
- Ⓓ "swirling and rolling"

## 8. 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?

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9. What does the word panic mean as it is used paragraph 6?

- Ⓐ to hide one's fears
- Ⓑ to cause terror in others
- Ⓒ to feel a sudden, strong fear
- Ⓓ to produce a loud sound

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 through 3.

## 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.

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."

### 1. Part A

What does the reader learn about Brooke's character from her words and actions?

- (A) She gets bored easily.
- (B) She isn't confident in her abilities.
- (C) She does not play fairly.
- (D) She is proud of being a good athlete.

### 2. Part B

Which sentence from the story best supports the answer to Part A?

- (A) "Every game, Brooke showed up with her softball glove and a smile and Coach Sullivan promised to let her play." (paragraph 3)
- (B) "After half an hour, she was bored, but she knew what to do." (paragraph 4)
- (C) "You should know I'm not very good at this," she admitted." (paragraph 16)
- (D) "As a bear stood at the pitcher's mound winding up, Brooke grabbed the thick branch that served as a bat." (paragraph 18)

3. 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.

[illegible]

Read the story "The Best Costume Yet." Then answer questions 4 and 5.

## 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."

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.

4. Part A

Which sentence best states a main theme of the story?

- Ⓐ With imagination, you can make something amazing from ordinary things.
- Ⓑ When you don't 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.

5. Part B

Which detail from the story best supports the answer from 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 6 and 7.

6. 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.

	One or more settings could not be real.
	One or more characters could not be real.
	One or more events could not happen.
	One or more objects is magical.

7. 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.



# Lesson 26

## Determine Main Idea and Supporting Details

RI.4.2

### Unit 4

### Real-World Connection | SCIENCE CONNECTION

Riley loves science. She likes to help sick animals feel better. She reads all about animals. She's just finished a book about guinea pigs.

Riley's mother asks her what the book is about. Riley tells her all about it. In fact, she says too much! She describes all of the details about how to feed guinea pigs. She lists all of the steps in taking care of them. She also tells about how long guinea pigs live. Her mother doesn't need to know all these things. Her mother only wants to know the important points.

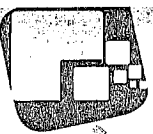


**Words to Know**  
main idea  
determine  
support  
key details  
clarify

**On Your Own**  
Use a pencil or highlighter to select the most important details in a text. Try it when you read!



### Breaking Down the Standard



Riley answers her mother's question with too much 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. You have to **determine** the main idea when you read. This means you have to figure it out.

Authors **support** the main idea by giving more information. They use **key details** to support a main idea. Key details are information that describes the main idea. They tell more about the point of the text. These details can also **clarify** the main idea. This means they explain it better.

Not every sentence in a text will be a key detail. A lot of the details you read are interesting. But some details won't help you to understand the main idea. These details are not key details.

#### Testing Tip

The main idea explains what a text is mostly about, so read all of the text before determining the main idea.





## Determine the Main Idea

Sometimes the main idea is stated directly in the text. The author will often tell you the main idea in a complete sentence. This sentence usually comes at the beginning or end of the text or paragraph.

However, sometimes you will have to figure out the main idea on your own. How can you determine the main idea? Look for key words in the text. Key words help you figure out the topic of the text. They show the point the author is trying to make about the topic. You can then use them to put the main idea in your own words. You should state the main idea as a complete sentence. For example, the following paragraph came from Riley's book about guinea pigs. Look for key words that help you 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. Fruit can be given 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.



Some guinea pigs like carrots.

What is the topic of this passage? It's about guinea pigs. But what point is the author trying to make about guinea pigs? The author does not state the main idea in the text. You must determine it yourself based on key words.

What words help you understand the passage? The words *hay*, *vegetables*, *fruit*, and *pellets* are important. They describe the different kinds of foods guinea pigs eat. These words can be used to determine the main idea. The main idea is about the kinds of food guinea pigs eat.

So the main idea is that guinea pigs should be fed many different types of food.

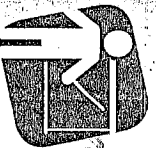
## Explain How Key Details Support the Main Idea

When you read, you want to understand how the key details support the main idea. You need to carefully look at each detail. What does it say about the main idea?

For example, one sentence in the text states that you should change the guinea pig's water if it becomes dirty. This is an interesting detail. However, it does not help explain the main idea. You are looking for details about what foods guinea pigs eat.

The chart below explains how key details from "Feeding Your Guinea Pig" support the main idea.

<b>Main Idea:</b> Guinea pigs should be fed many different types of foods.	
<b>Key Detail:</b> "Guinea pigs like to chew lots of grass hay."	This detail names one type of food guinea pigs eat.
<b>Key Detail:</b> "Guinea pigs also enjoy fresh vegetables, such as carrots, cucumbers, and Brussels sprouts."	This detail shows that guinea pigs eat more than just hay. They also eat vegetables. The text gives examples.
<b>Key Detail:</b> "Fruit can be given once or twice a week."	This detail names a third type of food guinea pigs eat. This detail shows that guinea pigs eat a wide variety of foods.
<b>Key Detail:</b> "It's also a good idea to give a pet guinea pig pellets that have extra vitamins."	This detail explains another food guinea pigs eat. They eat special pellets that have the vitamins they need.



## Guided Practice

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.



Train with steam engine

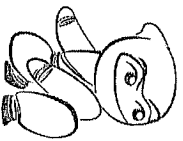
### Close Reading

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.

**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.

**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.**

**For Part A of this question:**

**If you chose A . . .**

Try again! The text is about how steam engines move, so the main idea is not about the parts of a steam engine.

**If you chose B . . .**

You're correct! The most important point the author is trying to make is that steam engines use boiling water to move.

**If you chose C . . .**

Try again! While steam engines are powerful machines, the text is about how steam engines move.

**If you chose D . . .**

Try again! This is a key detail in the text. It is not the main idea.



## Independent Practice

Read the article. Then answer the questions that follow.

### Protecting the Bighorn Sheep

Genre: Magazine Article



*Bighorn sheep in the Rocky Mountains*

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 as a result.

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.

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 overall 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	
Key Detail	
Key Detail	

2. Part A

What is the main idea of paragraph 1?

- Ⓐ The bighorn sheep lives in the Rocky Mountains.
- Ⓑ The bighorn sheep slowly increased in numbers.
- Ⓒ The bighorn sheep can be found in North America.
- Ⓓ The bighorn sheep was labeled an endangered species.

3. Part B

Underline three key details from the paragraph that best support the answer to Part A.

**Testing Tip**

Look for details in paragraph 1 that support each answer choice.





4. Which two key details best support the main idea that humans were responsible for decreasing the bighorn sheep population?

- A "It's shocking because there were once over a million bighorns in North America!" (paragraph 1)
- B "Another big reason was habitat changes caused by people developing the land that used to be home to many bighorns." (paragraph 2)
- C "When the bighorn sheep was placed on the endangered species list, it meant that hunting of the animals had to stop." (paragraph 3)
- D "In some states, such as New Mexico, the bighorn sheep has been taken off the endangered list." (paragraph 4)
- E "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)
- F "The process takes time, research, resources, and hardworking people, but it is worth all the investment . . ." (paragraph 6)

5. Read each of the following statements about paragraph 3 on the left. Then, match each with its correct explanation on the right.

National parks protect many different kinds of wildlife.

Main idea of paragraph

Hunting bighorns ended once they were put on the endangered species list.

Key detail that supports the main idea

Sanctuary areas contributed to helping the bighorns.

Not a key detail

6. Part A

What key detail does the author mention in paragraph 4 to help support the main idea of the overall 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.

## 7. Part B

How does this key detail support the article's main idea?

- (A) It shows that sometimes animal species become extinct.
- (B) It shows that New Mexico helped save the most bighorn sheep.
- (C) It shows that animal populations decrease for a number of reasons.
- (D) It shows that the efforts to save the bighorn sheep were successful.

## 8. Part A

What is the main idea of paragraph 5?

- (A) Sheep can be tagged to track their movements.
- (B) Bighorns can be safely returned to their natural habitats.
- (C) Scientists make sure the animals are not at risk for disease.
- (D) Yosemite National Park is home to large bighorn populations.

## 9. Part B

Underline the key detail from the paragraph that best supports the answer to Part A.

## 10. If someone asked 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.

**Testing Tip**  
Be sure that you only include key details in your response.

