

- A root word is like a word's skeleton. Some root words can stand alone and some cannot. Here are some examples.  
Roots that can stand alone – *graph* (write), as in *autograph*; *meter* (measure), as in *thermometer*  
Roots that cannot stand alone – *dis* (cut), as in *incision*; *vac* (empty), as in *vacant*
- An affix is a word part added to a root word. An affix changes a word's meaning. Not every word has an affix.
- A prefix is an affix at the beginning of the word. Here are some examples.  
*un-* (not)                      *pre-* (before)
- A suffix is an affix at the end of the word. Here are some examples.  
*-ly*                                      *-ed*

## GUIDED INSTRUCTION

**THINK ABOUT IT**  
Increase your vocabulary skills by learning some common root words, prefixes, and suffixes. When you come across a difficult word while reading, you can use your knowledge of word parts to figure out its meaning.

Both *invertebrates* and *predator* contain common prefixes. *In-* means "not," and *pre-* means "before."  
The chart below provides the meanings of some common root words and affixes. The third column has the meanings of words in the books *Eliza* read. Can you fill in the two missing word meanings using your knowledge of root words and affixes? If you have trouble, use a dictionary to look up unfamiliar words.

WORD	WORD PART MEANINGS	WORD MEANING
habitat	habite- (dwell, live in) -s (plural of most nouns)	the natural homes of animals or plants
species	spec- (to see, look, watch) -es, -ies (plural of many nouns)	a group of living things that look the same in many ways
numerous	numere- (number) -ous (full of, having the quality of)	many or a lot
invertebrates	in- (not, without) vertebra- (joined) -ate (possessing, having the characteristics of)	animals having no backbone
vital	vital- (life, living, live) -al (having to do with, pertaining to)	very important, necessary

Read this page from *Eliza's* travel magazine below. As you read, use your knowledge of root words and affixes to figure out the meanings of difficult words.

### Florida's Reef Builders

Did you know that construction is always taking place on the Florida reefs? It's true. Story corals like brain, star, and elkhorn are the reef's major builders. These corals extract calcium from the seawater and combine it with carbon dioxide. Then they use this mixture to create the limestone skeletons that make up the reef backbone.

Sadly, some of these corals are endangered. Coral disease and hurricanes are two factors that have contributed to their decline. Coral nurseries have been established to help restore these corals.

[Reading Level: 770–870L; Word Count: 86]

#### Part A

Read this sentence.

"Did you know that construction is always taking place on the Florida reefs?"

The prefix *con-* means "with." The root word *struct* means "build."  
What is the meaning of the word *construction* in the sentence?

- Ⓐ the process of breaking something down
- Ⓑ the process of making something hard
- Ⓒ the act of putting something together
- Ⓓ the act of covering something up

#### Part B

Underline another word in the passage that has the prefix *con-*.



#### HINT, HINT

This text contains some unfamiliar vocabulary. To figure out the meanings of these words, identify their root words and affixes. Use your knowledge of these word parts and the context clues to figure out the words' meanings.

#### TURN AND TALK

Can you think of other words that have the same root word? Homes and schools are also known as structures.

SKETCH IT

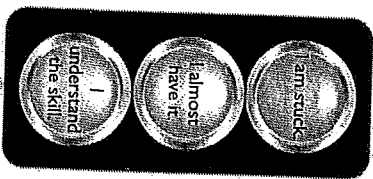
In the margin below, draw an image as an example of how an affix added to a root word can change the word's meaning.

How Am I Doing?

What questions do you have?

Write an example of how an affix added to a root word can change the word's meaning.

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



INDEPENDENT PRACTICE

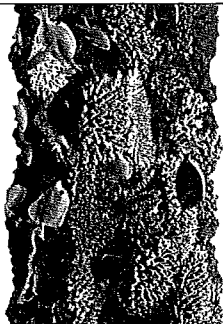
Read the story. Then answer the questions that follow.

On the Great Barrier Reef

Genre: Science Connection

- Jackson sat in the shade of a palm tree with his back leaning against its trunk. He fished his cell phone out of his pocket and let out a long groan when he saw the screen. There was still no signal.
- Jackson had felt out of touch since arriving on the island two days ago—there was no phone service, no internet, and no television. He and his family were staying at an ec lodge on Fraser Island, just off the coast of Queensland, Australia. Jackson had been excited about their “adventure vacation” initially, but now he was eager to get back to the real world. So far, the only adventure he’d had was figuring out how to use the environmentally safe toilet.
- “The boat leaves in 10 minutes!” Jackson’s dad warned from the dock.
- “Coming!” Jackson called back. He brushed the sand from his clothes, pocketed his phone, and headed toward the dock. It was time to join the other families visiting the ec lodge for some snorkeling at the Great Barrier Reef.
- The first thing Jackson noticed as he stepped onto the boat was a huge, glass window in the center of the floor. The guide, Trevor, explained that the boat’s glass bottom would allow them to view marine life on the way to the snorkeling location.
- “Cool,” Jackson muttered. Then he took out his phone and checked for a signal again—still nothing.
- As the boat pulled away from the dock, Trevor introduced himself to the group and provided some more information. “OK, folks, we are headed to the largest coral reef system on the planet! Get ready to see some incredible sights. As you swim along the reef, keep in mind that the Great Barrier Reef is actually composed of almost 3,000 individual reefs. You’ll see many smaller reefs that make up the Great Barrier Reef.”
- As Trevor continued to talk, Jackson noticed something out of the corner of his eye. He nudged his mom’s arm. “Look!” he said, pointing to a school of brightly colored fish swimming beneath the glass bottom of the boat.
- Trevor smiled. “They are amazing, right?”

READING NOTES



- 10 "Yeah," Jackson said. Then he took some photographs with his phone.
- 11 For the rest of the ride, Jackson kept his eyes on the floor, hoping for another sighting. By the time the boat reached the edge of the reef, he could hardly wait to dive in and explore. Trevor passed out the gear and reviewed the safety rules. Then he opened the door to the dive platform. Jackson was first through the door. He sat down on the edge of the platform and pulled the snorkeling mask over his face.
- 12 "Ready?" Trevor asked.
- 13 Jackson gave Trevor a thumbs-up and pushed himself off the platform and into the water. With his face submerged, Jackson could see nothing but brightly colored coral and fish in all directions.
- 14 For the next few hours, Jackson did not think about phone service or Internet access or getting back to the online world. Instead, he enjoyed the amazing underwater world around him. [Reading Level: 790-890L, Word Count: 516]

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

1. Part A

Read the second sentence from paragraph 2. What does the word ecolodge MOST LIKELY mean in the sentence?

- ☐ Ⓐ a vacation spot that respects natural habitats
- ☐ Ⓑ a tourist attraction that offers water sports like snorkeling
- ☐ Ⓒ a place to stay that provides rooms lacking in comfort
- ☐ Ⓓ a hotel that lacks modern services

Part B

Which phrase from paragraph 2 helps the reader understand the meaning of the root word eco in the word ecolodge?

- ☐ Ⓐ "no phone service, no Internet, and no television"
- ☐ Ⓑ "adventure vacation"
- ☐ Ⓒ "real world"
- ☐ Ⓓ "environmentally safe"

▶ HINT, HINT

The phrase MOST LIKELY signals that more than one answer option may seem correct. Identify all possible answers, and think about what might make one more likely than the others.

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

2. Part A

Read the third sentence from paragraph 2. What does the word initially mean in the sentence?

- ☐ Ⓐ sooner or later
- ☐ Ⓑ at first, in the beginning
- ☐ Ⓒ finally, at last
- ☐ Ⓓ in the long run

Part B

Which detail from paragraph 2 provides the BEST clue for the meaning of the word initially?

- ☐ Ⓐ "Jackson had felt out of touch since arriving on the island two days ago...."
- ☐ Ⓑ "He and his family were staying at an ecolodge on Fraser Island...."
- ☐ Ⓒ "... but now he was eager to get back to the real world."
- ☐ Ⓓ "... the only adventure he'd had was figuring out how to use the environmentally safe toilet."

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

3. Part A

What does the prefix sys- mean as it is used in the word system in paragraph 7 in the story?

- ☐ Ⓐ together
- ☐ Ⓑ relating to parts
- ☐ Ⓒ having to do with life
- ☐ Ⓓ separately

Part B

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

- ☐ Ⓐ "largest coral reef"
- ☐ Ⓑ "incredible sights"
- ☐ Ⓒ "individual reefs"
- ☐ Ⓓ "that make up"

▶ TIPS AND TRICKS

You can figure out the meaning of a word by breaking it down into its parts: prefix, root word, suffix.

4. Read paragraph 7. The prefix *com-* means "with, together," and the root word *pos* means "place." What is the meaning of the word composed as it is used in paragraph 7? Explain how the parts of the word composed help you determine your answer.

Sample response: The word composed in paragraph 7 means "put together or made from." In the story, Trevor says the Great Barrier Reef is composed of almost 3,000 individual reefs. The meanings of the word parts *com-* and *pos-* help me understand that Trevor is saying the larger reef is made up of smaller reefs. In other words, it was "put together" from smaller reefs.

5. Which THREE words from the story are correctly divided into syllables?

- ☐ A fish / ed  
☐ B in / i / tidal / ly  
☐ C snor / kel / ing  
☐ D mar / ne  
☐ E inced / i / ble  
☐ F sub / merged

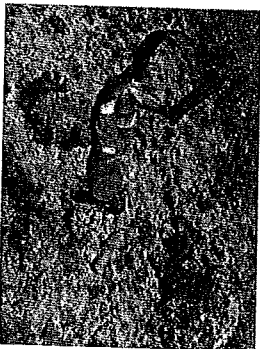
▶ HINT, HINT

Remember that a syllable is a single sound.

EXIT TICKET

Now you know how to use root words, prefixes, and suffixes to figure out the meaning of a word. Let's revisit the Real-World Connection.

Imagine you were Eliza, reading library books that had words that you did not know. Using what you learned in this lesson, how could you figure out the unknown words? Some of the words Eliza came across were *unusual*, *endangered*, *rediscover*, and *disagree*. Choose two of the words. Explain how you can use what you learned in the lesson to figure them out. Remember to identify the affixes in the words you choose.



Sample answer: The word *unusual* means "not normal" or "not common." I know this because the prefix *un-* means "not." The root word *usual* means "normal" or "common," so adding the prefix makes the word *unusual* mean "not normal or common."

The word *rediscover* means "to find something again unexpectedly." I know this because *discover* means "to find unexpectedly" and the prefix *re-* means "again."

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THINK ABOUT IT

When you come across a difficult word, try rereading the entire sentence or paragraph in which the word appears. Then, look for clues in the sentence or paragraph to confirm its meaning.

TURN AND TALK

Work with a partner. Ask, "What context clues does the text give to understand the meaning of the word codes?" Look at the surrounding words.

WORD	CLUE OR HINT	TYPE OF CLUE
tornado	a storm with very high winds that help form a cloud shaped like a funnel	definition
collide	When these air masses bump into each other, thunderstorms can happen.	cause and effect
siren	warn people that a tornado is coming	details
threat	safety	antonym
codes	rules	synonym

What context clues did you find? Let's look at one of them. Reread the second paragraph. The word collide is an unfamiliar word. Matt thinks it may mean "to hit up against something." He confirms his thought by reading further. The synonyms crash and bump into help the reader understand the meaning of collide.

Complete the chart by listing the type of clue the author uses to help show the meaning of a word.

HINT, HINT

Ask yourself, "What context clues does the text give to help understand the meaning of the word materialize?" Look at the surrounding words and choose an answer choice that provides a clue to the meaning of the word.

Part A

What is the BEST clue to the meaning of the word materialize in the passage?

- ☐ A form
- ☐ B any time of the year
- ☐ C occur
- ☐ D bump into each other

Part B

What type of context clue is the answer to Part A?

- ☐ A example
- ☐ B comparison
- ☐ C cause and effect
- ☐ D synonym

How Am I Doing?

What questions do you have?

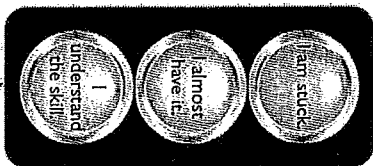
Write an example of something you learned about tornadoes from reading the passage "Tornado Alley."

SKETCH IT

In the margin below, draw a picture of a tornado, based on what you learned from reading "Tornado Alley."

How have you used context clues in your everyday reading to help you figure out a word or phrase?

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

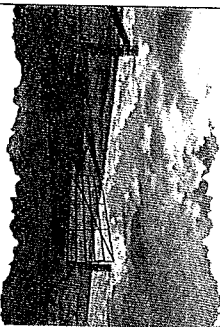


# INDEPENDENT PRACTICE

Read the story. Then answer the questions that follow.

## Tornado

Genre: Short Story



- The wind whipped across the prairie grass and tousled Hattie's hair as she ran up the dirt driveway of her family's ranch in Oklahoma. All afternoon, she had been daydreaming about summer vacation, which was now only a few weeks away. As in years past, Hattie was planning to spend the summer assisting her father on the ranch, tending to the livestock by providing them with food, water, and exercise. She loved to spend her days outdoors, and she often complained to her parents about being cooped up in a classroom all day and how it felt like a punishment. She could not wait to become a full-time rancher like her father.
- Hattie was startled from her thoughts by her mother's voice. "Hattie! Hattie!" her mother hollered from the front porch. "There is a tornado warning. Come inside!" As soon as Hattie heard the word "tornado," she sprinted along the stone path that led to their front door, her feet kicking up gravel as she went.
- When Hattie reached the porch, her mom grabbed her hand and led her quickly to the basement. Her four-year-old brother, Sam, was already crouched down there, happily putting together a puzzle. Hattie looked around the room for her father. "Where is Dad?" she asked.
- "He is still over at the barn, securing the animals," her mother explained. "I'm sure he will be here soon." The concern in her eyes betrayed her comforting words.
- Hattie, Sam, and their mother listened to the latest weather announcement on an emergency radio in the basement. "At least four tornadoes have been spotted north of Oklahoma City in Kingfisher and Logan counties," the news announcer said. "We advise all residents to take shelter immediately."
- "Mom, we live in Logan County!" Sam cried. "He is talking about us!"
- The wind howled outside. Suddenly, they heard a loud bang upstairs.
- Without a moment's hesitation, Hattie and Sam scurried into the small space beneath the staircase, and their mother wedged herself between them. "Huddle close," she said as she wrapped her arms around them and pulled them to her sides.

## READING NOTES

- Hattie leaned her head against her mother's shoulder. "Dad's out there," she whispered.
  - Another loud bang sounded, and everyone screamed. The wind continued to moan outside, lashing against the house like a fist pounding on a door. Suddenly, the basement door slammed shut. Hattie heard the unmistakable sound of footsteps racing down the stairs.
  - "Daddy!" Hattie and Sam called out.
  - Their father crouched down beside them and joined his family in the cramped space beneath the stairs. "Everything's going to be fine," he said as he hugged them close.
  - The family stayed there for two hours, listening to the weather reports until they received the "all-clear" notice that evening. The next morning, Hattie and her father rode their horses around the property to survey the damage from the storm.
  - "Looks like we have got our work cut out for us this summer," Hattie's father said. "The storm really made a mess out here."
  - Hattie smiled. "I don't mind," she said and patted her horse. "I could start now. I'm sure my teacher would let me miss a few classes."
  - "Nice try, Hattie," her father laughed, "but there will be plenty to do once summer vacation starts."
  - "Oh, believe me," Hattie said. "I'm counting on it!"
- [Reading Level: 730–830L, Word Count: 563]

- What does the word tousled mean in paragraph 1?  
☐ A made messy ☐ B played with  
☐ C crumpled ☐ D wrinkled
- What does the word gravel mean in paragraph 2? Write down your definition as well as the context clues that helped you figure out the word's meaning.  
Sample response: In paragraph 2, the word "gravel" means a bunch of small rocks. I know this because in that sentence it says Hattie is running on a "stone path."

3. Which TWO sentences use the word betrayed the same way it is used in paragraph 4?

- A The spy betrayed her country when she sold secrets to the enemy.
- B The look on his face betrayed his true emotions.
- C I know the name of the person who betrayed you for the reward money.
- D He betrayed his friend's trust by not telling the truth about what had happened.
- E Her fake laugh betrayed her disinterest in the conversation.

4. Which context clue helps provide meaning to each word or phrase? Use TWO of the context clues below to fill out the chart.

WORD/PHRASE	LOCATION	CONTEXT CLUE
cooped up	paragraph 1	in a classroom
scurried	paragraph 8	without a moment's hesitation

felt like a punishment  
without a moment's hesitation  
full-time rancher  
in a classroom

TIPS AND TRICKS

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

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

5. Part A

What does the word huddle mean in paragraph 8?

- A move near one another
- B become stuck as one
- C push forcefully
- D break apart

Part B

Underline FOUR words or phrases in paragraph 8 that provide clues to the meaning of huddle.

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

6. Part A

Which context clue from paragraph 10 provides a hint to the meaning of the word lashing?

- A everyone screamed
- B wind continued to moan
- C like a fist pounding on a door
- D footsteps racing down the stairs

Part B

What type of context clue is the answer to Part A?

- A synonym
- B antonym
- C comparison
- D cause and effect

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

7. Part A

What does the word survey mean in paragraph 13?

- A fix up
- B ask about
- C take an overall look at something
- D determine the shape of a piece of land

Part B

Which phrase from paragraph 13 BEST supports the answer to Part A?

- A "stayed there for two hours"
- B "listening to the weather reports"
- C "received the 'all-clear' notice"
- D "rode their horses around the property"

TIPS AND TRICKS

Read each answer. Do you remember what each phrase refers to? If not, go back and reread the paragraph to refresh your memory.

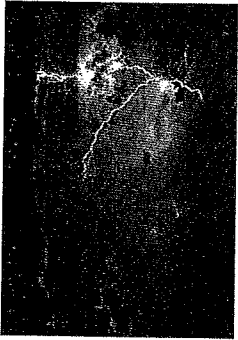
## EXIT TICKET

SRF4C, SL4a

Let's revisit the Real-World Connection.

Remember, he wrote "A storm is approaching."

What can Matt write after his original sentence for his story to help show the meaning of the word *storm*? Add to Matt's sentence, using context clues and descriptions, to help readers determine the meaning of the word *storm*.



Sample answer: Matt can write, "A storm is coming. The gray clouds gather on the horizon. Thunder rumbles through the air." These two new sentences give details that tell us Matt is talking about weather. The "gray clouds" and "thunder" give clues that the word "storm" must mean heavy rainfall.

[illegible]

When you read for entertainment, you relax and enjoy what you are reading.

When you read to get information, you pay close attention to facts and details.

When you read to learn how to do something, you note any directions or steps.

When you read to form an opinion, you pay attention to ideas and feelings.

Understanding is knowing what a text is about. These reading strategies can help you better understand a text.

- Ask questions.
- Draw conclusions.
- Make predictions.
- Summarize the text in your own words.
- Create a picture in your mind of what you read.
- Reread the paragraph or section of the text you need to better understand.
- Look up the meaning or pronunciation of a difficult word.

Reading orally means to read a text aloud.

Accuracy is reading the words in a text correctly, without making mistakes.

Rate is the speed at which you read. When you read aloud, read at a natural pace and make sure your audience can understand you.

Expression is the tone of voice you use when you read. For example, you might use a funny voice when you read a funny story or poem.

When you read with fluency, you read smoothly. You use the right speed, pause or stop at the right places, and understand all the words.

## GUIDED INSTRUCTION

Here is one of Sarah's favorite poems. Imagine you will read this poem at the contest. Follow these steps to practice reading it.

1. Read the poem silently first to get a feel for it. Note any unfamiliar words you do not understand or cannot pronounce. Knowing these words will help you read the poem aloud smoothly and free of mistakes or errors.
2. Practice reading the poem quietly to yourself. Read in a normal, relaxed tone of voice, almost like you would speak to a friend. You do not need to be dramatic—just speak slowly and clearly.

3. As you read, pause or stop only where there is punctuation. Treat the punctuation just as you would do when reading a story aloud. If you pause at the end of each line, you will sound choppy.
4. Pay attention to the rate at which you read and your tone of voice. Do not read too fast or too slow. Make sure your expression suits the meaning of the poem.

### Adapted from *A Long Journey*

by Josephine Pollard

"We sail to-day," said the captain true,  
As he stepped aside the boat and crew  
So high and dry. "Come now, be spy;  
We'll land at Jerusalem by and by!"

- 5 Away they sailed, and each craft they hailed;  
While down in the cabin they bailed and bailed;  
For the sea was rough, and they had to luff  
And tack, till the captain cried out "Enough!"

- 10 They stopped at Peru, this jolly crew,  
And went to Paris and Timbuktu;  
And after a while they found the Nile,  
And watched the sports of the crocodile.

- 15 They called on the Shah, and the mighty king,  
And on all the lords with their golden rings;  
Shook hands with the Cid—they really did!  
And lunched on top of the pyramid!

[Reading Level: NP; Word Count: 127]

#### Part A

Where should you pause when reading "A Long Journey" aloud?

- (A) only after each line  
(B) only after each period  
(C) only after each comma and period  
(D) only after each punctuation mark

#### HINT, HINT

Think about where you would pause when reading a story. Pausing when reading a poem is the same.

#### TIPS AND TRICKS

If you come across a word you do not know, look up its meaning and pronunciation in a dictionary.

#### Part B

Underline each word in the first four lines where you should pause as you read aloud.

# How Am I Doing?

## SKETCH IT

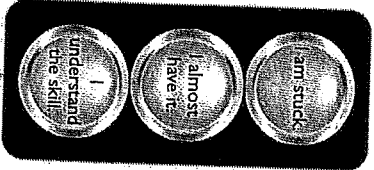
In the margin below, draw a picture that summarizes the poem from page 21.

What questions do you have?

When do you read poetry? What is your purpose for reading it?

What strategies do you use for understanding a text?

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



# INDEPENDENT PRACTICE

Read the excerpt from *The Call of the Wild*. Then answer the questions that follow.

## READING NOTES

Excerpt adapted from *The Call of the Wild*  
by Jack London | Genre: Novel

1 That night Buck faced the great problem of sleeping . . . A chill wind was blowing that nipped him sharply and bit with especial venom into his wounded shoulder. He lay down on the snow and attempted to sleep, but the frost soon drove him shivering to his feet. Miserable and tired, he wandered about among the many tents, only to find that one place was as cold as another. Here and there savage dogs rushed upon him, but he bristled his neck-hair and snarled (for he was learning fast), and they let him go his way untouched.

2 Finally an idea came to him. He would return and see how his own team-mates were making out. To his surprise, they had disappeared. Again he wandered about through the great camp, looking for them, and again he returned. Were they in the tent? No, that could not be, else he would not have been driven out. Then where could they possibly be? With drooping tail and shivering body, he circled the tent. Suddenly the snow gave way beneath his forelegs and he sank down. Something wriggled under his feet. He sprang back, bristling and snarling, fearful of the unseen and unknown. But a friendly little yelp reassured him and he went back to investigate. A whiff of warm air ascended to his nostrils, and there, curled up under the snow in a snug ball, lay Billie. He whined quietly, squirmed and wriggled to show his good will and intentions, and even ventured, as a bribe for peace, to lick Buck's face with his warm wet tongue.

3 Another lesson. So that was the way they did it, eh? Buck confidently selected a spot, and with much fuss and wasted effort proceeded to dig a hole for himself. Quickly, the heat from his body filled the confined space and he was asleep. The day had been long and difficult, and he slept soundly and comfortably, though he growled and barked and wrestled with bad dreams.

[Reading Level: 770-870L, Word Count: 330]

**HINT, HINT**

Before you answer these questions, review the reading strategies from Vocabulary in Action starting at the bottom of page 19. These strategies will help you better understand the text.

1. Reread paragraph 1 to identify the setting. Which THREE details from the text show the setting?

- ☐ A "That night Buck faced the great problem of sleeping"
- ☐ B "on the snow"
- ☐ C "Miserable and tired"
- ☐ D "among the many tents"
- ☐ E "savage dogs"
- ☐ F "let him go his way"

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

**2. Part A**

What does the author reveal about Buck in paragraph 2?

- ☐ A He is angry with his fellow teammates.
- ☐ B He can use reason to figure things out.
- ☐ C He lets Billee lick his face because he is lonely.
- ☐ D He has trouble finding his way around the camp.

**Part B**

Underline the sentence in paragraph 2 that BEST supports the answer to Part A.

3. Reread paragraph 2 to find where it shows that the main character is a dog. Which detail from the text supports this idea?

- ☐ A "... he wandered about through the great camp..."
- ☐ B "With drooping tail and shivering body..."
- ☐ C "... he aimlessly circled the tent."
- ☐ D "But a friendly little yelp reassured him..."

**THINK ABOUT IT**

Which of these actions is only possible for a dog?

4. Paragraph 2 states that Buck's teammates had disappeared. Where did they MOST LIKELY disappear to?

- ☐ A They were hiding in the tent.
- ☐ B They were looking for a better camp to join.
- ☐ C They were out looking for a warm place to sleep.
- ☐ D They were asleep in holes they had dug in the snow.

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

**5. Part A**

How does Buck solve his main problem?

- ☐ A He wraps himself around Billee to get warm.
- ☐ B He wanders among the tents looking for a place to sleep.
- ☐ C He figures out why Billee is curled up in a ball in the snow.
- ☐ D He stands up for himself when the other dogs try to fight him.

**Part B**

Which sentence BEST supports the answer to Part A?

- ☐ A "With drooping tail and shivering body, he aimlessly circled the tent." (paragraph 2)
- ☐ B "Suddenly the snow gave way beneath his fore legs and he sank down." (paragraph 2)
- ☐ C "Buck confidently selected a spot, and with much fuss and wasted effort proceeded to dig a hole for himself." (paragraph 3)
- ☐ D "The day had been long and difficult, and he slept soundly and comfortably, though he growled and barked and wrestled with bad dreams." (paragraph 3)

6. Which sentence BEST describes how a reader would read this passage with fluency?

- ☐ A A reader would read smoothly, without mistakes.
- ☐ B A reader would read with a sad tone of voice.
- ☐ C A reader would read with no pauses or stops.
- ☐ D A reader would read only the familiar words.

**THINK ABOUT IT**

What does the word *fluency* mean?

7. If this story were a historical story and your purpose for reading was to learn something, how would your reading change?

Sample response: If this were a historical story,

I would not be reading to be entertained. If I wanted to learn something, I could scan the story to find the facts that I needed.

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

TIPS AND TRICKS

You may need to reread sections of the story to answer the question, even if the question does not tell you to reread.

Buck looks for his teammates in the camp.

A group of wild dogs tries to attack Buck.

Buck digs a hole in the snow in which to sleep.

Buck discovers Billee curled up in the snow.

EVENT 1	A group of wild dogs tries to attack Buck.
EVENT 2	Buck looks for his teammates in the camp.
EVENT 3	Buck discovers Billee curled up in the snow.
EVENT 4	Buck digs a hole in the snow in which to sleep.

EXIT TICKET

STRAID STRAID

Now you know how to read for understanding. Let's revisit the Real-World Connection. Imagine you are helping Sarah prepare for the poetry contest. Read the poem she is going to read, "Pirate Story."

Pirate Story

Three of us afloat in the meadow by the swing.

Three of us aboard in the basket on the lea.

Winds are in the air; they are blowing in the spring.

And waves are on the meadow like the waves there are at sea.

Where shall we adventure, to-day that we're afloat.

Wary of the weather and steering by a star?

Shall it be to Africa, a-steering of the boat,

To Providence, or Babylon, or off to Malabar?

Hill but here's a squadron a-rowing on the sea—

Cattle on the meadow a-charging with a roar!

Quick, and we'll escape them, they're as mad as they can be.

The wicket is the harbor and the garden is the shore.

[Reading Level: NP; Word Count: 118]

Write a checklist to help Sarah remember what she should do when she reads "Pirate Story" to an audience. Be sure your checklist includes at least three specific suggestions that will improve Sarah's accuracy and fluency. Help her win the contest!

Sample answer: This is what Sarah should do.

1. Read the poem quietly to herself to make sure she understands words like *lea* and *Providence*.

2. Read the poem out loud to herself to make sure she can say words like *squadron* and *Babylon*.

3. Circle the commas, periods, and question marks so she knows where to pause as she reads.



## GUIDED INSTRUCTION

Read this page from the welcome guide that Anita and Gustavo got at the campground. Underline each phrase where the writer uses figurative language.

### Leave No Trace: Take Care of Your Space

Mother Nature welcomes us all into her forest home. And let's face it: as homes go, the forest is a palace! We encourage all our visitors to behave in her beautiful home the way you behave in yours.

When you're at home, do you toss your trash everywhere and expect your family members to pick it up? Of course not! And yet, that's how some people treat the forest. Imagine trudging through a giant mountain of trash to get to your campsite and then, when you finally arrive, it smells like rotten eggs and old socks. So much for enjoying the fresh air and beauty of nature! By picking up your trash the way you would at home, you give others the chance to relax and enjoy the beauty of nature.

How do you treat the animals in your life? Chances are, you treat your pets with the same care as you treat other family members. By picking up your trash, you take care of animals in the forest, too. They can get trapped or tangled in some types of trash. Also, tons of animals eat trash, and it can make them sick.

Finally, what would happen to your home if there were trash stuck to the walls, ceilings, and floor? The trash would destroy your home. It destroys the forest, too. Trash chokes streams and crushes flowers.

So please, treat Mother Nature and her home with the same respect and care that you give to your family and your home. When you leave the forest, leave no trace that you were ever there. Help us keep the forest as clean and clear as a cloudless sky on a summer day.

[Reading Level: 700-800L; Word Count: 281]

### THINK ABOUT IT

This text contains several examples of figurative language, including hyperbole, personification, metaphor, and simile. What does the figurative language in the first paragraph help you picture?

Here are examples of figurative language from the welcome guide. Can you fill in the information for the last three rows?

EXAMPLE LANGUAGE	TYPE OF FIGURATIVE LANGUAGE	MEANING
"Mother Nature welcomes us all"	personification	Nature has the same qualities as a warm, caring woman.
"the forest is a palace!"	metaphor	The forest is grand, beautiful, and impressive.
"a giant mountain of trash"	hyperbole	There is a lot of garbage!
"tons of animals eat trash"	hyperbole	Many animals eat trash.
"Trash chokes streams"	personification	Trash fills up streams so the water cannot flow.
"Keep the forest as clean and clear as a cloudless sky on a summer day."	simile	When there is no trash in the forest, it looks spotless and unspoiled.

### TURN AND TALK

How can you tell the difference between a metaphor and a simile?

### HINT, HINT

Use the simile to form an image in your mind. Ask yourself, "How do rotten eggs and old socks smell? How would I feel if I smelled them?"

#### Part A

What is the meaning of the simile it smells like rotten eggs and old socks?

- ☐ A The trash can smell things.
- ☐ B The forest smells the trash.
- ☒ C The campsite smells bad.
- ☐ D The trash contains eggs and socks.

#### Part B

Underline the sentence in the second paragraph that explains the meaning of the simile.

SKETCH IT

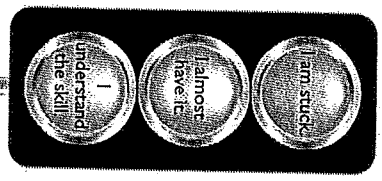
Draw an example of figurative language you have read in this lesson.

How Am I Doing?

What questions do you have?

How do you use figurative language to make your writing clearer?

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



INDEPENDENT PRACTICE

Read the story. Then answer the questions that follow.

The Perfect Pet

Genre: Short Story

- 1 "Stephanie! Andrew! Come to the kitchen!" Mom barked. She'd been a drill sergeant ever since their family had moved to another city.
- 2 Stephanie bounced down the steps, her blonde ponytail swishing with each stride.
- 3 "Hello, cricket, you've got a hop in your step," Mom smiled as she spoke, her eyes announcing that she was about to reveal a secret.
- 4 "What's going on? You look like you found a buried treasure," Stephanie said, repeating her mom's favorite saying.
- 5 "Let's wait for your brother. He's as slow as a slug," Mom shouted, "An-DREWWWW!"
- 6 "You mean snail? Actually, he's more like a sloth, and he even looks like one with his dark hair and sleepy eyes." Even though they were sister and brother, Stephanie and Andrew were opposites. For as bouncy as Stephanie was, her brother barely moved.
- 7 Andrew finally entered, looking like he had awakened from a bear's winter nap. "I'm not a sloth," he grumbled, his hair falling over his eyes.
- 8 "You move as slow as one!" Stephanie chirped.
- 9 Mom jumped in and said, "Your constant fighting needs to stop. Obviously I'm raising a tortoise and a hare, but that isn't why I called you. I know this move has been challenging for all of us, and I'm sorry I've been so harsh lately." Mom took Stephanie's hand and gave it a tight squeeze.
- 10 She was right—the move was unexpected. Life was moving along, uneventful as usual, and then one day, a hurricane struck. Dad's company offered him a new position in a different city, far from the coast. Mom resigned from her job and frantically made arrangements, with less than a month to move.
- 11 Because they could not pack everything, Andrew and Stephanie had to choose what they wanted to bring to the new house, and old toys were cast aside for a garage sale the following week. Now, Andrew and Stephanie were lonely in a new town.
- 12 "I promised we could have a pet as soon as I finished unpacking all of the boxes, and check it out—I'm all done!" Mom was as proud as a gold medal winner at the Olympics.

READING NOTES

13 Stephanie cheered, a spectator for Mom's Olympic triumph. "Awesome, I've always wanted a Labrador!"

14 "I know, but we must be realistic about having a dog," Mom stated. "We're gone during the day, and dogs need to be walked every few hours, so we need something independent."

15 "A snake won't require much besides a heat lamp and a glass cage. Snakes coil up and lay like a rope," Andrew suggested with a fog covering his voice.

16 "Why not just put a rope in a glass box? I want something I can play with and train to go through an obstacle course, like on those dog shows," Stephanie's eyes pleaded with her mother.

17 Mom looked at both children. "Snakes are cuddly as sandpaper, and I said no dogs."

18 Suddenly Dad burst into the house. "Hello! Where is my family?" He always called to them like he had not seen them in years. He was holding a box as if it were made of fine crystal. He placed the box delicately on the kitchen table.

19 Stephanie peered inside, and huddled in the corner was a grey-and-white cottonball with long ears that hopped to each side. It was panting in and out rapidly, and its eyes were wide with panic.

20 "I had rabbits growing up!" Mom exclaimed, a little girl again. "This is perfect for us because they are cuddly, but independent. Even better, they'll be active in the morning and evening, and they'll nap during the day and night. It's like the blend of both of you. Rabbits are excited sometimes like Stephanie, but at other times, they're mellow like Andrew!" Her smile was the Fourth of July. She scooped up the fluff, petting it softly to calm it down.

21 "When your mom and I were married, our first pet was a bunny, and it was very clever. We would put it on a leash and let it run around the backyard, but it also used a litter box. They can learn tricks like a dog, too, Stephanie." Dad was obviously happy about their new pet.

22 When they were home, they left Floppy's cage door open, and he would go in and out as he pleased. He learned to come when he was called by name, but he didn't mind being in his cage when everyone had to leave.

23 Floppy even helped Andrew and Stephanie become friends with the neighborhood kids. When Andrew and Stephanie let Floppy play in the backyard, their neighbors wanted to pet the rabbit. Floppy really was the perfect pet.

[Reading Level: 700–800L, Word Count: 777]



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

1. Part A

In paragraph 1, what is the meaning of the metaphor she'd been a drill sergeant?

- ☐ A Mom had been dull.
- ☐ B Mom had been bossy.
- ☐ C Mom had been in the military.
- ☐ D Mom had been exercising.

Part B

In paragraph 1, which sentence helps the reader determine the meaning of she'd been a drill sergeant?

- ☐ A "You've got a hop in your step," (paragraph 3)
- ☐ B "I know this move has been challenging for all of us," (paragraph 9)
- ☐ C "I'm sorry, I've been so harsh lately," (paragraph 9)
- ☐ D "I promised we could have a pet as soon as I finished unpacking," (paragraph 12)

2. In paragraph 4, what does the simile you look like you found a buried treasure suggest about Mom?

Sample response: The simile "you look like you found a buried treasure" suggests that Mom is hiding something from Stephanie and Andrew.

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

3. Part A

In paragraph 9, which statement BEST explains the metaphor I'm raising a tortoise and a hare?

- ☐ A Mom cares for a turtle and rabbit in the new house.
- ☐ B Stephanie and Andrew argue all the time.
- ☐ C Mom had to physically separate the kids.
- ☐ D Stephanie and Andrew are very different.

THINK ABOUT IT

What does a drill sergeant do that is similar to what Mom does in this story?

TIPS AND TRICKS

When you locate the words like or as in a text, ask yourself: "Are these words being used in comparisons?"

Part B

Which phrase from the passage BEST supports the answer to Part A?

- (A) "For as bouncy as Stephanie was, her brother barely moved." (paragraph 6)
- (B) "... Andrew and Stephanie had to choose what they wanted to bring." (paragraph 11)
- (C) "Now, Andrew and Stephanie were lonely in a new town." (paragraph 11)
- (D) "Floppy even helped Andrew and Stephanie become friends with the neighborhood kids." (paragraph 23)

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

4. Part A

Which word BEST describes Andrew?

- (A) unhurtied
- (B) nervous
- (C) excited
- (D) angry

Part B

Underline TWO similes in paragraphs 5 and 6 that BEST support the answer to Part A.

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

5. Part A

Which sentence uses personification to show that moving affected the family?

- (A) Moving made the family as busy as a hive of honey bees.
- (B) Moving meant doing a million chores in only a few days.
- (C) Moving stomped suddenly into their lives and changed everything.
- (D) Moving was like a huge race to get things done as quickly as possible.

Part B

Which phrase from the passage BEST supports the answer to Part A?

- (A) "Life was moving along, uneventful as usual, and then one day, a hurricane struck." (paragraph 10)
- (B) "Dad's company offered him a new position in a different city, far from the coast." (paragraph 10)
- (C) "... old toys were cast aside for a garage sale the following week." (paragraph 11)
- (D) "Mom was as proud as a gold medal winner at the Olympics." (paragraph 12)

6. Read the sentence from paragraph 18.

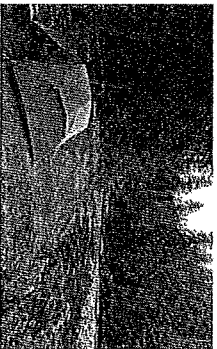
"He was holding a box as if it were made of fine crystal."

Which sentence below uses hyperbole to describe the box while maintaining the original meaning?

- (A) He treated the box as if it were breakable.
- (B) The box was shiny like a glass jar.
- (C) The box was as square as a cube.
- (D) The box would crack if he breathed too hard.

Imagine you went on the camping trip with Anita and Gustavo. You are helping them write a postcard about it. First, revise :

Anita's and Gustavo's original two sentences, using figurative language. Then, finish the postcard by writing three more sentences. In your revision, be sure to include a simile, a metaphor, a personification, and a hyperbole.



There are trees.

There is a stream.

**Sample answer:** There are trees as tall as skyscrapers. At night, there is a stream that chatters loudly as it rushes by our tent. Yesterday, we walked along a steep trail up a mountain. The tree roots were an obstacle course for hikers. It took us a million years to get to the top, but it was worth the trip.

[illegible]

## Vocabulary in Action

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

An idiom is a commonly used expression or phrase that does not mean exactly what it appears to say. The words and sentences close to an idiom can give you clues to its meaning. Idioms can help create mental images.

- For example, a detective could say she is not sure about which one of two suspects in a case is guilty. She could use an idiom to express her opinion: *I am on the fence about whether the butler or the maid did it.*
- The detective does not literally mean she is sitting on a fence. Instead, she is saying she has not decided which side to take on the issue.
- The word *fence* helps the reader create a mental picture. A fence divides two sections. Someone sitting on a fence is in neither one section nor the other. This means the detective cannot make up her mind about who committed the crime.

An adage and a proverb are each a specific type of idiom.

- Adages are old sayings about a common experience. Here is an example of an adage.  
The early bird catches the worm.  
This adage means arriving early will give you the best opportunity.
- Proverbs are wise, old sayings that tell common truths.
- Both adages and proverbs comment on life in short, simple ways.

### THINK ABOUT IT

What examples of idioms, adages, and proverbs have you heard in your everyday life?

## GUIDED INSTRUCTION

Jun and Bai read this TV listing that describes their TV show. Underline the two idioms in the TV listing. Circle the adage, and highlight the proverb.

### Friday Night TV Schedule

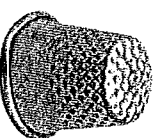
In tonight's show, the show's writers finally stop beating around the bush, and the thief of the golden thimble is finally revealed. Although it took her a while, Detective Kara proves that slow and steady wins the race when she solves the crime. Of course, for the viewers, identifying the thief has been something that is easier said than done. The Internet is filled with guesses about who is the thief, but most people will find they have been barking up the wrong tree. Do you think you know who did it? Find out tonight!

[Reading Level: 760–860; Word Count: 95]

Complete the chart by listing the idioms, adage, and proverb you found in the TV listing and their correct meanings.

Idiom: beating around the bush	Meaning: not getting to the point
Idiom: barking up the wrong tree	Meaning: looking in the wrong place for the answer
Adage: slow and steady wins the race	Meaning: Taking your time gets results.
Proverb: something that is easier said than done	Meaning: Talking about something is easy, but taking action is much harder.

Tonight at 8:00 PM.



Small but mighty: the million dollar golden thimble

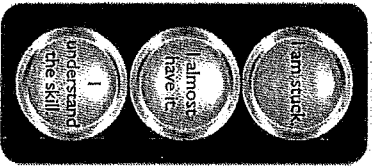
### HINT, HINT

Look at the clues in the text to identify the idioms and their meanings. Which sentences contain words or phrases with literal meanings that seem out of place? What is the writer actually saying?

TURN AND TALK

With a partner, discuss the idiom "Rome wasn't build in one day." In your discussion, talk about what this idiom means. Also, share examples of how this statement is relevant to your own life.

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



How Am I Doing?

What questions do you have?

What is the difference between an adage and a proverb?

What is an example of an idiom you have used in everyday conversations? Do you think the meaning was clear to the person you were speaking to? What words or phrases might have provided a clue about what you meant?

INDEPENDENT PRACTICE

Read the article. Then answer the questions that follow.

The Stowaway

Genre: Short Story

- 1 I swung the bat as hard as I could, and I heard a metallic clang. I saw the ball soaring through the air and heard my brother Brian shouting, "Foul ball!"
- 2 "I know I'm a good hitter," I said after a long sigh, "but I don't like playing baseball in this field. Every time I hit the ball, it goes straight to the wrong fence!"
- 3 Brian and I were playing baseball in a small, fenced-in area next to a warehouse where my father worked as the manager of a shipping company in St. Petersburg, Florida. Every day, big trucks filed in and out, carrying their cargo.
- 4 "I want to do something else, too, Fred, but we can't go anywhere else until Dad gets off work," Brian said.
- 5 Suddenly, out of the blue, I saw a big white monster running toward us. Its fur rippled as it ran, and when it came closer, I heard it breathing loudly and realized it was a large, furry dog.
- 6 "Oh, wow!" Brian said. "That's a big dog. I wonder if it's friendly."
- 7 "I bet he wouldn't hurt a fly," Dad taught us never to judge a book by its cover, and I could tell this dog was gentle and probably lost. "He's even got a collar, so he must belong to somebody nearby. Let me see if he has a tag." But when I read the gold tag around his neck, I gasped.
- 8 "What does it say?" Brian asked.
- 9 "His name is Edmund," I said softly. "There's no phone number, but there is an address—this dog is from Bowling Green, Ohio!"
- 10 "That's more than a thousand miles away! How did he get all the way here?"
- 11 "I think we need to ask Dad."
- 12 We went to my father's office, and he joined us outside, smiling when he saw the dog. "Edmund's a breed called a Great Pyrenees, and he is a beauty indeed. I bet your mom would get a kick out of him."
- 13 For two years, Brian and I had begged our parents to let us have a dog, but they continually refused. Did this mean my father had a change of heart? "I'd love to keep him," I said. "There's no phone number on his tag, only an address, and it's all the way in Ohio!"



READING NOTES

- 14 "Now hold your horses, Fred," Dad replied sternly. "He has a family, and no matter how he managed to get here, they must miss them, and they are certainly looking for him. I'm going to check the address on the Internet to see if I can find who lives there. If the phone number is listed, it will be a piece of cake to get in touch with them." He went inside to his office.
- 15 I took a baseball from my pocket and threw it. "Catch, Edmund," I shouted. Edmund ran in the direction of the ball, and before it even hit the ground, he caught it between his jaws.
- 16 My father returned with a disappointed expression on his face. "The number is not listed, so we'll have to go back to the drawing board. Tomorrow morning, I'll call the Animal Control in Bowling Green and see if they can help us."
- 17 "What if we can't find Edmund's owners?"
- 18 "We'll cross that bridge when we come to it—for now, we'll stop by the grocery store and pick up some dog food for Edmund, since he will have to spend the night here. I'm afraid we don't have room for him at our house. I'll alert the night watchman to monitor the dog overnight."
- 19 The next day, I looked forward to returning to the field and playing with Edmund. In a strange way, I felt like Edmund was my dog already, but when we arrived at the field, Edmund was nowhere to be seen!
- 20 "Edmund! EDMUND!" Brian called. I looked in the other direction toward the warehouse. A truck driver had just finished loading his truck. As the door was closing, I saw a large white blur jump inside.
- 21 "Dad! Edmund jumped inside that truck!" I called. While I was telling my father what I had seen, the truck drove off.
- 22 Dad laughed. "I think I know how Edmund got here! That driver makes regular rounds to Toledo, just north of Bowling Green. He happens to be on his way there right now! I will give the driver a call to make sure he knows Edmund's inside. The truck is air conditioned, so Edmund should be fine as long as he gets food, water, and rest breaks. I'll also alert Animal Control in Toledo, so they can find Edmund's family, and the family can meet the truck when it arrives."
- 23 I was disappointed that we would not be able to keep Edmund, but at the same time, I was glad to have figured out the mystery of how Edmund showed up in Florida.

[Reading Level: 750–850L; Word Count: 818]

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

1. Part A

What is the meaning of the idiom out of the blue in paragraph 5?

- ☐ A The dog's fur looked slightly blue.
- ☐ B The dog seemed to instantly appear.
- ☐ C Fred and Brian saw the dog emerge from a lake.
- ☐ D Fred and Brian were playing in cold weather.

Part B

Which word from paragraph 5 BEST helps the reader understand the meaning of out of the blue?

- ☐ A suddenly
- ☐ B monster
- ☐ C loudly
- ☐ D dog

2. What is the meaning of the phrase "judge a book by its cover" in paragraph 7?

Sample response: To decide something's worth based on how it appears on the outside.

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

3. Part A

Why does Dad say "hold your horses" to Fred in paragraph 14?

- ☐ A He wants Fred to learn how to care for animals.
- ☐ B He wants Fred to teach his pets to behave well.
- ☐ C He wants Fred to keep his thoughts to himself.
- ☐ D He wants Fred to pause to think things through.

TIPS AND TRICKS

Read the entire sentence that the word or phrase belongs to. Do not just read the word or phrase itself.



Part B  
Which TWO quotes below from paragraph 14 BEST support the answer to Part A?

- ☐ A "He has a family"
- ☐ B "he managed to get here"
- ☐ C "they must miss him"
- ☐ D "see if I can"
- ☐ E "piece of cake"
- ☐ F "He went inside to his office."

TIPS AND TRICKS

Remember to use the words and sentences around the figurative language to help you understand what a writer means.

4. What does Dad mean by a piece of cake in paragraph 14?

Sample response: When Dad says it will be a piece of cake to get a hold of the family, he means it will be easy to find them.

5. In paragraph 18, what does the idiom we'll cross that bridge when we come to it mean?

Sample response: The idiom means don't worry about the future. Concentrate on the present. The supporting detail from paragraph 18 is "for now, we'll stop by the grocery store."

EXIT TICKET

Now you know how to recognize and explain idioms, adages, and proverbs. Let's revisit the Real-World Connection. Imagine you are watching "The Golden Thimble" with Jun and Bai. Identify the three idioms Detective Kara uses. Underline each idiom. Circle the surrounding words or phrases that helped you determine the meanings.



"When the golden thimble was stolen, it was hard to tell at first who took it. I killed two birds with one stone. I interviewed the victim's maid and the butler at the same time. I learned much from them. However, my big discovery came when I talked to the gardener. He was under the weather with a cold. He wasn't paying close attention. I don't think even he has realized yet that he had spilled the beans. I finally have an answer thanks to him!"

Complete the chart by listing the related word or phrase from the passage that acts as a synonym or antonym for the given word. In the last column, write the relationship between the word pairs.

WORD OR PHRASE	RELATED WORD OR PHRASE	RELATIONSHIP TO RELATED WORD OR PHRASE
opposed	accepted	antonym
unlike	join	synonym

Part A

In the final sentence, what is the meaning of consented?

- ☐ A agreed  
☐ B began  
☐ C liked  
☐ D protested

Part B

Underline the antonym that helps the reader understand the meaning of consented.

HINT, HINT

Ask yourself, "What relationship does consented have to the words around it?" Look for a synonym or antonym that gives you a clue to its meaning.



How Am I Doing?

What questions do you have?

Words have different relationships to each other like people do.

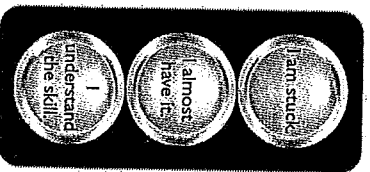
How do you think recognizing the relations between words can help you as you read?

Have you ever used a synonym or antonym while speaking or writing to help others understand the meaning of a word? Share an example.

TURN AND TALK

*Bewildered* is a synonym for *puzzled*. How are the two words slightly different in meaning?

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



INDEPENDENT PRACTICE

Read the story. Then answer the questions that follow.

They Flew!

Genre: Historical Fiction

1 Johnny Moore ran across the sand dunes, his body as light as a feather. He could almost make out the houses of Nags Head when a cold December gust from the Atlantic Ocean knocked him off his feet. Johnny was a slight boy, tall and slender; his shadow barely more than a scant line on the sand behind him, but the embarrassment of falling down could not overshadow his excitement.

2 Johnny stood up, brushed the sand off of his shirt and trousers, and ran as fast as he could into town, whooping and yelping with joy. He could not wait to tell everyone what he had seen.

3 The day had started off like a normal Thursday: Johnny woke up early, helped his mother with chores, and studied the weather: it was blustery, which meant fishing would be poor, so Johnny decided to walk along the beach, which he often did. After 20 minutes or so of walking, Johnny came across a familiar sight: a large contraption sitting on the sand and two men tinkering with it. The men were brothers, Orville and Wilbur Wright, and they had been coming to the beach for the last few years to test their gliders.

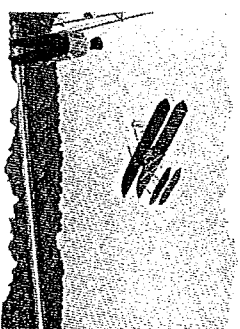
4 However, something was different today. As Johnny got closer, he saw the brothers attaching a large motor and propellers to the back of the glider. Four other men stood close to the brothers, making small talk and passing along tools when asked. Johnny was entranced by the motor and propellers. He had seen some of the soaring achievements and hard-hitting defeats the brothers had with their other gliders, but he knew that this flyer was completely new, something that would change the world—if it worked—but he felt certain that it would.

5 Johnny did not know what the brothers were doing with their calculations and adjustments. It looked rather boring to him. As the men huddled and talked in low tones, Johnny sat in the sand. He watched the clouds change shapes and the pelicans and gulls rise and fall on the wind. He wondered what it would be like to soar like that. Johnny would have asked one of the brothers, but they slightly frightened him—they stood so tall and had such clever eyes. Johnny also wondered what it would be like to be as adventurous as those two brothers, flying high above the ground in a contraption that was not totally under control. Suddenly, one of the brothers climbed into the flyer and lay down low on the floor of the motorized glider.

6 Without warning, the motor sputtered to life and the propellers started spinning. The other brother ran alongside the flyer as it picked up speed, hopped twice, and then was airborne. Johnny leapt to his feet. The other men let out a cheer.

7 When the flyer landed 12 seconds and 120 feet later, the beach was in chaos; the men were running and yelling with such enthusiasm, Johnny thought they looked like little kids. In contrast, the two brothers were calm, quietly measuring and taking notes. They dragged the flyer back to its original spot and took off again. After the fourth flight, Johnny could not contain his excitement anymore. With a shout of delight to the two flying brothers, he took off running across the dunes.

8 Johnny stopped at the edge of town to catch his breath. He looked for someone—anyone—with whom to share his amazing news. Suddenly, he thought, "What if no one believes me?" He remembered the leers people in town hurled at the brothers when their backs were turned, how they called the pair ridiculous and their ideas about flight laughable. If man were born to fly, the townspeople would say, he would have been born with wings. But still, Johnny knew what the brothers had accomplished was amazing, so with his mind made up, Johnny filled his lungs and ran down Main Street yelling, "They did it! They did it! They flew!" [Reading Level: 880-980L, Word Count: 665]



1. Which word has the most similar meaning to scant in paragraph 1?

- (A) light
- (B) slight
- (C) tall
- (D) slender

2. Which word has the most similar meaning to contraption in paragraph 3?

- (A) book
- (B) building
- (C) machine
- (D) clothing

TIPS AND TRICKS

When you read through a text for the first time, underline details that you think will be important.

TIPS AND TRICKS

Remember to look in the sentences before and after the one where the new word appears, too. The clues might not be in the same sentence!

3. Look at these sentences from paragraph 5.

"As the men huddled and talked in low tones, Johnny sat in the sand."

"Suddenly, one of brothers climbed into the flyer and lay down low on the floor of the motorized glider."

Compare the different meanings of the word low as they are used in these sentences.

**Sample response:** In the first sentence, the word *low* means that the brothers were speaking quietly. In the second sentence, *low* means that brother was lying close to the ground.

4. Look at these sentences from paragraph 7.

"When the flyer landed 12 seconds and 120 feet later, the beach was in chaos; the men were running and yelling with such enthusiasm, Johnny thought they looked like little kids. In contrast, the two brothers were calm, quietly measuring and taking notes."

What clue does the author provide about the relationship between chaos and calm?

**Sample response:** The author uses the phrase "in contrast" as a clue that *chaos* and *calm* are antonyms.

5. Use the definitions in the chart to identify and interpret the underlined homograph in each sentence. Write each homograph next to its meaning in the story.

"Four other men stood close to the brothers, making small talk and passing along tools when asked."  
"He watched the clouds change shapes and the pelicans and gulls rise and fall on the wind."  
"Johnny Moore ran across the sand dunes, his body as light as a feather."

MEANINGS		HOMOGRAPH
adjective meaning "not heavy"; noun meaning "glow"		light
verb meaning "shut"; adjective meaning "neatly"		close
noun meaning "money"; verb meaning "make different"		change

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

6. Part A  
What is the meaning of the word leers in paragraph 8?

- (A) appreciation
- (B) garbage
- (C) scorn
- (D) support

Part B  
Which TWO synonyms from paragraph 8 help the reader determine the meaning of the word leers?

- (A) amazing
- (B) hurtled
- (C) ridiculous
- (D) flight
- (E) laughable
- (F) wings

# EXIT TICKET

5.5e

Now you know how to recognize synonyms, antonyms, and homographs. Let's revisit the Real-World Connection.

Imagine you are helping Lucas revise his notes on the Mohawk people. Read his journal entry. Pay close attention to the three underlined word pairs. Lucas would like to keep his homographs as they are. However, he wants to replace the other repeated words with either a synonym or an antonym. Look at the relationships between these words to help you understand their meanings. Then complete the chart below to identify the word relationships, and provide suggestions for the needed replacement words.

## Lucas's Journal: Mohawk Life

I thought life back then would be boring. However, it actually sounds kind of not boring. The Mohawk people used bows and arrows to hunt. They were known for making arrows out of a type of stone called flint. Life today is really different. We get our meat from stores, and the only type of bows I use are to tie my shoes.

I need time to reflect on what I have learned so far, so I can really reflect on the Mohawks.

[Reading Level: 650–750L; Word Count: 83]

WORD PAIRS		REPLACEMENT
SUGGESTED EDIT		RELATIONSHIP
boring, not boring	Change "not boring" to "thrilling."	antonym
bows, bows	No change needed	homograph
reflect, reflect	Change the second use of "reflect" to "think."	synonym

### Vocabulary in Action

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

- Academic words are most often used in school settings. For example, *unit* test is an academic phrase because you hear it most often at school.
- Domain-specific words are those that apply only to a specific subject or field. For example, you might use the word *government* while writing a social studies essay.
- Signal words are those that tell you about the relationships between ideas. There are different signal words for different types of relationships. For example, the phrase *last of all* is used to signal the conclusion of a discussion.

COMPARE	CONTRAST	ORDER	CAUSE AND EFFECT
also	but	first	because
too	although	next	as a result
as well as	however	before	therefore
like	yet	after	thus

## GUIDED INSTRUCTION

Read this page from a textbook passage about solar energy. Circle the academic, domain-specific, and signal words that you find.

### Solar Energy

In this introduction to solar energy, we will discuss what solar energy is, and why people want to use it.

As you probably already know, *solar* means "sun." Thus, solar energy is energy that we get from the sun, but we cannot just plug our computers into sunlight. First, we have to change the sunlight into energy we can use. To do this, we use solar panels. Solar panels are made of solar cells, also called photovoltaics, which collect light. Then the solar cells change the collected light energy into electricity. We can also use solar energy to heat water.

Why are people so interested in an overview of solar energy when we already have electricity? There are a limited number of things that people can use to make electricity, and over time we might run out of them. People use coal, oil, or other natural resources to make electricity.

▶ **TIPS AND TRICKS**

While reading, try to identify other signal words that serve similar purposes.

▶ **TURN AND TALK**

This text contains the academic word *introduction* in the first paragraph. What signal words can you find in the second paragraph?

Therefore, people are looking for new sources of energy. Since there is plenty of sunlight, people are learning to use solar energy. Also, many types of energy we use today can hurt the environment. People want our planet to stay healthy, so they are looking for new types of energy that are good for the planet. Solar energy is plentiful, and does not cause harm, so it is worth trying to harness it to power our planet.

[Reading Level: 770–870L; Word Count: 227]

Complete the chart by listing the type of word or phrase from the passage listed in the first column: academic, domain-specific, or signal. List the type of word or phrase. Then write the definition or relationship of the term in the last column.

WORD OR PHRASE	TYPE OF WORD OR PHRASE	DEFINITION OR RELATIONSHIP
photovoltaics	domain-specific	solar cells
overview	academic	a brief summary of a topic
therefore	signal	cause and effect

#### Part A

What is the meaning of the domain-specific word environment in the last paragraph?

- Ⓐ the light, energy, and heat the sun provides
- Ⓑ the land, sea, and air that make up the planet Earth
- Ⓒ the energy and electricity that people use every day
- Ⓓ Earth and the other planets that surround the sun

**Part B**  
Underline the sentence that helps the reader understand the meaning of environment.

▶ **HINT, HINT**

Ask yourself, "What subject does the word relate to?" Use what you learned about this word in school and the clues in nearby words to help you.

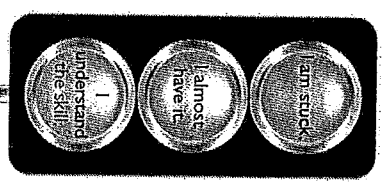
How Am I Doing?

What questions do you have?

**SKETCH IT**  
Draw an image of a topic that you have recently read or viewed. Below the drawing, list domain-specific words associated with the topic.

Give examples of domain-specific language for a topic that you have recently learned about. Include definitions. Refer to your information in Sketch It.

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



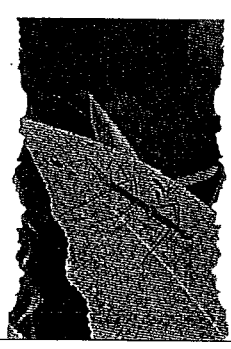
INDEPENDENT PRACTICE

Read the article. Then answer the questions that follow.

Hiding in Plain Sight

Genre: Report

- 1 Have you ever seen the insect known as the walking stick? Life as a walking stick is all about hiding. These bugs are the best at camouflage, meaning that they blend in very well with their surroundings. They can hide in any backyard, garden, or park. So how do they do it?
- 2 First, these bugs are the same color as their surroundings. Most are brown, black, or green, making it easy to look just like the natural environment. In addition, the walking stick's body looks like a long, thin stick. Its legs are so thin, they are almost invisible. Some species, or types, are only half an inch long; however, others can grow as large as a foot! Last, these clever insects know how to imitate sticks and leaves. They move very slowly, and often sway back and forth as if moved by the breeze like the leaves around them. No wonder they can hide in plain sight!
- 3 Although a walking stick's body looks like a twig, it has the same parts that other insects' bodies have. It is divided into three parts or segments: the head, thorax, and abdomen. It can be very hard to tell where one part stops and the other begins. The lowest segment, the abdomen, is the largest, taking up about half of the insect's length. It is where food is digested, so the insect can use food for energy. The middle segment, the thorax, is where the insect's six legs are attached. At the bottom of each leg are small claws and suction pads. The third segment, the head, contains the brain and two compound eyes that can see images, movement, and color. The head also has antennae that the walking stick uses to explore what is around it.
- 4 Walking sticks spend the daylight hours sleeping. When the sun goes down, they wake up and look for leaves and stems to nibble. They move carefully. Other animals, including spiders, bats, and birds, are also exploring the darkness for food. Walking sticks are a favorite meal.
- 5 The walking stick may look helpless; however, it has ways of fighting back if it is attacked by a predator that wants to eat it. Some walking sticks freeze in place and then fall to the ground, playing dead. Others send out an awful-tasting liquid from their legs, so that when a predator tries to take a bite, it will smell or taste the liquid and go away. Some species squirt liquid that can



blind predators for a short time. The walking stick has another neat trick it can use. If a hungry creature grabs one of its legs, it lets its leg fall off. The walking stick can quickly grow another leg to replace it.

- 6 The next time you are outside, take a close look at the bushes, trees, and plants around you. Maybe a walking stick is looking back at you!

[Reading Level: 710-810L, Word Count: 484]

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

1. Part A

In paragraph 1, what does the writer provide to help the reader understand the meaning of the word camouflage?

- (A) a synonym
- (B) a definition
- (C) an antonym
- (D) an example

Part B

Which detail from paragraph 1 BEST supports the answer to Part A?

- (A) "the insect known as the walking stick"
- (B) "a walking stick is all about hiding"
- (C) "they blend in very well with their surroundings"
- (D) "hide in any backyard, garden, or park"

TIPS AND TRICKS

When you find an unfamiliar word on a test, look in the sentences around it for a synonym, antonym, definition, or example. These will help you to understand its meaning.

2. Find the signal word or words in each sentence below and write your answer in the chart next to the type of relationship it signals.

Last, these clever insects know how to imitate sticks and leaves.

Most are brown, black, or green, making it easy to look just like the natural environment. In addition, the walking stick's body looks like a long, thin stick.

Some species, or types, are only half an inch long; however, others can grow as large as a foot!

CONTENT	In addition
CONTRAST	however
ORDER	last

3. Which THREE details from the passage help the reader understand why the writer says that the walking stick is nearly invisible?

- (A) "these bugs are the same color as their surroundings."
- (B) "the walking stick's body looks like a long, thin stick."
- (C) "these clever insects know how to imitate sticks and leaves."
- (D) "it has the same parts that other insects' bodies have."
- (E) "The middle segment, the thorax, is where the insect's six legs attach."
- (F) "The head also has antennae that the walking stick uses to explore what is around it."

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

4. Part A

What type of relationship between ideas does the writer use at the beginning of paragraph 3?

- (A) compare
- (B) contrast
- (C) order
- (D) effect

HINT, HINT

Look at the connecting words used in the sentence. They will help you figure out the relationship between the ideas.



Part B  
Which word from paragraph 3 signals the relationship in Part A?

- A "although"
- B "like"
- C "too"
- D "also"

5. What does the word predator mean as it is used in paragraph 5? Explain which details in paragraph 5 support your answer.

Sample response: The word predator means an animal that hunts other animals for food. Details in paragraph 5 that show the meaning of predator include the phrases "wants to eat it," "tries to take a bite," and "a hungry creature grabs one of its legs."

6. Give some examples of how the walking stick fights back against predators.

Sample response: Some walking sticks fight back by playing dead and falling to the ground. Others send out an awful-tasting liquid from their legs.

EXIT TICKET

Now you understand how to use academic, domain-specific, and signal words. Let's revisit the Real-World Connection.

Imagine you are helping Mitsy gather information for her essay about the sun. Read this page from a book about the sun. Pay close attention to the author's use of content words. Mitsy would like to include some of these words in her own report. Underline all academic, domain-specific, and signal words that you find in the text. Look at the relationships between these words to help you understand their meanings. Then, write each word next to the correct category below.

The Sun

Our Sun is the closest star to our planet Earth, but it is still 93 million miles away. The sun and Earth have some things in common. Like Earth, the sun is made up of different layers. Also, both the sun and Earth turn around in circles. However, the sun differs from Earth in many important ways. It is made of gases. The interior of Earth is mostly solid or liquid. Another difference is that the sun is much hotter than Earth. It has an average temperature of 5700°C compared to Earth's average of 20°C.

By studying our Sun, scientists learn more about other stars and about our solar system. [Reading Level: 750–850L; Word Count: 112]

academic words: studying  
domain-specific words: interior, temperature, solar system  
signal words: but, like, however

All of these reference materials come in print and online versions. This chart shows how the word **key** would appear in a dictionary, a glossary, and a thesaurus.

DICTIONARY	GLOSSARY	THESAURUS
<b>key</b> <i>key</i> <b>noun</b> 1. a small metal instrument that fits into a lock; 2. a metal part of a woodwind instrument that opens and closes a vent to change tones; 3. a text that lists answers, as to a test	<b>key</b> a piece of metal that opens and closes a vent to make sound in a clarinet or other woodwind instrument	<b>key</b> <i>adj.</i> <b>synonyms:</b> important, major, chief <b>antonyms:</b> unimportant, extra

## GUIDED INSTRUCTION

Seth read about how popular metal clarinets were in the 1920s. He became curious about the musicians of the time. Read this page from a book about 1920s musicians. Underline unfamiliar words you may need to look up in a dictionary or glossary.

### Sidney Bechet

Sidney Bechet (1886 –1952) was an African-American musician. He grew up playing clarinet in New Orleans, where he played with some of the first jazz bands.

Bechet played in bands in both the United States and Europe. He was so good at playing the clarinet that a music conductor in London called him a genius.

Before Bechet, many people thought of the clarinet as an instrument that someone should only play as part of a band. People did not play clarinet solos, but Bechet changed that. He made the clarinet a solo instrument or an instrument that accompanies a band.

Bechet was also an expert in playing a special type of saxophone, the soprano or high-note saxophone. He was known for how well he played it solo, too.

Bechet was an important early jazz musician. His playing paved the way for the musicians who have played clarinet and saxophone ever since. [Reading Level: 830–930L, Word Count: 151]

### TURN AND TALK

You can see that *soprano saxophone* is defined briefly in the text. If you wanted to find out more about this instrument, where would you look? Talk it over with a partner.

Read the questions in the left column of this chart. Then, complete the chart by telling whether a dictionary, thesaurus, or encyclopedia is the best place to find that information.

QUESTION	WHERE TO LOOK
What does the word <i>sole</i> mean?	dictionary
How did jazz music first begin?	encyclopedia
What is another word for <i>expert</i> ?	thesaurus

### Part A

Read the dictionary entry below.

**genius** \ˈjēn-yəs\ **noun** 1. a person who is excellent at a particular thing; 2. a person who is very smart; 3. the spirit that guards a place; 4. a type of magic creature.

Which definition of **genius** BEST fits how it is used in the book?

- A Definition 1
- B Definition 2
- C Definition 3
- D Definition 4

### Part B

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

### HINT, HINT

Read the entire sentence that contains the word. Ask yourself, "What is the sentence about?" Then look at each definition to decide which meaning makes the most sense in the sentence.

SKETCH IT

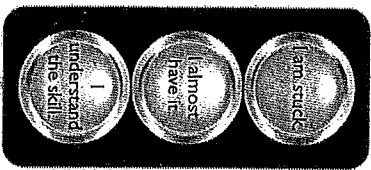
In the margin below, draw a picture of something you would look up in a dictionary.

How Am I Doing?

What questions do you have?

When might you use a thesaurus in your schoolwork or everyday life?

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



Think about a topic you are interested in, or that you are studying in school. Where could you look to find out more information about this topic?

INDEPENDENT PRACTICE

Read the article. Then answer the questions that follow.

The Coolest Music

Genre: Magazine Article

- Everyone has an opinion about what kind of music is "cool." When it comes to the music by Norwegian musician Terje Isungset, however, everyone agrees it is as cool as it can get—all of his instruments are made entirely of ice!
- Isungset was raised in a family of musicians. It was not long before he became a musician himself. He started out as a percussionist. However, instead of pounding the drums, he made his own instruments. He used materials such as birch, granite, and slate. How then did he end up carving instruments from ice?
- More than 15 years ago, Isungset was asked to compose a piece of music for the 2000 Lillehammer Winter Festival. The musician had the challenge of creating music that included the sound of water falling over a partly frozen waterfall. To truly capture the feel of water and ice, Isungset created instruments from ice. To his surprise, they made amazing sounds. He added them to the song, and the audience was thrilled. Isungset also loved the music his ice instruments made, and he wanted to learn more about it.
- Isungset tried different kinds of ice. He discovered that ice made from pure glacier water made the best sound. He and his team used chainsaws to carve chunks of ice from frozen lakes and rivers. Next, Isungset carved keyboards, horns, chimes, guitars, fiddles, and harps. He gave each instrument a unique name. For example, he called the ice xylophone an *icephon*. He called his trumpet an *icehorn*, and the chimes *isringles*.
- Practicing with ice instruments is difficult because they melt. Isungset performs ice concerts all over the world. Each time he does, his ice engineer has to carve new instruments for the performance.
- When Isungset first plays a new ice instrument, he is never sure exactly how it will sound. Once he hears it, he creates songs from the unique sound of each piece. He has to be careful how hard he handles the ice. If he touches it too hard, it might shatter. The musicians who join Isungset on stage have to dress warmly. Many of them wear gloves because the temperature must be kept below zero to prevent the ice from melting.



7 Since discovering how ice can be turned into music, Isungset has recorded several albums. In addition, he started the annual Ice Music Festival in Norway. This yearly event gives musicians from across the globe the chance to try ice instruments for themselves. Isungset's music is hard to describe, but one word that fits it perfectly is "cool."  
[Reading Level: 760–860L; Word Count: 429]

1. If readers want to learn more facts about Isungset's country, Norway, where should they look?

- (A) a dictionary
- (B) an encyclopedia
- (C) a glossary
- (D) a thesaurus

2. Look at the questions in the chart. Next to each, list the reference material that would help you find the answer to the question.

Thesaurus	Dictionary	Encyclopedia
How is percussion pronounced?	Dictionary	
Why is steel used for music?	Encyclopedia	
What are three synonyms for granite?	Thesaurus	

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

3. Part A  
Read the dictionary entry below.

**compose** \kəm'pōz\ verb 1. to calm; 2. to write; 3. to settle; 4. to arrange

Which definition of compose is used in paragraph 3?

- (A) Definition 1
- (B) Definition 2
- (C) Definition 3
- (D) Definition 4

Part B  
Which words from paragraph 3 most help the reader understand the definition of compose?

- (A) "a piece of music"
- (B) "the challenge"
- (C) "the sound of water"
- (D) "the audience was thrilled"

4. What would a reader learn by looking up glacier in a glossary?

Sample response: A glossary would tell the reader what glacier means in the article.

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

5. Part A  
Read the thesaurus entry below.

**prevent** verb synonyms: avoid, stop, block  
antonyms: allow, continue, help

Which meaning is MOST similar to the way prevent is used in paragraph 6?

- (A) help
- (B) continue
- (C) stop
- (D) allow

Part B

Which TWO details from the article tell how Isungset prevents harming his instruments?

- (A) "Practicing with the ice instruments is difficult" (paragraph 5)
- (B) "Isungset performs ice concerts all over the world." (paragraph 5)
- (C) "he has to have his ice engineers carve new instruments" (paragraph 5)
- (D) "He has to be careful how hard he handles the ice." (paragraph 6)
- (E) "the temperature must be kept below zero" (paragraph 6)
- (F) "he started the annual Ice Music Festival in Norway." (paragraph 7)

6 Read the dictionary entry below.

**album** \ˈal-bəm\ *noun* **1.** a book with blank pages used for making a collection (as in autographs, stamps, or photographs); **2.** a musical recording; **3.** a printed book containing a collection of writings, artwork, or written music.

Write a sentence that uses the word album in the same way it is used in paragraph 7.

Sample response: The band's biggest fans lined up outside the record store to buy the new album.

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EXIT TICKET

Now you have learned how to use a dictionary, a thesaurus, a glossary, and an encyclopedia as reference materials. Let's take another look at the Real-World Connection.

Imagine that you and Seth are going to be instrument detectives together. Seth wants to find out about the history of flutes and how they are made. He also wants to know what a key is. Choose one reference material and explain why Seth should use that source. Be sure to use what you learned about dictionaries, thesauruses, glossaries, and encyclopedias in your answer.



Sample answer: Seth should use an encyclopedia to find out about the history of flutes. An encyclopedia will also tell him how flutes are made. Seth should use an encyclopedia because encyclopedias give longer descriptions of things than do other reference materials.

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Complete the chart to show how the student states and argues an opinion, supporting it with reasons and details.

OPINION - Our school should allow students to make a video broadcast, like the one at the high school.	
REASON	INFORMATION THAT DEVELOPS THE REASON
It would enhance students' technology skills and help them improve their research and writing skills.	Students would learn how to use computers and different software. Students' research and writing skills would improve.
Live video broadcasts would improve students' public speaking skills.	Students would interview other students and teachers. Students would teach other students broadcasting skills.
A broadcast studio with live video broadcasts will give students a chance to work together. It would also connect the school and the students with the outside world and get the community involved.	Creating broadcasts will take teamwork; people in the community would take pride in the students' work and in their school.

How Am I Doing?

What questions do you have?

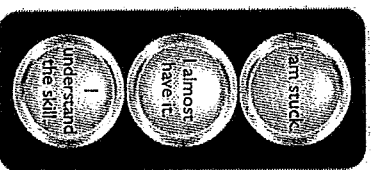
When have you needed to persuade someone of your point of view? How did you do it?

Has anyone ever tried to persuade you of an opinion? Did you find the argument convincing? Why or why not?

#### SKETCH IT

Draw a diagram and write a point of view that you have in a center box. From the box draw other boxes with connecting lines and add persuasive words and phrases.

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



## ▶ TIPS AND TRICKS

Before you decide which position to take, think about your information. Which position has more evidence?

1. **Tablets, smartphones, and eReaders** are becoming more and more common. Some people argue that traditional ways of doing things are better. Imagine that your school must choose between using only paper textbooks or only digital textbooks. Which type do you think would be better for your school? Use the outline below to plan your argument.

▶ THINK ABOUT IT

**Your information should consist of facts, not other people's opinions.**

I. Introduction
A. Introduce your topic. B. State your opinion.
ii. Reason #1
A. State your first reason. B. Provide information to support reason.
iii. Reason #2
A. State your second reason. B. Provide information to support reason.
IV. Conclusion
A. Restate your claim. B. Add a final thought.

## ▶ TIPS AND TRICKS

Do not include new information in your conclusion. Just restate your opinion in different words.

On the following pages, write an opinion piece that explains your opinion and the reasons you feel the way you do.

Student responses will vary.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears to be a standard notebook or ledger page.

1. **5m, 5m, 5m**

Imagine that you and Andre are in the same art class. You agree with his opinion and want to help him persuade Mr. Bernal to let students use computers to make art. List two reasons that could support Andre's opinion. Remember to use what you learned about writing opinion pieces.

Sample answer: Here are the reasons I would use to support Andre's opinion.

1. Computers make fixing mistakes easier. All the art is made in a program and not with paper.
2. Computers allow us to add effects that would be hard to make with the materials in our classroom.

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

[illegible]



⑤ The author ends this informational text with a conclusion that brings the writing to a close and gives readers something to think about.

As you can see, origami is a popular hobby worldwide, and it has been popular for centuries. Even those from beginners to experts can enjoy and make beautiful origami pieces. All you need is paper, a little instruction, and desire! ⑥

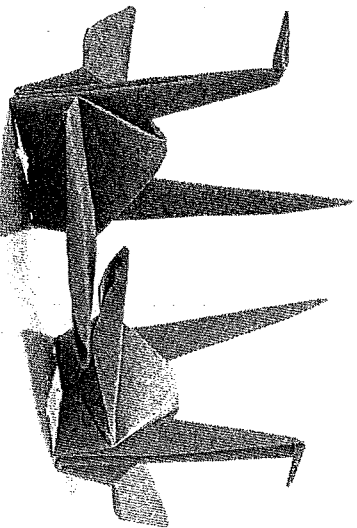
Reading Level: N/A, Word Count: 645]

Can you answer Teresa's questions about the passage?

QUESTION	RESPONSE
1. What is the purpose of writing this essay? Why does it organize information in sequence?	The purpose is to tell about the history of origami. The essay uses sequence because it is about historical information.
2. Conclusions talk about information found in the introduction, but it is stated in a new way. How is the information in the conclusion different from the introduction?	The conclusion is different because it summarizes each section of the article. The introduction does not do this.

### TURN AND TALK

With a partner, think of some other questions you may have about the passage that Teresa did not ask. How would you answer those questions?



## How Am I Doing?

What questions do you have?

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How can a writer introduce and conclude a piece of writing effectively? What should the writer include in these paragraphs?

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Have you ever explained a new topic to someone? How did you introduce the topic? What examples did you give? How did you conclude the topic?

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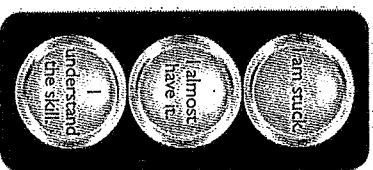
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### SKETCH IT

Think of a topic you would like to write about. In the margin below draw a picture of the introduction to the topic. Think about how and why the picture may change in the conclusion.



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

In the space below, write an informative text about the impact of television on American culture. Use relevant evidence to support your information.

Student responses will vary.

1. Ever since its invention, television has had a major influence on American culture. It has had an especially strong impact on the things we buy: clothes, electronics, food, games, music, and so on. Use the outline below to plan an informative text explaining the role television plays in shaping your shopping decisions.

Remember to narrow your topic so it is not too big. Try focusing on two or three specific ways that television influences how you shop. Then, explain why.

Choose an organization that best fits your topic.

<p>I. Introduction</p> <p>A. Introduce your topic.</p>
<p>II. Information #1</p> <p>A. State your first piece of information.</p> <p>B. Provide evidence to support your information.</p>
<p>III. Information #2</p> <p>A. State your second piece of information.</p> <p>B. Provide evidence to support your information.</p>
<p>IV. Conclusion</p> <p>A. Restate your topic.</p> <p>B. Add a final thought.</p>

## EXIT TICKET

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

Imagine you attended the Cinco de Mayo celebration with Teresa and her family. You went to a parade, listened to music, and ate authentic Mexican food. Use this information to write a few beginning sentences to an essay about the parade. Be sure to include a hook that will get the readers excited to read more about this topic.



**Sample answer:** Can you imagine a celebration in the streets? Cinco de Mayo is a special holiday in Mexico. There are parades, music performances, and a lot of food to eat. Teresa invited me to go to a Cinco de Mayo parade with her. She told me about the history of Cinco de Mayo, traditional Mexican music, and traditional foods.

## ▶ WRITING CHECKLIST

- ☐ Did you read the prompt carefully?
- ☐ Did you fully develop your ideas with evidence?
- ☐ Did you provide examples?
- ☐ Did you clearly organize your ideas?
- ☐ Did you write in complete sentences?
- ☐ Did you check your spelling and punctuation?

Complete this table with details from the story that BEST develop the plot.

Detail 1	"I laughed with delight when I opened the box and saw a letter in an off-white parchment envelope, sealed with red wax and covered in stamps. It takes a lot of postage to send a letter more than 200 years into the future!"
Detail 2	"Two months earlier, my uncle finished building his time machine, which meant I could visit my pen pal, Ezekiel."
Detail 3	"I would have to go back in time—all the way to the 1770s!"
Detail 4	"Dear Aiden," he wrote, "I would be overjoyed if you paid a visit to my home in Boston. My parents greatly look forward to your visit as well." I immediately began to pack."
Detail 5	"The following day, I dragged my suitcase into the tall chamber of my uncle's time machine."
Detail 6	"Suddenly, a bright purple light surrounded me, and a strong wind swirled around the chamber."
Detail 7	"Ezekiel and I had exchanged letters for more than a year. I felt like I already knew everything about him—except, I had no idea that he wasn't human."
Detail 8	"What kind of a strange world had I entered? Some of it seemed straight out of a history text, but other aspects of it made no sense at all."
Detail 9	"Maybe I didn't really know what was going to happen at all. While I was tempted to tell the Meriwethers what I knew, I decided I should keep quiet for now."



### How Am I Doing?

What questions do you have?

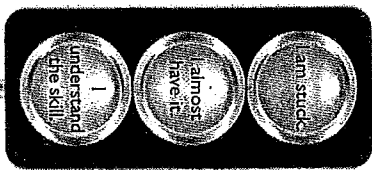
Identify two to three elements that make up a fantasy story.

Create a plot outline for a fantasy that you would like to write.

### SKETCH IT

Draw a picture of settings, creatures, or objects that belong in a fantasy story.

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



# INDEPENDENT PRACTICE

## SKETCH IT

Use the margin to draw a sketch of your main character or the setting. This can help you picture them more clearly.

1. Talking mice are invading your community! Think about what these mice are like, what they want, and what they will do. What will you do when you encounter them? Use the outline below to plan a narrative about your experience with these friendly—or perhaps not-so-friendly—talking mice.

I. Introduction

A. Introduce your setting and orient the reader.

II. Characters

A. List the characters in your story.

B. Who are these characters? What do they want?

III. Scene #1

A. Plan your first scene.

B. Write some dialogue for this scene.

IV. Scene #2

A. Plan your second scene.

B. Write some dialogue for this scene.

V. Conclusion

A. Write a climax for your story.

B. Plan a resolution to the conflict.

## TIPS AND TRICKS

Dialogue can help the reader learn more about your characters.

## THINK ABOUT IT

Be sure to include an exciting climax. Make sure your story comes to a logical end.

In the space below, write a narrative about your experience with talking mice.

Student responses will vary.

EXIT TICKET

Now you understand narrative writing techniques. Let's revisit the Real-World Connection with Marshall and his friends.

Fantasy stories are created in many ways. How can Marshall write a good fantasy story?

Think about the different things you can include in a fantasy story, such as dragons and magic. List three events that Marshall should include in his story.



Sample answer:

1. Someone stole a dragon's treasure.
2. The dragon tells the queen. The queen says an evil wizard stole the treasure.
3. The queen and the dragon go on a journey to look for the treasure.

▶ WRITING CHECKLIST

- ☐ Did you describe the setting and your character?
- ☐ Did you use dialogue?
- ☐ Did you write a beginning, middle, and end?
- ☐ Did you check your spelling and punctuation?

Here is a checklist of questions you can ask yourself at different stages of the writing process.

**Reviewing Your First Draft**

- Did I write about the topic as it is described in the prompt or instructions?
- Did I answer all the questions and address all parts in the prompt?
- Did I use the correct form of writing (informational/expository, opinion, narrative)?

**Revising Your First Draft**

- Have I included everything the reader needs to know about the topic? Should I add more description, examples, or information?
- Is there any unnecessary information in my writing? Should I delete any ideas that are confusing?
- Have I developed only one main idea per paragraph?
- Does my introduction capture the reader's attention?
- Does my conclusion contain a final point or summary of my ideas?

**Rewriting Your First Draft**

- Are there any rough places that need to be smoothed out?
- Did I use transitions and connecting words and phrases such as *first, next, however, and in contrast* effectively?
- Is my writing voice appropriate to my audience and purpose?
- Are my word choices clear, useful, and descriptive?

**Editing Your First Draft**

- Did I correctly spell all words?
- Did I capitalize the beginnings of sentences, proper nouns, titles, holidays, and so on?
- Did I use correct punctuation at the end of all sentences?
- Did I double-check my comma usage throughout my writing?
- Did I make sure there were no sentence fragments or run-ons?
- Did I reread my writing to make sure all the words I used are correct?

Use the checklist as you look back at the first draft of "The Frozen Waterfall." Mark your own changes in the text and add more comments in the margins.

**How Am I Doing?**

What questions do you have?

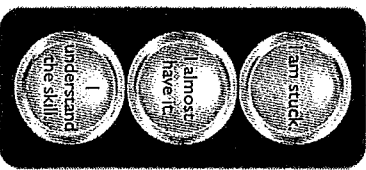
Describe a time when you used a dictionary, thesaurus, or other print or online reference to revise and edit your writing.

How have your classmates helped you revise and edit your writing? How have you helped them revise theirs?

**TURN AND TALK**

Think about your last writing assignment. How would reading it aloud to a friend help you with revising and editing?

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



## ► TIPS AND TRICKS

1. No piece of writing is finished after just one draft. Use what you have learned about revising and editing to improve the sample student writing “The Frozen Waterfall.” Use the chart below to plan how you will fix each comment.

Try reading parts out loud. Do they make sense?

11. Paragraphs 2 and 3

3b. Fix the verb/subject agreements.

4. Remove the unnecessary information.

Be sure to read through the text more than once. There might be things you did not catch the first time!

7. Fix the misspelled words.

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Student responses will vary.

Correct punctuation errors—especially in comma usage.

Watch for problems in verb tense. Make sure verbs are parallel. This means they use the same tense.

Watch out for confusing information. You want the writing to be concise!



HINT, HINT

Watch for misspelled words that a spell checker would not catch.

TIPS AND TRICKS

Be sure to maintain the formal style of the original draft.

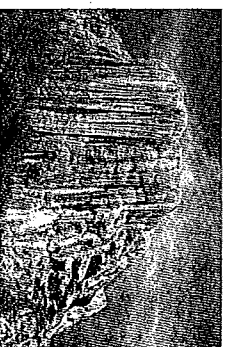
WRITING CHECKLIST

- ☐ Did you read the prompt carefully?
- ☐ Did you clearly organize your ideas?
- ☐ Did you fix all the issues that the student reviewer pointed out?
- ☐ Did you write in complete sentences?
- ☐ Did you check your spelling and punctuation?

EXIT TICKET

SVS3 SVS6

Now you know how to revise and edit. Let's revisit the Real-World Connection. Imagine you are Jenny's classmate. You helped Jenny revise and edit her essay about Herve el Agua in Independent Practice. Now that Jenny has polished her essay, it is time for her to publish it! List five ideas that will help Jenny decide how to share her essay with others. Think about different ways you have shared your own work with classmates.



Sample answer:

1. Post on a bulletin board.
2. Read it aloud for an audience.
3. Post it on an online newspaper, magazine, or website.
4. Print it in a school newspaper, literary magazine, or newsletter.
5. Include it in class anthology.



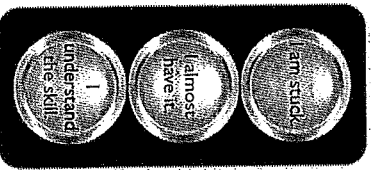
How Am I Doing?

What questions do you have?

Write three to five sentences that summarize the story of

Ponce de León.

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



# INDEPENDENT PRACTICE

1. History is filled with inventors, politicians, leaders, and teachers who have done great things for our nation. Choose a figure from America's past and write a research paper. In the paper, include a description of the person and the thing he or she accomplished. Use the outline below to plan your research paper.

I. Introduction
A. Introduce your figure and say why he or she is important.
B. Summarize the points you are going to make.
II. Point #1
A. State your first point.
B. Include quotes from a source or paraphrase.
III. Point #2
A. State your second point.
B. Include quotes from a source or paraphrase.
IV. Point #3
A. State your third point.
B. Include quotes from a source or paraphrase.
V. Conclusion
A. Restate your topic.
B. Add a final thought.

**HINT, HINT**

In the introduction, clearly state the answer to the assignment. What great things has this person done?

**THINK ABOUT IT**

Make sure your points fully address your topic and that they are supported by your sources.

**TIPS AND TRICKS**

Make your Works Cited list as you are doing your research. It will save you time later!

HINT, HINT

Narrow your topic by being specific about what you are interested in writing.

In the space below, write a research paper on the historical figure you have chosen. Pull relevant information from multiple sources and your own experiences to tell your reader why this person is important. Be sure to list the Works Cited at the end of your paper. Student responses will vary.

HINT, HINT

Keep the 5 Ws in mind as you generate your research questions: who, what, when, where, and why.

TIPS AND TRICKS

If you quote a source directly, write the words exactly as they appear in the source. Then, set the quote off with quotation marks.

TIPS AND TRICKS

If you use ideas from a source without quoting it, either summarize or paraphrase the ideas in your own words. Then, list the source in your Works Cited list.

HINT, HINT

Be sure to alphabetize each entry in your Works Cited.

WRITING CHECKLIST

- ☐ Did you read the prompt carefully?
- ☐ Did you introduce your historical figure and his or her innovations?
- ☐ Did you correctly quote from your sources?
- ☐ Did you correctly paraphrase from your sources?
- ☐ Did you write in complete sentences?
- ☐ Did you check your spelling and punctuation?
- ☐ Did you include a Works Cited list?

# EXTINCT

8/15/2013

Now you know how to research and write about what you have found. Let's revisit the Real-World Connection. Finn wants to find more information about Benjamin Franklin. Help him brainstorm some research questions in the space below. What history should Finn find out about this topic? What sources should he use?

Sample answer: Here are some research questions Finn should ask.

1. How did Benjamin Franklin help the other Founding Fathers of the United States?

2. What other scientists and inventors inspired

### Benjamin Franklin?

3. How do Benjamin Franklin's inventions help people today?

Finn should find books about Benjamin Franklin. He can also look at websites such as Library of Congress.

[illegible]

Unit 2 PRACTICE TEST

- 16 "Why not just put a rope in a glass box? I want something I can play with and train to go through an obstacle course, like on those dog shows." Stephanie's eyes pleaded with her mother.
- 17 Mom looked at both children. "Snakes are as cuddly as sandpaper, and I said no dogs."
- 18 Suddenly Dad burst into the house. "Hello? Where is my family?" He always called to them like he had not seen them in years. He was holding a box as if it were made of fine crystal. He placed the box delicately on the kitchen table.
- 19 Stephanie peered inside, and huddled in the corner was a gray-and-white cotton ball with long ears that hopped to each side. It was panting in and out rapidly, and its eyes were wide with panic.
- 20 "I had rabbits growing up!" Mom exclaimed, a little girl again. "This is perfect for us because they are cuddly but independent. Even better, they'll be active in the morning and evening, and they'll nap during the day and night. It's like the blend of both of you—rabbits are excited sometimes like Stephanie, but at other times they're mellow like Andrew." Her smile was the Fourth of July. She scooped up the fluff, petting it softly to calm it down.
- 21 "When your mom and I were married, our first pet was a bunny, and it was very clever. We would put it on a leash and let it run around the backyard, but it also used a litter box. They can learn tricks like a dog too, Stephanie." Dad was obviously happy about their new pet.
- 22 When they were home, they left Floppy's cage door open, and he would go in and out as he pleased. He learned to come when he was called by name, but he didn't mind being in his cage when everyone had to leave.
- 23 Floppy even helped Andrew and Stephanie become friends with the neighborhood kids. When Andrew and Stephanie let Floppy play in the backyard, their neighbors wanted to pet the rabbit. Floppy really was the perfect pet!
- [Reading Level: 700–800; Word Count: 777]

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

1. Part A

Which sentence tells the main theme of the story?

- ☐ A Brothers and sisters can be very different in how they act.
- ☐ B Moving to a new city can be difficult for the whole family.
- ☐ C Families should choose pets that fit into their life.
- ☐ D A parent's new job may lead to many changes for a family.

PRACTICE TEST Unit 2

Part B

Which TWO details from the story BEST communicate the theme?

- ☐ A "Even though they were sister and brother, Stephanie and Andrew were opposites." (paragraph 6)
- ☐ B "Dad's company offered him a new position in a different city, far from the coast. Mom resigned her job and frantically made arrangements . . ." (paragraph 10)
- ☐ C "We're gone during the day, and dogs need to be walked every few hours, so we need something independent." (paragraph 14)
- ☐ D "He was holding a box as if it were made of fine crystal." (paragraph 13)
- ☐ E "He learned to come when he was called by name, but he didn't mind being in his cage when everyone had to leave." (paragraph 22)
- ☐ F "Floppy even helped Andrew and Stephanie become friends with the neighborhood kids. When Andrew and Stephanie let Floppy play in the backyard, their neighbors wanted to pet the rabbit." (paragraph 23)

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

2. Part A

Stephanie and Andrew are main characters in the story. Look at the character traits and descriptions listed below. Write the traits and descriptions in the chart to show which character they describe. If a trait or description tells about both characters, list it in the row labeled Both.

STEPHANIE	has blond hair, is bouncy, gets excited
ANDREW	is slow, has dark hair, stays mellow
BOTH	walk pet bunny, are lonely, make friends

## Part B

Look at your chart. What does it help you understand about Stephanie and Andrew?

- ☐ A They act and look alike but have very different feelings and experiences.
- ☐ B They act and look differently but have similar feelings and experiences.
- ☐ C They are the same in how they look and act and in their feelings and experiences.
- ☐ D They are different in how they look and act and in their feelings and experiences.

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

## 3. Part A

What is the meaning of the phrase gray-and-white cotton ball in paragraph 19?

- ☐ A a piece of cotton
- ☐ B a stuffed toy
- ☐ C a puppy dog
- ☐ D a bunny rabbit

## Part B

Which detail from paragraph 20 provides a clue to the meaning in Part A?

- ☐ A "I had rabbits growing up!" Mom exclaimed, a little girl again."
- ☐ B "Even better, they'll be active in the morning and evening . . ."
- ☐ C "It's like the blend of both of you . . ."
- ☐ D "She scooped up the fluff, petting it softly to calm it down."

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

## 4. Part A

How does Mom feel about Dad bringing home a pet bunny?

- ☐ A pleased
- ☐ B upset
- ☐ C disappointed
- ☐ D uninterested

## Part B

Which sentence helps you understand how Mom feels about the new pet?

- ☐ A "You look like you found a buried treasure," Stephanie said, repeating her mom's favorite saying." (paragraph 4)
- ☐ B "Mom took Stephanie's hand and gave it a tight squeeze." (paragraph 9)
- ☐ C "I promised we could have a pet as soon as I finished unpacking all of the boxes, and check it out—I'm all done!" (paragraph 12)
- ☐ D "This is perfect for us because they are cuddly but independent." (paragraph 20)

5. How does the story view dogs, snakes, and rabbits as pets? Use details from the story to support your answer.

**Sample response:** Through dialogue, the story shows the points of view about different pets. It also describes the family's new pet rabbit. The story says that dogs need too much care. When Stephanie says that she always wanted a Labrador, Mom says, "We're gone during the day and dogs need to be walked every few hours, so we need something independent." Mom's words show that dogs are too dependent on people. The story also says that snakes are boring. We learn this when Stephanie says, "Why not just put a stick in a glass box?" Finally, the story shows that a rabbit is a great pet because it is happy to be alone in its cage but also likes to be around people. The story explains that the family's pet rabbit "learned to come when he was called by name, but he really didn't mind being in his cage when everyone had to leave." This benefits Stephanie and Andrew. They make friends with kids in the neighborhood when they show off their rabbit.

Write an addition to the story of the perfect pet. Use details from the passage. You may describe the family's experiences with Floppy. For example, you might describe how Stephanie and Andrew first felt about having a bunny as a pet. You might also write about how they decide on a name for Floppy, or how they take care of or train Floppy.

Here is a sample answer:

As Mom and Dad took a walk down memory lane, Stephanie wore a look of disbelief. She had wanted a dog, but Mom had said no. Her second choice would have been a cat, but now there was no choice. She and Andrew were stuck with a bunny—a bunny of all things. She looked at Andrew. He was rolling his eyes and shrugging his shoulders. He mumbled something about not wanting to do a bunny hop! Stephanie couldn't help but giggle.

Mom gave the bunny to Stephanie. "Here, Stephanie, meet our perfect pet!"

Stephanie was surprised at how soft he was. "Oh! He's like a teddy bear, soft and cuddly," she exclaimed.

Stephanie was beginning to think a bunny might make a great pet after all, especially if she could train it. She snuggled her face deep into the bunny's fur. "This bunny is as soft as a pillow. I love how he feels."

bunny's fur. "This bunny is as soft as a pillow. I love how he feels"

Andrew heard this. He slowly stretched out an arm and stroked the bunny's back. "You're right about that, Stephanie. And those floppy ears make me laugh."

"Andrew, you're brilliant! I think you just came up with a name for our bunny. What do you think of the name Elmore?"

"Yes, I am brilliant, and that is a great name."

Mom and Dad agreed.

They now had the perfect name for the perfect pet!

UNIT 3

WORDS TO KNOW

- evidence
- quote
- quotation mark
- inference

Lesson 14

QUOTE FROM A STORY SRL

INTRODUCTION

Real-World Connection

FAMILY LIFE

**TIPS AND TRICKS**

Use a pencil or highlighter to select the words in a text that you want to quote. This will help you quickly find the right part of the text and quote it accurately.



**TIPS AND TRICKS**

When you quote evidence directly from a text, make sure you copy the words and punctuation exactly as they appear.

[ 132 ] mastereducation.com

English Language Arts | Level E

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Anjali read a story about a girl who lived in India long ago. She wants to know if her own family had the same experiences growing up as the girl in the story. Anjali wants to share an event in the book with her aunt and ask her aunt if she had similar experiences. How would she share the exact experience in the book with her aunt? We will practice the skills in Guided Instruction and Independent Practice. Then, we will come back to Anjali and her interest in her family's life at the end of the lesson.

What I Am Going to Learn

- How to retell something using exact quotes from a text
- How to use quotes to support what I think the text is suggesting

What I May Already Know 4RL1

- I know I can ask and answer questions about a text to show that I understand.
- I know I can identify details that support what a text is stating.
- I know I can identify details that support what a text is suggesting.

Vocabulary in Action

- As you read, you will come across words that are used in many ways.
- Evidence includes the details, facts, or information from a text that help prove your point. It makes arguments or opinions stronger.
  - A quote can also support claims. Quotes use the author's exact words.
  - Quotation marks distinguish an author's words from your own writing. Opening quotation marks go at the beginning of a quote ("). Closing quotation marks go at the end of a quote (").

English Language Arts | Level E

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Anjali writes the following to her aunt.

- In the story, the main character is walking near a river when she suddenly sees a large snake. "Riya held her breath as the king cobra reared up, hissed, and puffed out its hood. She knew she was face-to-face with a truly dangerous animal." Did you ever see a king cobra while growing up?
- An inference is an educated guess based on information you have read. Take another look at the excerpt from Anjali's email. You can make the following inference: Riya is afraid of the snake.

Inference	Riya is afraid of the snake.
What I know	<ul style="list-style-type: none"><li>• A king cobra is a dangerous snake that rears up and puffs out its hood when it is preparing to strike.</li><li>• People sometimes hold their breath when they are scared.</li></ul>
What the text says	"She knew she was face-to-face with a truly dangerous animal."
Evidence that supports my inference	"Riya held her breath as the king cobra reared up..."

GUIDED INSTRUCTION

Anjali has read a story about a girl's encounter with a dangerous snake. Read the following excerpt from the passage. Make your own guess, or inference, from the story. Highlight any proof or evidence from the text to support your inference.

Riya and the Deadly King Cobra

Riya had accidentally surprised the cobra, so it was giving her a warning to back off. She thought about what her father had told her long ago. "Cobras are shy and will attack if they feel startled or threatened by people," he had said. "If you see one, it is better to freeze like a statue than it is to fight it or run away."

Riya stood perfectly still and did not move a muscle. She waited quietly until the cobra finally slithered off into the forest. When it was safe for her to leave, Riya ran home to tell her father what had happened.

"Babu, I saw a king cobra! It was going to bite me, but I remembered what you told me to do," Riya cried, beaming with pride.

"You learned an important lesson today, daughter. We must live peacefully with all creatures, even the deadly ones," Riya's father said wisely.

[Reading Level: 750–850L; Word Count: 153]

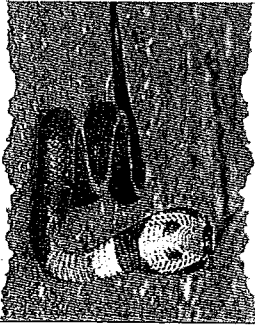
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Unit 3 | Literature

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TURN AND TALK

In the story, Riya is an Indian girl who refers to her father as "Babu." What inference can you make about this word based on evidence in the text?



King cobras have skin flaps on their necks that look like hoods.



Complete the chart by listing an inference you made and the evidence from the text to support it.

INFERENCE		SUPPORTING EVIDENCE
Riya's father is very important to her.		"Riya ran home to tell her father what had happened."  "Babu, I saw a king cobra! It was going to bite me, but I remembered what you told me to do," Riya cried, beaming with pride.

HINT, HINT

Where is Riya's father when she sees the snake?

Part A

How did Riya's father help her escape a king cobra attack?

- A He caught the king cobra in a basket.
- B He attacked the king cobra with a stick.
- C He told Riya how to behave around a king cobra.
- D He carried Riya far away from the king cobra.

Part B

Underline THREE sentences you would quote from the text to BEST support the answer to Part A.



How Am I Doing?

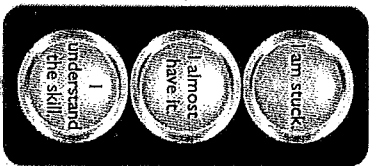
What questions do you have?

Write one quote directly from Riya's story.

Use evidence to make and support another inference about Riya's story.

SKETCH IT

In the margin below, draw a picture of evidence that makes or supports an inference from Riya's story.



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

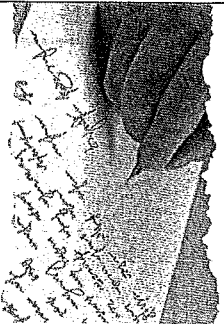
## INDEPENDENT PRACTICE

Read the selection. Then answer the questions that follow.

### Sharing the News

Genre: Short Story

- 1 Donald waited by the mailbox, biting his nails and hoping today would bring an answer from Ned. It had been so much easier to talk when Ned lived down the road, but Ned had moved across the country, and Donald needed his answer to an important question. He had even asked Mom if he could call Ned, only this once, but she had said long-distance phone calls were for really special days. Making them often would cost too much money.
- 2 Donald was going to star in a play this summer, and he desperately wanted to know if Ned would be able to visit. He wanted his best friend to be there. When would Ned's answer to Donald's letter come?
- 3 The answer did not arrive that day or the next day. When Donald came back to the mailbox the day after that, he finally saw a letter addressed to him.
- 4 "Dear Donald," the letter said, "my parents wanted to come back and visit sometime this summer, and I convinced them to choose the week when you're starring in your show! I wouldn't miss it for the world, Donald. You're the best friend I've ever had, and you came to every one of my baseball games last summer. I can't wait to see you perform, and I'll cheer as loudly as you always do. Your friend, Ned." Many summers later, Donald was walking his granddaughter home from the library. "Grandpa, you're coming to my show, aren't you?" Ella asked Donald.
- 5 "I wouldn't miss it for anything," he told his granddaughter.
- 6 "I'm glad," said Ella. "My friend Daniela is coming, and I asked my friend Alyssa, too, but I don't remember what she answered. Riley doesn't think she can come into town for it. If you're there, at least I'll have some of the family watching."
- 7 Donald asked Ella, "When did you have a chance to talk to Riley? You just found out that you got the part today, didn't you?"
- 8 "In the library, of course. I was online, telling lots of people."
- 9 "Sometimes I forget how easy it is these days," Donald replied with a laugh. "It's nice not to have to wait for an answer."
- 10 "I never really thought about it," Ella admitted as they walked in the door, "but I guess it is pretty easy."
- 11



- 12 When they got home, Donald pulled a piece of paper from his desk drawer. "What's that?" Ella asked him.
- 13 "Oh, you reminded me of something that happened when I was your age. I was going to be in a play. I wrote a letter to my very best friend to ask if he could come, and he wrote me a nice answer." Donald handed the letter to his granddaughter. "Be careful with this. It's 50 years old."

[Reading Level: 750–850L; Word Count: 464]

- 14 If you conclude that Ned is athletic, what evidence from the text would support that conclusion?

Sample response: Ned says in his letter, "... you came to every one of my baseball games last summer."

**TIPS AND TRICKS**  
Make an inference by using what you know already and what the text says.

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

#### 2. Part A

How does Donald feel before he receives an answer from Ned at the beginning of the story?

- ☐ A angry ☐ B sad  
☐ C anxious ☐ D happy

#### Part B

Underline TWO specific details from paragraphs 1 and 2 that BEST support the answer to Part A.

3. Which paragraph explains why Donald does not call Ned to invite him to the play?

- ☐ A paragraph 1  
☐ B paragraph 2  
☐ C paragraph 3  
☐ D paragraph 4

4. Which quote from the text BEST explains why Donald does not call Ned?

- (A) "It had been so much easier to talk when Ned lived down the road, but Ned had moved across the country, and Donald needed his answer to an important question." (paragraph 1)
- (B) "He had even asked Mom if he could call Ned, only this once, but she had said long-distance phone calls were for really special days." (paragraph 1)
- (C) "Donald was going to star in a play this summer, and he desperately wanted to know if Ned would be able to visit." (paragraph 2)
- (D) "I wrote a letter to my very best friend to ask if he could come, and he wrote me a nice answer." (paragraph 13)

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

5. Part A

What can you infer about how Donald feels about Ned's letter at the end of the story?

- (A) The letter is unimportant to him.
- (B) The letter makes him feel upset.
- (C) The letter makes him feel confused.
- (D) The letter means a great deal to him.

Part B

Which detail BEST supports the answer to Part A?

- (A) Donald walks Ella home from the library.
- (B) Donald tells Ella that he has kept the letter for 50 years.
- (C) Donald asks Ella when she last talked to Riley.
- (D) Donald tells Ella about how much has changed in 50 years.

6. Which THREE quotes BEST show that the second part of the story takes place 50 years after the first part?

- (A) "Many summers later, Donald was walking his granddaughter home from the library." (paragraph 5)
- (B) "But Riley doesn't think she can come into town for it." (paragraph 7)
- (C) "In the library, of course." (paragraph 9)
- (D) "Sometimes I forget how easy it is these days," Donald replied with a laugh." (paragraph 10)
- (E) "I never really thought about it," admitted Ella as they walked in the door, "but I guess it is pretty easy." (paragraph 11)
- (F) "Oh, you reminded me of something that happened when I was your age." (paragraph 13)

**HINT, HINT**

Remember to choose three quotes to answer this question correctly.

7. Read paragraph 8 of the story. Write a paragraph telling an inference you can make about Donald.

Sample response: Paragraph 8 shows that Donald does not understand how quickly people can talk to each other. You can guess that he is old because he would not be surprised that Ella told her friend about the play so quickly if he knew more about today's technology. He had to write letters to his friends when he was younger.

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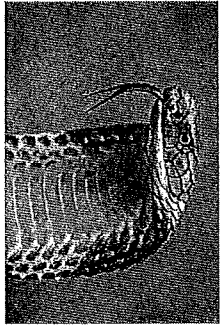
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# EXIT TICKET

SD.1

Now you know how to quote accurately from a text. Let's revisit the Real-World Connection. Imagine you are helping Anjali write to her aunt. How should she tell her aunt about Riva's exact experience from the story? Write your answer in the space below.



Sample answer: Anjali should tell her aunt that she read a story about a girl named Riva who ran into a giant cobra. She should explain that Riva seemed scared. Then, she should give a quote from the story like, "Riva stood perfectly still and did not move a muscle. She waited quietly until the cobra finally slithered off into the forest." Finally, Anjali should ask if her aunt ever had an experience like this.

Handwriting practice lines consisting of multiple horizontal lines for writing.

TIPS AND TRICKS

Remember that the theme is not the same as the plot. The plot of a story is what happens in the story. The theme is the deeper message that you can figure out from the events that take place.

Vocabulary in Action

As you read, you will come across many messages.

- A theme is a broad idea, message, or lesson about life. Most stories have clear themes. Sometimes stories have themes that are not stated clearly. When this happens, you must use details in the story to figure out the theme yourself. You look for clues as you read. One way is to pay attention to how characters respond to challenges and events in the story.

GUIDED INSTRUCTION

Mai has written a short story based on her own adventures. While reading her story, identify key details, character actions, and reactions to events and challenges.

First Flip

Deb paddled her raft down the river, far ahead of her group, toward the whitewater rapids. "I know this stretch of the rapids like the back of my hand," she said with confidence. She had been rafting here many times and felt prepared for whatever challenges came her way.

Suddenly, her raft shot forward, twisted around, and flipped over in the water. Deb was thrown into the icy, inky-black river. At first, she panicked, but then she remembered her lessons. "Get your feet up to the surface," she repeated to herself. "Grab the side of the raft." Within minutes, Deb was floating alongside the raft, holding it with one hand. Moments later, a guide arrived to help get the raft upright. "You did great, Deb! Every rafter flips over at least once, but very few of them handle it as well as you did. We always tell our students, 'Prepare for the worst, and you will be ready when it comes.' I can tell you have taken that message to heart!"

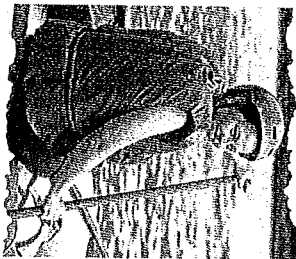
[Reading Level: 750–850; Word Count: 171]

Complete the chart by listing the key details you found in the story. First write the key detail. Then explain what the detail shows.

KEY DETAIL	WHAT THE KEY DETAIL SHOWS
Deb paddled far down the river, ahead of everyone else.	Rafting is easy for Deb.
Deb started to panic when her raft flipped, but then she remembered her lessons about what to do in this situation.	Deb is prepared to handle what can go wrong while rafting.

**HINT, HINT**

Key details show what characters do and how they respond to events in the story. They also reveal character traits.



**THINK ABOUT IT**

What does the text say about being prepared? What challenge does Deb face?

How Am I Doing?

What questions do you have?

Write one key detail that helped you determine the theme of Mai's story.

Make an inference about Mai based on the key details from the story.

TURN AND TALK

What is the theme of the passage "First Flip"? How did you determine the theme?



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

# READING NOTES

## INDEPENDENT PRACTICE

Read the selection. Then answer the questions that follow.

### Dead Man's Cliff

Genre: Short Story

- 1 Pryah sat on a tree stump in her front yard talking with her friends, Misty and Camila. Misty stood on top of the old tree swing, gently swaying from side to side, and Camila dangled from a low tree branch, kicking her legs.
- 2 "This is boring," Camila complained. "Let's go to Dead Man's Cliff."
- 3 "Um, or, we could go inside and watch a movie," Pryah replied.
- 4 "Ah, come on! Are you scared?" Camila asked.
- 5 "Pryah, don't be such a baby. We're going and that's that, so if you're too scared, stay here," Misty declared.
- 6 Before Pryah could think of a reply, Misty and Camila were already heading up the hill toward the overgrown path that led to Dead Man's Cliff. Pryah hesitated for a second, but then ran after them.
- 7 It was a short hike along the path to Dead Man's Cliff, but because no one had traveled the path in many years, it felt much longer. The girls had to push through thick weeds and prickly bushes that poked at their legs and ankles like a million little thumbtacks. Clouds covered the Sun, and the trees made the day feel as dark as night. Pryah's steps were slow and cautious.
- 8 Suddenly, Pryah felt something stick to her ankles. She looked down and shrieked. It was a giant spider web, and with it a black spider as big as a golf ball.
- 9 "Just brush it off, Pryah, it's only a spider," Misty said.
- 10 Camila rushed back to help her friend. As Camila brushed the spider web off Pryah, it stuck like glue to Camila's arm. Camila's heart was racing, but she stayed calm. Camila knocked the spider to the ground and crunched it beneath her foot. Camila asked Pryah, "Do you want to turn back?" but Pryah shook her head, and the three girls continued toward the cliff. Pryah wished she were brave like Camila.
- 11 "Here we are—Dead Man's Cliff!" Misty called, adding a silly evil laugh. The girls chuckled. From this height, they could see the whole lake, far below them, with gentle ripples rolling along its surface. Misty threw a rock over the side of the cliff. They listened for a splash, but heard nothing. They were too high up to even hear it. The craggy cliff looked both beautifully delicate and strong.

Pryah longed to have a similar hidden strength. Misty dared Camila to walk to the edge of the cliff.

- 12 "No way! You!"
- 13 "No, I dared you first!"
- 14 While Misty and Camila argued, Pryah stepped right past them, inspired by the strength of the cliff. She was so scared she could hardly breathe. With each step, the cliff seemed more fragile, like it might break at any moment, but Pryah moved forward, trusting it was stronger than it looked. Misty and Camila watched Pryah in silence. They couldn't believe what they were seeing. Pryah walked until her toes were at the edge of the cliff and laughed loudly over the edge! As she stepped back to join her friends, Pryah could hear her laughter echoing off the edges of the cliff. It sounded like bells ringing in triumph.

[Reading Level: 750–850; Word Count: 523]

1. What are THREE key details in the story that help you understand Pryah's personality? Write the three key details below in the chart.

Pryah sits on a tree stump in her yard.  
Pryah suggests going inside to watch a movie.  
Pryah hesitates to follow Misty and Camila.  
Pryah walks slowly and cautiously on the path.  
Pryah walks directly into a giant spider's web.

### HINT, HINT

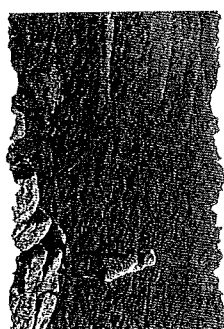
Choose three details that reveal Pryah's personality traits and help you understand how she faces challenges in the story.

Pryah suggests going inside to watch a movie.  
Pryah hesitates to follow Misty and Camila.  
Pryah walks slowly and cautiously on the path.

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

2. Part A  
What challenge does Pryah respond to in the story?

- (A) finding a fun activity to do
- (B) walking near the cliff's edge
- (C) finding a path to the cliff
- (D) getting along with friends



Part B

Which sentence from the story BEST illustrates the challenge Priyah responds to?

- A "Misty stood on top of the old tree swing, gently swaying from side to side, and Camila dangled from a low tree branch, kicking her legs." (paragraph 1)
- B "The girls had to push through thick weeds and prickly bushes that poked at their legs and ankles like a million little thumbtacks." (paragraph 7)
- C "Priyah wished she were brave like Camila." (paragraph 10)
- D "While Misty and Camila argued, Priyah stepped right past them, inspired by the strength of the cliff." (paragraph 14)

3. How does Priyah respond to the challenge in the story?

- A She suggests watching a movie together.
- B She screams when a spider crawls on her.
- C She shows courage at Dead Man's Cliff.
- D She laughs loudly and listens to her echo.

4. How does Priyah change from the beginning to the end of the story?

- A She becomes more courageous.
- B She becomes more cautious.
- C She becomes more patient.
- D She becomes more thoughtful.

THINK ABOUT IT

Think about what Priyah is like at the beginning of the story. How does she change throughout the story? How is she different at the end?

5. Write a paragraph about the theme of the story. Use details from the story to support your answer.

Sample response: The theme of the story is that

overcoming your fears can make you feel stronger.

At first, Priyah is afraid of being on the cliff. Then,

she overcomes her fear. Paragraph 14 says, "Priyah

walked until her toes were at the edge of the cliff and

laughed loudly over the edge!" This shows that she

is no longer afraid.

6.

Using evidence from the text, write a short paragraph that compares and contrasts Misty, Camila, and Priyah's character traits.

Sample response: Misty, Camila, and Priyah are

each different. Priyah is happy playing in her own yard,

but Camila is bored. She is more adventurous than

Priyah. Camila is the one who says that they should go

to Dead Man's Cliff. She is excited to go, but Priyah is

more cautious. Misty is more like Camila than Priyah.

When Priyah screams at the spider on her leg, Misty

tells her to brush it off like it is not a big deal. Misty also

laughs like a silly, evil villain when they reach the cliff.

SKETCH IT

Draw a diagram first, that organizes each of the girls' character traits, then add supporting evidence from the text. The diagram will help you to better compare and contrast the information, as well as keep it organized.

## SR12

Now you understand how to identify the theme of a story. Let's revisit the Real-World Connection.

What is the theme of Mai's story? In the space below, write the theme. Use key details that helped you to identify the theme.

**Sample answer:** The theme of Mai's story is that preparing for a challenge helps you overcome it. Mai writes in the story that Deb feels ready for any challenge because she has rafted at this spot so many times. The story also says that Deb remembers what she learned in her rafting lessons when she flipped over. Mai writes this story based on her own experience. This means she learns that preparing and training will help you solve problems.

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## GUIDED INSTRUCTION

Sam saw this flyer at a book sale. It got him interested in his new book about soccer. Read the summary. Does it give you enough information to tell you about the book? Underline two sentences that show the main idea. Circle the key details.

**HINT, HINT**  
A good summary provides answers to questions like *What? Who? Where? When? and Why?*

**Beating the Odds** by Kim Strong is a story about a girls' soccer team in a small town in Maine. Year after year, the Littletown Lasers (lose nearly every game they play) people even started to call them the Littletown Losers. Then a new coach comes to the school and changes everything. Coach Bella Frye has the players do (kooky drills and strange exercises). At first, the girls are confused and annoyed, but they have nowhere to go but up so they go along with their odd new coach. Before long, they have a winning team and a star player, Missy Randolph. Unbelievably, the Lasers (make it all the way to the state championships). By never giving up, the girls and their coach show what heart and determination can really do.

[Reading Level: 750-850L, Word Count: 132]

What does this summary include? It tells the title and the author's name. It says who the main characters are. You learn that the story takes place in a small town in Maine. The summary gives the problem the characters have. At first the girls do not like their coach. Then the summary states how they solve the problem. They learn to accept her strange new ideas. The summary also shows that this story has a good message. People can do anything when they choose not to give up.

Summaries put all the main story pieces together. They include the most important events. The chart below summarizes the events in *Beating the Odds* from the beginning, middle, and end of the book. The first box is filled in for you. Can you complete the rest of the chart?

Summary of Important Plot Events in <i>Beating the Odds</i>	
BEGINNING	The Littletown Lasers keep losing their soccer games.
MIDDLE	Coach Bella Frye arrives and tries a new and unusual approach to coaching.
END	The Littletown Lasers and their coach make it to the state championships.

### HINT, HINT

Remember that a summary should give the problem and the solution of the story.

### TURN AND TALK

Compare your chart with a partner or in a small group. Did you and your classmates come up with similar important plot events?

How Am I Doing?

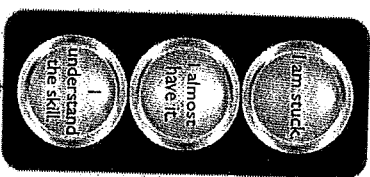
What questions do you have?

Why do you think summarizing might be an important skill?

### SKETCH IT

On a separate piece of paper, draw a diagram containing the most important ideas of a story, then turn it into a short summary.

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



# READING NOTES

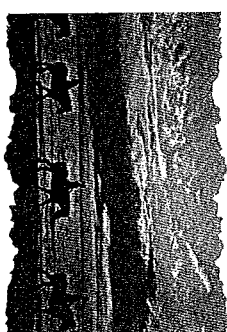
## INDEPENDENT PRACTICE

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

### How I Learned to Ride

by Leo Tolstoy | Genre: Short Story

- 1 When I was a little fellow, we used to study every day, and only on Sundays and holidays went out and played with our brothers. Once my father said:
- 2 "The children must learn to ride. Send them to the riding-school!"
- 3 I was the youngest of the brothers, and I asked:
- 4 "May I, too, learn to ride?"
- 5 My father said:
- 6 "You will fall down."
- 7 I began to beg him to let me learn, and almost cried. My father said:
- 8 "All right, you may go, too. Only look out! Don't cry when you fall off. He who does not once fall down from a horse will not learn to ride."
- 9 When Wednesday came, all three of us were taken to the riding-school. We entered by a large porch, and from the large porch went to a smaller one. Beyond the porch was a very large room: instead of a floor it had sand. And in this room were gentlemen and ladies and just such boys as we. That was the riding-school. The riding-school was not very light, and there was a smell of horses, and you could hear them snap whips and call to the horses, and the horses strike their hoofs against the wooden walls. At first I was frightened and could not see things well. Then our valet called the riding-master, and said:
- 10 "Give these boys some horses; they are going to learn how to ride."
- 11 The master said:
- 12 "All right!"
- 13 Then he looked at me, and said:
- 14 "He is very small, yet."
- 15 But the valet said:
- 16 "He promised not to cry when he falls down."
- 17 The master laughed and went away.



- 18 Then they brought three saddled horses, and we took off our cloaks and walked down a staircase to the riding-school. The master was holding a horse by a cord, and my brothers rode around him. At first, they rode at a slow pace, and later at a trot. Then they brought a pony. It was a red horse, and his tail was cut off. He was called Ruddy. The master laughed, and said to me:
- 19 "Well, young gentleman, get on your horse!"
- 20 I was both happy and afraid, and tried to act in such a manner as not to be noticed by anybody. For a long time I tried to get my foot in the stirrup, but could not do it because I was too small. Then the master raised me up in his hands and put me on the saddle. He said:
- 21 "The young master is not heavy—about two pounds in weight, that is all."
- 22 At first he held me by my hand, but I saw that my brothers were not held, and so I begged him to let go of me. He said:
- 23 "Are you not afraid?"
- 24 I was very much afraid, but I said that I was not. I was so much afraid because Ruddy kept dropping his ears. I thought he was angry at me. The master said:
- 25 "Look out, don't fall down and let go of me." At first Ruddy went at a slow pace, and I sat up straight. But the saddle was sleek, and I was afraid I would slip off. The master asked me:
- 26 "Well, are you fast in the saddle?"
- 27 I said:
- 28 "Yes, I am."
- 29 "If so, go at a slow trot" and the master clicked his tongue. Ruddy started at a slow trot, and began to jog me. But I kept silent, and tried not to slip to one side. The master praised me:
- 31 "Oh, a fine young gentleman, indeed!"
- 32 I was very glad to hear it.
- 33 Just then the master's friend went up to him and began to talk with him, and the master stopped looking at me.
- 34 Suddenly I felt that I had slipped a little to one side on my saddle. I wanted to straighten myself up, but was unable to do so. I wanted to call out to the master to stop the horse, but I thought it would be a disgrace if I did it, and so kept silence. The master was not looking at me and Ruddy ran at a trot, and I slipped still more to one side. I looked at the master and thought that he would help me, but he was still talking with his friend, and without looking at me kept repeating:
- 35 "Well done, young gentleman!"

### THINK ABOUT IT

Pause for a moment. As images of what you have read form in your mind, consider what main ideas jump out at you. Jot down these ideas in the margin or underline sentences that you think might be important.

36 I was now altogether to one side, and was very much frightened. I thought that I was lost, but I felt ashamed to cry. Ruddy shook me up once more, and I slipped off entirely and fell to the ground. Then Ruddy stopped, and the master looked at the horse and saw that I was not on him. He said:

37 "I declare, my young gentleman has dropped off!" and walked over to me.

38 When I told him that I was not hurt, he laughed and said:

39 "A child's body is soft."

40 I felt like crying. I asked him to put me again on the horse, and I was lifted on the horse. After that I did not fall down again.

41 Thus we rode twice a week in the riding-school, and I soon learned to ride well, and was not afraid of anything.

[Reading Level: 540-640L: Word Count: 874]

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

1. Part A

Which sentence BEST summarizes the narrator's main problem in the story?

- (A) The narrator would rather play with his brothers than study.
- (B) The narrator does not get along with his new riding teacher.
- (C) The narrator is small but wants to learn how to ride a horse.
- (D) The narrator falls off a horse while riding and hurts himself.

Part B  
Which sentence from the story BEST supports the answer to Part A?

(A) "When I was a little fellow, we used to study every day, and only on Sundays and holidays went out and played with our brothers." (paragraph 1)

(B) "The master was holding a horse by a cord, and my brothers rode around him." (paragraph 18)

(C) "For a long time I tried to set my foot in the stirrup, but could not do it because I was too small." (paragraph 20)

(D) "Ruddy started at a slow trot, and began to jog me." (paragraph 30)

2. Which answer BEST summarizes where MOST of the events in the story take place?

- (A) a stable
- (B) a farm
- (C) a riding school
- (D) the narrator's home

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

3. Part A

Which statement BEST summarizes the main idea of the story?

- (A) If you fail the first time, it is important to try again.
- (B) Ask for help if you are not sure about something.
- (C) People are never willing to admit their weaknesses.
- (D) People cannot get what they want all the time.

TIPS AND TRICKS

Remember that the main idea is the message the story tells.

6. How would you test your answer to question 5 to make sure it is a good summary of the text?

Sample response: To test my summary, I would look

at the text again to make sure that I have answered

the following questions: *Who? What? When?*

*Where? Why?* I would also make sure that my

summary includes the main idea of the story, the

problem the characters face, the solution to the

problem, and key details. Another way to test my

summary is to read it to a few people and ask them

if I have given enough information to tell them what

the story is about.

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Part B

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

☐ A "He who does not once fall down from a horse will not learn to ride." (paragraph 8)

☐ B "Then the master raised me up in his hands and put me on the saddle." (paragraph 20)

☐ C "I was very much afraid, but I said that I was not." (paragraph 24)

☐ D "I wanted to straighten myself up, but was unable to do so." (paragraph 34)

4. Which detail should be included in a summary of the end of the story?

☐ A The master says the narrator is very small.

☐ B The narrator slips off the horse's saddle.

☐ C The master asks if the narrator is afraid.

☐ D The narrator promises not to cry.

5. Write a summary of the story. Remember to include the most important events.

Sample response: The narrator begs his father to

let him learn how to ride a horse even though he is

very small. He goes to riding school with his older

brothers. The horse he rides shakes him off the

saddle. Even though he falls, he tries again and

soon learns to ride well.

## EXIT TICKET

張

Sample response: Sam, remember, a good summary should give a short description of the story so the audience has an idea of what it is all about. You should tell Ben a little bit about the main ideas from the beginning.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor discoloration or shadows, suggesting it might be a scan of a physical document. There is no handwriting or other markings on the page.

# Lesson 17

CONNECT CHARACTERS, SETTINGS,  
AND EVENTS 5RL3

## INTRODUCTION

### Real-World Connection

#### PERSONAL CHALLENGES

Molly and Holly are twins. Their friends sometimes confuse the girls for one another because they look and dress alike. Molly and Holly want to be seen as individual people, not as interchangeable characters! Even though they look similar, the twins are very different. Molly is shy and loves to spend time indoors. Holly is outgoing and likes to meet new people. Molly plays video games. Holly loves to go hiking outdoors. How can Molly and Holly show their friends that they are unique? We will practice these skills in Guided Instruction and Independent Practice. Then, we will check in with Molly and Holly at the end of the lesson.

### What I Am Going to Learn

- How characters, events, and settings interact with each other to shape a story
- How to compare and contrast parts of a story by identifying similarities and differences

### What I May Already Know 3RL3, 4RL9

- I know how to describe characters in a story and explain how their actions contribute to the events in the text.
- I know how to compare and contrast similar topics in stories and other forms of literature.

#### WORDS TO KNOW

character  
event  
setting  
compare  
contrast  
mood  
plot



## Vocabulary in Action

These words will help you learn how to connect characters, setting, and events as you read.

► **TURN AND TALK**  
Think of a story that you really like. Find a partner and tell him or her about the characters, events, and setting. Then switch roles and learn about your partner's story.

- A character is a person or animal in a story.
- Something that happens in a story is called an event.
- The setting is the time and place of the story.
- You can compare and contrast characters, events, and settings. To compare, you say how they are alike. To contrast, you say how they are different.
- The story's mood is the feeling it brings out in the reader. The mood could be happy, sad, confused, and so on. Sometimes the mood can change when the setting changes.
- The plot is the series of events that happen in a story. A story's plot usually includes a problem or a challenging situation. The characters must face the problem. Then they must take steps to solve or overcome it. To better understand a story, look for how the plot's events are connected. How do they work together to shape the plot? Try comparing or contrasting earlier events with later ones. This can help you see what has changed in the story.

## GUIDED INSTRUCTION

► **THINK ABOUT IT**  
What is the mood of the story? How do the story's main events affect the overall mood?



### Bee-ing in the Right Place

Lisa and her sister were helping weed the flower garden in their backyard. "Hey, could you throw me those gardening gloves?" Lisa asked.

Lacy didn't answer, so Lisa turned around to face her. Lacy looked pale and seemed to be having trouble breathing.

"Did a bee sting you?" Lisa asked. Her sister nodded yes, so Lisa jumped into action. First, Lisa helped Lacy lay flat on the ground. Then, she raced to get a bee-sting kit from a cupboard in the kitchen. Lacy had always avoided bee stings because she was allergic to the bee's poison. Lacy had gotten sick from a bee sting two years ago, so Lisa learned how to give her sister a special shot in case it ever happened again.

After giving Lacy a shot to make her better, Lisa called 911. Later that day at the hospital, one of the nurses praised Lisa's quick thinking. "You did a great job, and your sister is fine as a result," he said. "You kept your cool even though this was a scary experience. Nice job."

[Reading Level: 710–810; Word Count: 178]

The chart below shows important events in "Bee-ing in the Right Place." The first two boxes are filled in for you. Can you complete the rest of the chart?

Important Events in "Bee-ing in the Right Place"	
EVENT 1	Lisa and her sister Lacy are weeding the flower garden in the backyard.
EVENT 2	Lisa notices that Lacy looks pale and seems to have trouble breathing. Lisa asks Lacy, "Did a bee sting you?" Lacy nods yes.
EVENT 3	Lisa helps Lacy lie flat on the ground and runs inside to get a bee-sting kit.
EVENT 4	Lisa gives Lacy a special shot to make her better and calls 911.
EVENT 5	In the hospital, a nurse congratulates Lisa for helping her sister. She says, "You kept your cool even though this was a scary experience. Nice job."

► **TURN AND TALK**  
Compare your chart with a partner or a small group. Did you and your classmates come up with similar important plot events?

### HINT, HINT

Think about the important events that happen in the story. Which event introduces a problem that must be solved?

**Part A**  
What problem do the characters face in the story?

- ☐ A Lacy pricks her finger while weeding.
- ☐ B Lacy gets too hot in the sun.
- ☐ C Lacy is allergic to the flowers.
- ☐ D Lacy gets stung by a bee.

**Part B**  
Underline THREE sentences that show how the problem in Part A is solved.

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### SKETCH IT

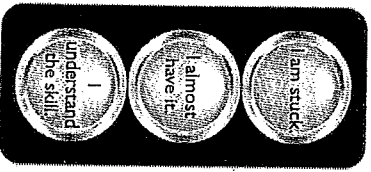
On a separate sheet of paper draw a cartoon diagram that shows real-life people shaping one another. For example, in the first frame, draw you and a friend sharing an experience. In the second frame, draw you giving advice to the friend. In the last frame, draw what happened when the friend took the advice. Share with your classmates.

How Am I Doing?

What questions do you have?

Think of a real-life example of people, settings, and events shaping one another. Describe the example.

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



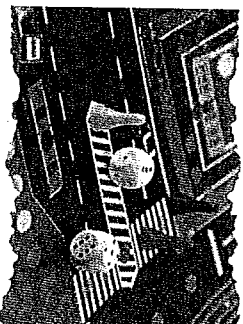
## INDEPENDENT PRACTICE

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

### Childhood Games

Genre: Short Story

- 1 Amir and Soraya were board-game designers. They did not create games to sell in stores, of course. However, they would spend hours working on games simply for themselves. Soraya would come up with the rules. They were different each time. Amir did the drawing for each game board, always with a new theme. They had made one game where the board looked like a baseball diamond and players had to get their pieces around the bases. They had made another one that looked like a rain forest through which players' pieces had to travel. Amir's favorite was the one they had made with an under-the-sea theme. It had five types of fish that players had to find.
- 2 When Amir came home after the first day of fifth grade, he was full of ideas. Maybe they could create games that were about the things he was learning in science or history. After all, Soraya had learned the same things last year, so she would know all about them.
- 3 When Amir started to tell Soraya about his ideas, she interrupted him to say, "I don't know if I have time for those games anymore now that I'm in middle school." She said the word *games* as if she were talking about an activity for babies. "The Mathletic Club asked me to join, and the coach said I might be the star member. Our first math meet is in two weeks, and I need to practice!"
- 4 "Oh, well. I don't really care much anymore about making board games either," Amir answered, trying to sound cool and hoping his sister believed him.
- 5 The next day at school, while Amir waited for class to start, he could not stop thinking about what Soraya had said. Where they done making games forever? Did Soraya think he was a baby for still liking them? Maybe now that she was in middle school, she planned to leave the board games and him behind. While Amir thought about all this, he doodled in the margins of his notebook. He drew a rain cloud with a grumpy face and a boy under the rain cloud who looked even grumpier.
- 6 "Hey," someone said, "that's not bad at all!" Amir turned and saw Will, the boy who sat next to him, looking over his shoulder.
- 7 "Thanks," Amir said shyly.
- 8 "Do you draw a lot?" Will asked.





- 9 Amir nodded, even though he did not know if that was still true. After all, most of the drawing he did was for his and Soraya's board games, and there might not be any more of those.
- 10 "You know," said Will, "I'm in the band, and we always need posters for our concerts. I was going to make them, but I'm not much of an artist. I'm definitely not as good at drawing as you are."
- 11 "I could help make the posters," Amir told Will. "I like having a reason to draw."
- 12 "You're the best!" Will replied. "That would be a huge help."
- 13 That night, Soraya talked about the Mathletic Club some more, but now Amir had something new to talk about, too: his new friends in the band. "It's nice to be busy," he told Soraya.
- 14 "That's why I love middle school," she agreed, "but I hope you're not too busy. I have to admit that I do miss making games with you."
- 15 "I think I could find time for that once in a while," Amir said with a grin. "How about a game about being in a band?"
- [Reading Level: 750–850L; Word Count: 584]

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

1. Part A

How is Soraya different from Amir in the story?

- ☐ A She thinks she no longer has time to make board games.
- ☐ B She decides she would like to become an artist.
- ☐ C She decides she dislikes working with her hands.
- ☐ D She realizes she wants to join the school band.

Part B

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

- ☐ A "Soraya would come up with the rules. They were different each time." (paragraph 1)
- ☐ B "When Amir started to tell Soraya about his ideas, she interrupted him to say, 'I don't know if I have time for those games anymore now that I'm in middle school.'" (paragraph 3)
- ☐ C "The Mathletic Club asked me to join, and the coach said I might be the star member." (paragraph 3)
- ☐ D "I'm in the band, and we always need posters for our concerts." (paragraph 10)

2. How is the setting in the middle of the story different compared to the setting at the beginning and end of the story?

- ☐ A The middle takes place at Amir's home, but the beginning and end take place at Amir's school.
- ☐ B The middle takes place at Will's home, but the beginning and end take place at Amir's home.
- ☐ C The middle takes place at Amir's school, but the beginning and end take place at Amir's home.
- ☐ D The middle takes place at Soraya's school, but the beginning and end take place at Amir's school.

3. How do Will and Amir interact in the story?

- ☐ A Will offers to help make board games with Amir.
- ☐ B Amir offers to draw concert posters for Will.
- ☐ C Amir asks Will to join the Mathletic Club.
- ☐ D Will asks Amir to join the school band.

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

4. Part A

How are Amir and Soraya alike?

- (A) Both are in a math club.
- (B) Both are good at drawing.
- (C) Both design board games.
- (D) Both are in middle school.

Part B

Which sentence from the text BEST supports the answer to Part A?

- (A) "Amir and Soraya were board-game designers." (paragraph 1)
- (B) "Our first math meet is in two weeks, and I need to practice!" (paragraph 3)
- (C) "I could help make the posters," Amir told Will." (paragraph 11)
- (D) "That's why I love middle school," she agreed." (paragraph 14)

5. Which TWO sentences from the text BEST show how Soraya's decision to try a new activity affects Amir?

- (A) "Amir did the drawing for each game board, always with a new theme." (paragraph 1)
- (B) "When Amir came home after the first day of fifth grade, he was full of ideas." (paragraph 2)
- (C) "The next day at school, while Amir waited for class to start, he could not stop thinking about what Soraya had said." (paragraph 5)
- (D) "He drew a rain cloud with a grumpy face and a boy under the rain cloud who looked even grumpier." (paragraph 5)
- (E) "That night, Soraya talked about the Mathletic Club some more." (paragraph 13)

TIPS AND TRICKS

Remember to choose two sentences to answer this question correctly.

6. Compare and contrast how Soraya and Amir are alike and different during the events of the story.

Sample response: At the beginning of the story, both Soraya and Amir enjoy building board games together. They are different because Soraya makes the rules and Amir draws. Soraya is a year older than Amir, and she does not want to make them anymore. Then Soraya and Amir make different friends at school. At the end of the story, they are both busy with their new friends. They do not spend much time together anymore, but they wish they could make the time to build board games together again.

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7 Read the following prediction.

Amir and Soraya will continue to pursue their individual interests. However, they will still make time in their busy schedules to create board games together in the future.

What facts from the text would you select to support this prediction?

**Sample response:** Amir is upset that Soraya does not seem to want to make board games with him anymore. He doodles rain clouds and sad faces in his notebook because he is upset. This tells me that Amir still wants to spend time with his sister. At first, Soraya seems too busy with her new school activities to care about Amir, but at the end of the story she says she misses him. This tells me that Soraya still wants to create board games with Amir. Even though they are both busy, their words and actions show that they want to continue to spend time together.

EXIT TICKET

You have learned how to compare and contrast characters. Let's revisit the Real-World Connection.

Molly and Holly want people to recognize them not only for what they have in common but also for their differences.

Use what you have learned in this lesson to compare Molly and Holly's situation to a story. Explain how the sisters' life stories are connected yet different from one another. Write your ideas in the space below. Use as many of these vocabulary terms in your response as you can: **characters, events, setting, compare, contrast, mood, and plot.**



**Sample answer:** We can think of Molly and Holly as characters in a story. Because they are sisters, they have many things in common that we can compare. For example, they share a setting at home and at school. However, there are a lot of differences to contrast between them. They experience different events because they enjoy different hobbies and activities. These events may create different moods and influence the plots of Molly and Holly's lives. The sisters will always be connected, even though they are unique.

Lesson 18 EXPLAIN THE MEANING OF FIGURATIVE LANGUAGE

"Didn't we tell you to watch out? Sometimes it's better to give in than to stubbornly fight and be destroyed," said the reeds.  
[Reading Level: 720-820L, Word Count: 177]

HINT, HINT

Remember that a simile compares two different things using the words *like* or *as*.

Part A

What does the author compare the fallen oak to in the fourth paragraph?

- A a fierce hurricane
- B swaying reeds
- C thick roots
- D a broken statue

Part B

Underline a sentence in the text that provides clues to help you understand the meaning of the simile in Part A.

The chart below shows examples of figurative language from the story. Use the vocabulary words from the Vocabulary in Action section to identify the figurative language used for each statement. Then, tell the intended meaning of each statement.

STATEMENT	FIGURATIVE LANGUAGE	MEANING
"You, in all your pride and strength, are a warrior in terrible storms."	Metaphor	It compares the tree to a warrior.
"...the great oak proudly lifted its hundred arms to the sky."	Personification	The tree feels pride and has human body parts (arms).

EXPLAIN THE MEANING OF FIGURATIVE LANGUAGE Lesson 18

How Am I Doing?

What questions do you have?

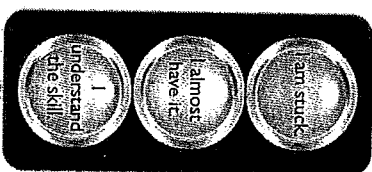
Create a sentence that uses a simile.

SKETCH IT

In the space below, draw a simile from the story.

Think of a myth or folktale that uses the figurative language examples in this lesson. Write the title and the examples in the space below.

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



## INDEPENDENT PRACTICE

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

### How the Rattlesnake Got Its Rattle

Genre: Folk tale

1 Long ago, before cities spread like wildfire, the Great Snake was king of the Wild West. He was clever, fast, and nearly impossible to beat. His brown and black scales were the perfect disguise among the dirt and rocks of the desert. He slithered silently, and the other animals never noticed his movements. The Great Snake easily caught any victim he desired.

2 One day, the Great Snake decided it was not enough to be the top meat eater in the Wild West. He wanted all the food for himself. He began eating every bit of food in sight, whether he liked the way it tasted or not.

3 Over time, Hawk, Owl, and Coyote grew hungry. The Great Snake's selfish behavior had left them without food. In response, the wise Owl called a meeting of all the animals of the West.

4 "I have called you here to discuss the Great Snake," Owl said. "We must find a way to stop him before we all starve."

5 "But he is so fast and poisonous that no one dares to go near him. How could we ever stop him?" asked Hawk.

6 "What if we tied rocks to his tail?" Coyote suggested. "That would surely slow him down."

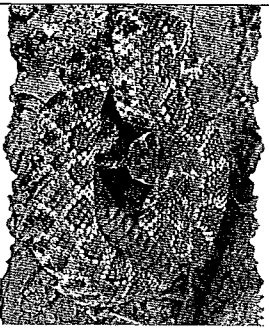
7 "A wonderful idea!" Owl declared. "We can get to work when the Sun goes down."

8 That night, while the Great Snake slept under a pile of rocks, Owl sneaked inside, quiet as a mouse, and tied its tail around the rocks. Owl worked slowly and carefully so he would not wake the sleeping monster. He had barely finished tying the rocks when suddenly the Great Snake awoke.

9 "What have you done to me?" the Great Snake hissed.

10 "I have given you a rattle, so you can declare your greatness with every move you make. Now all of the animals will hear how powerful and dangerous you truly are," Owl explained.

11 The Great Snake shook his tail, and the noise was as shocking as a scream in the night. Owl quickly flew away, unharmed.



- 12 From that day on, the Great Snake was known as the rattlesnake. It dragged its heavy, noisy rattle everywhere it went. The noise gave all the other animals a warning that danger was near, which provided them with plenty of time to gather food and escape to safety. At last, there was balance among the animals and plenty for all to eat. [Reading Level: 710–810; Word Count: 398]

#### 1 Read this sentence from paragraph 1.

"Long ago, before cities spread like wildfire, the Great Snake was king of the Wild West."

What inference can you make from this simile?

Sample response: This simile means that cities were built very quickly and, like wildfires, they were hard to control.

#### TIPS AND TRICKS

Similes and metaphors compare two unlike things. Similes use like or as. Metaphors do not use like or as.

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

#### 2. Part A

What does the author mean when he or she uses metaphor and personification to call the Great Snake "the king of the Wild West"?

- ☐ A The snake eats more food than the other animals in the area.
- ☐ B The snake is more powerful than the other animals in the area.
- ☐ C The snake is more attractive than the other animals in the area.
- ☐ D The snake has lived there longer than the other animals in the area.

#### Part B

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

3. Read this sentence from paragraph 11.

"The Great Snake shook his tail, and the noise was as shocking as a scream in the night."

What does the underlined simile help you understand?

- (A) how happy the snake sounds when it eats
- (B) how scary the snake sounds when it rattles
- (C) how sad the snake sounds when it is hurt
- (D) how fierce the snake sounds when it hunts

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

4. Part A

To what does the author compare Owl in paragraph 8?

- (A) a mouse
- (B) a tail
- (C) a pile of rocks
- (D) a rattle

Part B

Which sentence from the story BEST helps you figure out the meaning of the simile in Part A?

- (A) "His brown and black scales were the perfect disguise among the dirt and rocks of the desert." (paragraph 1)
- (B) "Owl worked slowly and carefully so he would not wake the sleeping monster." (paragraph 8)
- (C) "'I have given you a rattle, so you can declare your greatness with every move you make.'" (paragraph 10)
- (D) "From that day on, the Great Snake was known as the rattlesnake." (paragraph 12)

5. Which THREE words from the text provide the BEST clues about why the Great Snake is known as "King of the Wild West"?

- (A) poisonous
- (B) dangerous
- (C) wise
- (D) hungry
- (E) fast
- (F) noisy

HINT, HINT

Choose more than one word ("three words") when you answer this question.

6. Rewrite one to two sentences from the last paragraph. Use new examples of figurative language. Explain what figurative language you have used and what it means. Then, explain how it may change the meaning of the story.

Student answers will vary. Sample response: "The Great Snake was known as the rattlesnake. It

dragged its heavy, noisy rattle everywhere it went like a ball and chain." "Ball and chain" is a simile. It shows how heavy and noisy the rattle is. It does not change the meaning of the story.

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\_\_\_\_\_

## 5R14

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

Katie and Zach practiced using similes, metaphors, and idioms. Katie used the simile "...like a fish out of water". She used the idiom "...to break the ice". She did not mean they were actually fish or that they were actually going to break ice. Zach wants to figure out what these sayings mean. Explain to Zach what "...like a fish out of water" and "...to break the ice" mean. Then, explain how you figured it out.

Sample answer: "Like a fish out of water" means out of place. I figured this out because Katie is at a party where she feels like she does not fit in. This is how a fish would feel if it were on dry land. "Break the ice" means to talk to other people at the party. I figured this out because talking to people you have not talked to before can be like breaking through ice.

- A chapter is a division in a story. Each chapter tells a piece of the whole story.
- A flashback is when a character remembers something that happened in a different time and place from the rest of the story. Flashbacks provide more information for the reader to understand about the character, or the events in the story.

## GUIDED INSTRUCTION

### TURN AND TALK

The beginning of a story introduces the reader to the main characters and setting. Talk with a partner about what the first two paragraphs of "The Mysterious Shriek" tell you about the characters and setting of the story.

### The Mysterious Shriek

Sam rode his tractor back to the barn with a look of satisfaction on his face. The cows were milked, the chickens were locked in their pen for the night, and the horses were happily munching hay. Sam was hungry, too, so he whistled to call his dog, Buster, and walked quickly to the house.

Just as Sam stepped onto his porch, he heard a horrible shrieking sound in the distance. "What's that?" Molly cried from the kitchen. The noise had made Buster's hair stand on end, so Sam stroked the dog's head to calm him. "It's all right, boy," Sam said.

All was quiet again, so Sam and Molly sat down to enjoy a dinner of beef stew and freshly baked bread. Then they read the newspaper and turned on the TV to watch the news. Soon the farmer and his wife heard another ear-splitting shriek. This time, it seemed closer than before.

A few weeks ago, Molly had gone shopping in town and bumped into Edgar, a neighbor who lived a few miles away. Edgar told Molly that he had spotted wild peacocks in the woods. Molly didn't think anything about it, and it slipped her mind until now.

"Sam, what do peacocks sound like?" Molly asked.

"Peacocks? How would I know? We've only got chickens, cows, and barn owls on the farm. Why do you ask?"

Molly turned on her computer, pulled up an Internet browser, and searched for a video. A moment later, she played a short video of a peacock screeching.

"We've got peacocks, all right," Sam sighed.

"They fly into tall trees at night," Molly said, "but they also eat all kinds of bugs, so they will be good to have around if we can get used to the noise!"

[Reading Level: 730–830; Word Count: 296]

English Language Arts | Level E

Copying is prohibited.

A peacock stands on the ground.

[180] masteryeducation.com

### Part A

What happens at the end of the story?

- (A) Molly uses her computer to find a video.
- (B) Sam finishes his chores for the day.
- (C) Molly talks to a neighbor in town.
- (D) Sam and Molly hear a loud noise.

### HINT, HINT

Think about the structure of the story. Which event is the one that helps resolve the conflict?

### Part B

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

There is a beginning, middle, and ending in the story. In the chart below, fill in each section according to the structure of the story. The first one is completed for you.

### The Mysterious Shriek

BEGINNING	Sam finishes his chores and goes to the house where his wife Molly is setting dinner on the table. They hear a shriek.
MIDDLE	Sam and Molly are relaxing after dinner when they hear the shriek again. Molly remembers a neighbor telling her about wild peacocks.
ENDING	Molly looks up peacock sounds using the internet and determines the sound they are hearing is from a peacock.
FLASHBACK	"a few weeks ago"

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SKETCH IT

On a separate sheet of paper, illustrate the beginning, middle, and end of the story "The Mysterious Shrek." Share with your classmates.

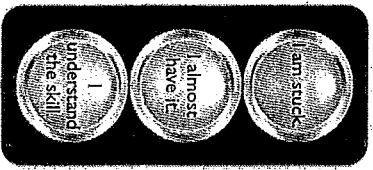
How Am I Doing?

What questions do you have?

Explain how flashbacks help propel the story forward.

Explain how the beginning, the middle, and the end structure is used in an adventure story you have read.

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



INDEPENDENT PRACTICE

READING NOTES

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

On the Trail

Genre: Short Story

Chapter 1

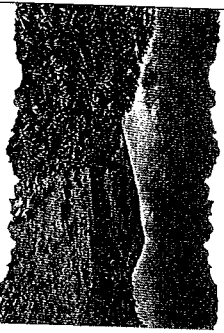
- 1 Jamal had to pause every five seconds to take a deep breath. He knew he was slowing his older brother down by doing so, but Shawn was so absorbed in the environment that he did not even seem to notice.
- 2 "Did you know that the Appalachian Mountains are between 300 and 500 million years old?" Shawn was addressing Jamal, but it seemed more like he was talking to himself.
- 3 "Yep, that's older than the Himalayan Mountains in Tibet," replied Jamal.
- 4 "Speaking of which, if you hike the entire Appalachian Trail, you climb up and down so many times that it's like climbing Mount Everest 16 times!"
- 5 Jamal already knew that he must have heard it from Shawn at least 16 times. "My legs are hurting, Shawn. When are we going to stop and rest?"
- 6 "Oh, after a few more miles, you won't even notice that your legs hurt, but I think there's a shelter up here somewhere. Once we reach it, I guess we can stop and relax for a few minutes."
- 7 "It's starting to get dark, so shouldn't we think about stopping for the night?"
- 8 "I hope you're not like this all the way to North Carolina! We are going to be hiking many miles every day for the rest of the week. It's not even time for dinner yet—we still have at least two hours of daylight. We can make it to Vogel State Park by then."
- 9 The sky was starting to darken to a bluish-purple. The air was also becoming increasingly damp, and the slight breeze that had cooled them off before was picking up speed. Then, a few drops of rain began to fall.
- 10 "Oh no," Shawn said. "I think we have a storm coming."
- 11 Within seconds, the rain had gotten heavier, and soon it was drenching the boys and the ground beneath them, turning the dirt to red mud as they began to run. "Where's the closest shelter?"
- 12 "I don't know," shouted Shawn. "But let's run until we find it!"

Chapter 2

- 13 As the boys made their way through the storm, Jamal thought back to how he and his brother had wound up there. It had been two weeks earlier when Jamal had first asked his parents about joining Shawn on the hike.
- 14 "The Appalachian Trail? I'm not so sure, Jamal," Mrs. Brown had said warily.
- 15 "I will be with Shawn," Jamal replied. "He's a very experienced hiker. He goes on hikes every weekend—sometimes 20 miles or more."
- 16 "It's true that Shawn has always wanted to hike the Appalachian Trail," Mr. Brown replied, looking at his wife. "He has talked about it since he was Jamal's age. He has researched every detail about it. I'll bet that if you placed him on the trail today, he could walk all 2,000 miles with his eyes closed!"
- 17 Mrs. Brown was still not convinced. "Shawn is an experienced hiker, but you haven't been on many hikes, Jamal. Do you realize that this terrain is very difficult?"
- 18 "I have been on a lot of hikes with my scout troop. Once, we even hiked all the way up Bollinger's Peak. It was a four-mile hike!"
- 19 "Do you know how long the Appalachian Trail is? You're going to be walking much farther than four miles."
- 20 "Yeah, we will be hiking from the beginning at Springer Mountain to Hot Springs, so we will hike the trail through Georgia and half of North Carolina. That's all that Shawn has the time for, since he only has two weeks before he has to return to college."
- 21 "Shawn has always been careful about what he's doing," Mr. Brown said. "I know he will take good care of Jamal and keep him safe, so I think we should let Jamal go along."

Chapter 3

- 22 "I cannot see anything at all!" Shawn cried as they ran through the pouring rain. "I can't believe I was so stupid. Even though I checked the weather reports last week and didn't hear anything about a storm, I knew I should have checked again!"
- 23 "I see something ahead that looks like a building," said Jamal.
- 24 The boys plowed through the mud to the small wooden shelter, which had three walls and was open in the front. Inside, there was a dry bench, some tables, and a ladder that led to a loft under the roof.
- 25 "If this storm doesn't let up soon, it looks like we might be sleeping here, Jamal. It's a good thing we wrapped our sleeping bags, because otherwise they would be as soaked as we are." Once the purple sky began to turn a darker shade, the boys decided to go ahead and spend the night at the shelter.



READING NOTES

- 26 "I'm sorry our first night on the Appalachian Trail has been such a disappointment," Shawn said with sadness in his voice.
- 27 "It's no problem," Jamal replied cheerfully. "I was just complaining about not getting to rest. Tomorrow morning, the storm should be gone, the mud should be dry, and we'll be bound for North Carolina!"

[Reading Level: 750–850; Word Count: 835]

1. What are the key events in each chapter of "On the Trail"? Use the sentences below to fill out the chart.

CHAPTER 1	Jamal and Shawn get caught in a rainstorm while hiking.
CHAPTER 2	Jamal asks his parents about hiking the Appalachian Trail.
CHAPTER 3	Jamal and Shawn find a small wooden shelter on the trail.

Jamal and Shawn get caught in a rainstorm while hiking.

- This question has two parts. First, answer Part A. Then, answer Part B.
2. Part A
- Which sentence BEST describes how the author organized the story?

- (A) Each chapter tells about a different character.
- (B) Each chapter tells about a different event.
- (C) Each chapter tells about a different setting.
- (D) Each chapter tells about a different problem.

- Part B
- Underline ONE sentence in EACH chapter that BEST supports the answer to Part A.

3. Which sentence BEST describes the structure of "On the Trail"?

- ☐ A It is divided into chapters and presents events in chronological order.
- ☐ B It is divided into chapters and tells some events through a flashback.
- ☐ C It is divided into chapters that each present different points of view.
- ☐ D It is divided into chapters that each compare the main characters.

4. How is Chapter 2 different from Chapters 1 and 3?

- ☐ A Chapter 2 is about the Appalachian Trail.
- ☐ B Chapter 2 is about Jamal and Shawn.
- ☐ C Chapter 2 reveals the story's climax.
- ☐ D Chapter 2 contains a flashback.

5. Chapter 2 presents each boy's preparation for the hiking trip along the Appalachian Trail. Compare and contrast each boy's preparation and explain how it builds the story.

Sample response: Jamal is not prepared for the hike while Shawn is. Jamal wants to go on the hike, but he does not understand how hard it will be. He trusts that his brother knows what he is doing. On the other hand, Shawn is very prepared. He has spent a lot of time researching and packing. He checked the weather reports and made sure they wrapped their sleeping bags in plastic. These differences build the story because they show the effects of the boys' preparation.

6. Explain how the last paragraph of "On the Trail" contributes to the reader's understanding of the story. Use details from the story to support your answer.

Sample response: The last paragraph shows that Jamal is actually enjoying the hike. It also suggests that Jamal will keep up with Shawn. Jamal makes Shawn feel better about being stuck in the storm. He says, "it's no problem" and tells Shawn that he will be ready to keep going tomorrow morning.

#### TIPS AND TRICKS

Remember to use quotes and summarize events to answer this question.

# EXIT TICKET

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Sample answer: Luis should have a beginning that sets up a conflict. He should have a middle where the conflict builds. Then, he should have an ending where there is a climax and the conflict is solved. Somewhere in the story, he should have a character remember something that happened in a different time and place from the rest of the story. This memory should give the reader more information about the character or the events in the story. This is a flashback.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper has a slightly textured appearance and some minor discoloration or shadows, suggesting it's a physical scan. There is no handwriting or other markings on the paper.

# Lesson 20

DESCRIBE STRUCTURE OF DRAMA SRLS

## INTRODUCTION

### Real-World Connection

#### MYSTERY AND SUSPENSE

Jake and his friends are getting ready for a talent show. They need to write and perform a skit. Before they start, Jake suggests, "Let's write about the mystery of Smuggler's Swamp." His friends agree this is a cool topic. Now they need to make the story! How can they write the script correctly so they can perform it—and crush the talent show? We will practice the skills in Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Jake and his friends' skit.

### What I Am Going to Learn

- How drama has a unique structure and what it includes
- How stage directions, props, and dialogue bring a play to life

### What I May Already Know 4RL5

- I know that the structure of drama is different from the structure of poetry and prose.
- I know that drama includes casts of characters, settings, dialogue, and stage directions.

### Vocabulary in Action

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

A drama is a story that is acted out for an audience.

A play is the written form of a drama.

A script is the written form of a drama. Actors perform the words from the script. The script should include the following elements.

WORDS TO KNOW

drama	play
script	dialogue
stage direction	prop
act	scene
plot	conflict
climax	



#### TURN AND TALK

Pay attention to a how a play is put together when you read or act in one. What happens at the beginning, middle, and end?

- the title
- a list of the cast of characters
- a description of the setting where the action takes place

The script contains lines of dialogue. These are the words the characters say.

A stage direction is a word or phrase in the script that appears inside brackets and has a different format from the dialogue, like *italics*.

- Stage directions tell actors how to say their lines or how to move on stage. For example, a stage direction might look like this: *[Sadly,]*
- Stage directions describe costumes and lighting. They may also describe a prop. Props are the objects the characters use on stage.

An act is a section in a play. A scene is a smaller part of an act. Each act or scene moves the story from the beginning to the end.

- The beginning of a play introduces the characters.
- The middle develops the plot, or main events. The plot includes a conflict, or a problem the characters must solve.
- The climax is the turning point. It is the moment when characters must make a choice. The solution to the problem often comes right after the climax.

## GUIDED INSTRUCTION

Here is the play Jake and his friends wrote. Think about the way different parts of the play fit together to provide the overall structure.

### Mystery at Smuggler's Swamp

#### Cast of Characters

Ned

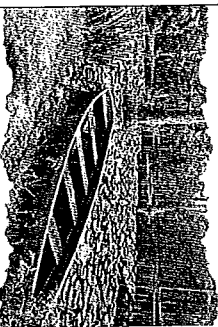
Walt

Reporter

Setting

The eastern shore of Smuggler's Swamp, morning, July 1977

*[NED and WALT sit in a boat they rented for their yearly fishing trip. They cast their lines into the water and then wait quietly.]*



#### Scene 1

NED: *[shouts]* I think I caught something!

WALT: I need to change my bait. You always catch more fish than I do.

NED: Oh, I didn't catch a fish. I snagged an old bottle on the line.

*[NED pulls an old yellow bottle from the water into the boat.]*

WALT: There's something in the bottle.

*[NED pulls a cork out of the top of the bottle and fishes out a piece of paper.]*

NED: It's an old map. Look at the spot marked by the X. It's here, near Pirate's Point.

WALT: *[whispers]* Do you think it's a pirate map? You know, a map that shows where they buried the treasure?

#### Scene 2

*[NED and WALT are on shore. They stand between an old tree and a huge rock.]*

WALT: This is it! I have a shovel in the trunk of my car. I'll get it so we can dig.

NED: My dad told me about a pirate, Old Red Beard, who hid out here for years.

WALT: I heard those stories, too. Let's hope Old Red Beard left something behind.

*[WALT leaves and returns with a shovel. He starts digging.]*

NED: *[watching]* I found the bottle, so I should get the treasure.

WALT: *[huffing and puffing]* But I'm the one digging, so I should get it.

#### Scene 3

NED: We're old friends, so we should each get an equal share. Let's not get ahead of ourselves. We don't know yet if there's anything to divide.

WALT: *[stops digging to wipe his forehead]* Don't worry.

NED: *[confused]* What do you mean?

WALT: Old Red Beard didn't bury treasure. He buried a rusty spyglass and a pirate flag.

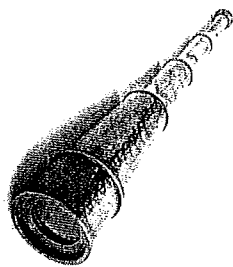
*[A few days later, NED and WALT talk to a local newspaper reporter.]*

#### TIPS AND TRICKS

When you finish reading a scene, visualize the characters and plot, then write a short summary of it. Visualizing and writing will help you to remember the unfolding of the plot. You can try it by writing in the margin below.

#### THINK ABOUT IT

In Scene 3, Ned and Walt resolve the conflict that was introduced in Scene 2. How do they accomplish this?



REPORTER: How does it feel to discover Old Red Beard's belongings?  
WALT: We're happy to be the ones who found something of interest from days gone by.

REPORTER: The museum is giving you a reward. What will you do with the money?

NED: As a team, we found the map and then Old Red Beard's spyglass and flag. Of course, we'll split the reward money equally. Then we'll take our grandchildren out to lunch after we go to the museum.

[Reading Level: NP, Word Count: 414]

Look at the chart below. It shows the main events in Scene 1 of *Mystery of Smuggler's Swamp*. Can you fill in the second box to tell what happens in Scene 2?

MYSTERY OF SMUGGLER'S SWAMP	
Beginning	Scene 1: Ned and Walt go fishing one morning in July off the eastern shore of Smuggler's Swamp. Ned catches an old bottle with a map inside.
Middle	Scene 2: Walt and Ned think they have found a map left by Old Red Beard. They argue about who should get the treasure they believe is buried there.

Part A  
What happens at the end of the play?

- A Ned and Walt find Old Red Beard's buried treasure and divide it equally.
- B Ned and Walt find Old Red Beard's flag and spyglass and share a reward.
- C Ned takes all of the reward money from the museum for himself.
- D Walt takes all of the reward money from the museum for himself.

Part B  
Underline TWO lines of dialogue that BEST support the answer to Part A.

How Am I Doing?

What questions do you have?

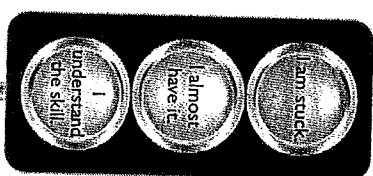
Think of a play you have read or seen performed to answer these questions.

- What different parts does this play have?

- How do the parts of this play fit together to provide an overall structure?

SKETCH IT

In the margin below, draw an image of a prop from *Mystery of Smuggler's Swamp*.



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

## READING NOTES

## INDEPENDENT PRACTICE

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

### Do Not Open

Genre: Drama

#### Characters

Eli  
Mira  
Aiden  
Ethan, Eli's younger brother

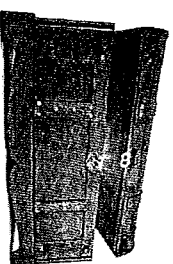
**Settings:** Eli's backyard, school lunchroom, Eli's bedroom

**Time:** Present day

#### Scene 1

*ELI, MIRA, and AIDEN are digging in the backyard with large shovels. ETHAN, who is noticeably younger than the other kids, sits off in a corner.*

- 1 ETHAN: Please, Eli! Can't I help dig?
- 2 Eli: Sorry, we're out of shovels. Plus, I don't want you to get hurt. Why don't you go inside, and we will call for you when we've finished digging the swimming pool!
- 3 ETHAN: Okay, but don't forget.
- 4 [Exits.]
- 4 AIDEN: This is exhausting, and I'm getting tired! How deep do you think it needs to be?
- 5 MIRA: Way deeper than this. If we stop now, the water would be barely up to my hips!
- 6 AIDEN: Well, then, let's at least take a break soon.
- 7 MIRA: Not a long break. We want this pool to be finished by the weekend. It's supposed to be hot this weekend. We'll be glad to have a swimming pool when the temperature rises.
- 8 AIDEN: How are we going to stop it from turning to mud?
- 9 Eli: I've been thinking about that. I think we should tape a bunch of plastic trash bags together like a waterproof blanket. Then we could tie down the bags along the top of the hole, and pour the water over the bags.
- 10 AIDEN: That's brilliant!



- 11 MIRA: That is exactly why I'm friends with you, Eli!
- 12 [The three friends laugh.]
- 12 Eli: Thanks!
- 12 [A loud thumping sound is heard.]
- 13 MIRA: I think I hit something.
- 13 [MIRA swings her shovel and the loud thump repeats.]
- 14 AIDEN: What is it?
- 15 MIRA: I'm not sure. I think it's a box.
- 15 [The three friends drop their shovels and begin freeing the box from the dirt. They pull out a large, wooden box wrapped in leather straps and covered with writing.]
- 16 AIDEN: Oh cool. Let's open it!
- 17 MIRA: It's locked.
- 18 Eli: The lock looks pretty worn. I think we could bust it open. I don't know if we should though. Read the writing.
- 19 MIRA: "BEWARE!"
- 20 AIDEN: "DO NOT OPEN!"
- 21 Eli: "OPEN AND PERISH!"
- 22 AIDEN: What does *perish* mean?
- 23 Eli: I'm not sure, but I bet it isn't good.
- 24 MIRA: "BE WARNED! THIS BOX HOLDS EVIL." Maybe we should just leave it buried.
- 25 AIDEN: No way! What if it's loaded with treasure?
- 26 MIRA: Buried treasure isn't real.
- 27 AIDEN: And evil boxes are!
- 28 MIRA: I don't know . . . I don't think so, but I have a bad feeling about this box.
- 29 Eli: It's getting late. Let's just hide it in my room until we decide what to do with it. [The three friends exit. ELI is carrying the box.]

#### Scene 2

*ELI, MIRA, and AIDEN are sitting by themselves at a lunch table. They have their lunch boxes out and their backpacks on the chairs behind them.*

- 30 AIDEN: Let's go to Eli's house and open that box today. I can't stop thinking about what's inside.
- 31 MIRA: I can't stop thinking about it either. I could hardly sleep last night.



## READING NOTES

- 32 EL: You could hardly sleep? I was the one with the box in my room. I woke up in the middle of the night and thought I heard it groaning. I pulled it out from under the bed, to prove it was only my imagination, but the groaning grew louder. I'm pretty sure there was something green glowing inside of it.
- 33 AIDEN: No way! Are you serious?
- 34 MIRA: I may never sleep again.
- 35 EL: After school, let's get rid of it in the trash can in the park. Agreed?
- 36 AIDEN and MIRA: Agreed!

### Scene 3

EL, MIRA, and AIDEN enter ELI's bedroom. ETHAN is already in the room, holding the box.

- 37 MIRA: No, Ethan!
- 38 AIDEN: Stop!
- 39 EL: Don't open that box!
- 40 ETHAN: Why not?
- 41 EL: Read what is written on it: BEWARE! DO NOT OPEN!
- 42 EL, AIDEN, and MIRA: NO!
- 43 ETHAN: What's the big deal, guys? I already opened it earlier. It's just a bunch of old baseball cards.
- [ETHAN shows the open box and everyone laughs.]
- [Reading Level: NP; Word Count: 682]

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

#### 1. Part A

Which sentence BEST describes how the author organizes the scenes?

- (A) Each scene focuses on a different character.
- (B) Each scene takes place in a different location.
- (C) Each scene introduces a different problem.
- (D) Each scene details the use of a different prop.

### Part B

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

#### 2. Which sentence BEST describes how *Do Not Open* is organized?

- (A) It is divided into chapters.
- (B) It is divided into acts.
- (C) It is divided into scenes.
- (D) It is divided into stanzas.

#### 3. How is Scene 2 different from Scenes 1 and 3?

- (A) Scene 2 takes place at school without Ethan.
- (B) Scene 2 takes place at Eli's house without Mira.
- (C) Scene 2 takes place at a local park without Aiden.
- (D) Scene 2 takes place at a baseball game without Eli.

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

#### 4. Part A

How does Scene 2 contribute to the play?

- (A) It describes how Mira, Aiden, and Eli create a swimming pool.
- (B) It describes how Mira, Aiden, and Eli decide to handle the box.
- (C) It describes what Mira discovers while she is digging the pool.
- (D) It describes how Ethan opens the box to see what is inside.

### TIPS AND TRICKS

You are always on the lookout for the best answer. More than one answer may seem accurate, so read each answer more than once.

Part B

Which line of dialogue from Scene 2 BEST supports the answer to Part A?

- A "Let's go to Eli's house and open that box today." (line 30)
- B "I can't stop thinking about it either." (line 31)
- C "I woke in the middle of the night and thought I heard it groaning." (line 32)
- D "After school, let's get rid of it in the trash can in the park." (line 35)

5. According to the cast of characters, who is Ethan?

- A the younger brother of Mira
- B the younger brother of Eli
- C the boy who found the box
- D the boy who buried the box

HINT, HINT

Remember that the cast of characters is a list of characters that appears at the beginning of a script.

6. What is the conflict in the play? What is the climax?

Sample answer: The conflict is introduced in

Scene 2. The problem that Aiden, Mira, and Eli must solve is what to do with the mysterious box they find in Scene 1. The climax occurs when Ethan opens the box in Scene 3.

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

7. Part A

During the play's conclusion, how do Mira, Aiden, and Eli feel about opening the box?

- A They are excited. B They are afraid.
- C They are jealous. D They are bored.

Part B

Which line of dialogue from the text BEST supports the answer to Part A?

- A "Oh cool! Let's open it." (line 16)
- B "No way! What if it's loaded with treasure?" (line 25)
- C "Don't open that box!" (line 39)
- D "What's the big deal, guys?" (line 43)

8. Write THREE details you learn about the box from the stage directions in Scene 1. What do these details show about the box?

Sample response: First, the stage directions show that the box is large and made of wood. Then, they show that it is wrapped in leather straps. Finally, they show that it is covered in writing. These details show that the box is mysterious and maybe even dangerous.

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TIPS AND TRICKS

Write more than one detail ("three details") when you answer this question.

# EXIT TICKET

5813

Now you know how to describe the structure of drama. Let's revisit the Real-World Connection. Imagine you are one of Jake's friends. You are helping polish *Mystery at Smugler's Swamp* before the talent show. Did he write the script correctly? How did he organize the events?  
Complete the chart. Describe the structure of *Mystery at Smugler's Swamp* by identifying specific parts of the script.

EXAMPLE SCRIPT	
PLAY SCRIPT	
Title	Mystery at Smugler's Swamp
Characters	Ned, Wait, a reporter
Setting	the eastern shore of Smugler's Swamp, July 1977
Acts	none
Scenes	Scenes 1, 2, and 3
Stage Directions	[stops digging to wipe his forehead]
Props	old yellow bottle
Dialogue	REPORTER: The museum is giving you a reward.
Conflict	Ned and Wait argue about who should get the treasure. Ned thinks he should get it because he found the bottle with a map inside. Wait thinks he should get it because he digs at the spot marked by an X.
Climax	Wait and Ned decide to share equally whatever they find.

# Lesson 21

DESCRIBE STRUCTURE OF POEMS SRL5

## INTRODUCTION

### Real-World Connection

#### NATURAL WONDERERS

Lenny writes his own songs and plays them on his guitar. When he works on a new song, he thinks a lot about how the different parts fit together. Lenny records a song about his favorite hiking trail. Then, he sends it to his Aunt Rose. He asks her to tell him what she thinks. What will Aunt Rose tell Lenny about his song? What words will she use to describe how he puts the words together? We will practice the skills in Guided Instruction and Independent Practice. Then, we will help Aunt Rose describe how words fit together in Lenny's song.

### What I Am Going to Learn

- How poems have certain structures
- How poems are written in lines and stanzas
- How rhyme, rhyme scheme, and rhythm give structure to a poem

### What I May Already Know 4RL5

- I know that the structure of a poem is different from the structure of drama and prose.
- I know that verse is writing in words that create a definite rhythm and meter.

### Vocabulary in Action

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

- Structure is the arrangement of different parts of songs and poems. When you read a poem, pay attention to the structure.
- A line is a group of words arranged in a row. The way a poet breaks up the lines can create rhythm. It can also show the change from one idea to another.

Copying is prohibited.



#### WORDS TO KNOW

structure  
line  
stanza  
rhyme  
rhyme scheme  
rhythm

- A stanza is like a paragraph that tells a complete story. The way stanzas fit together give the poem its structure. Each stanza introduces a new idea or adds to a related one. This helps show its meaning.
- Rhyme is the use of words that have the same sound. Rhyme gives structure to a poem. Rhyming words often appear at the end of lines, but they can be anywhere in a poem.
- A rhyme scheme is a regular pattern of rhyming words. A poem that has rhyming words but does not follow a set pattern has an irregular rhyme scheme. Find the rhyme scheme by giving a letter to the rhyme at the end of each line. Words that rhyme get the same letter. Here is an example.

Humpty dumpty sat on the wall. (A)  
Humpty dumpty had a great fall. (A)  
And all the king's horses and all the king's men (B)  
Couldn't put Humpty together again. (B)

- A rhythm is a repeated pattern of sound in a poem. Poets add rhythm to the structure of their poems to make them more interesting when we read them aloud.
- A poet can create rhythm by using a pattern of stressed and unstressed syllables. Each syllable, or part of a word, makes a different sound. Some syllables are stressed. They are pronounced more strongly than the rest. A word with only one syllable can also be stressed.

## GUIDED INSTRUCTION

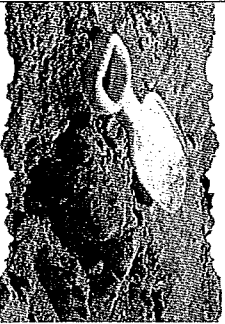
Aunt Rose sent a poem to Lenny. She asked him to make it into a song. How is the poem structured?

### At the Sea-Side

By Robert Louis Stevenson

When I was down beside the sea  
A wooden spade they gave to me  
To dig the sandy shore.  
My holes were empty like a cup.  
In every hole the sea came up,  
Till it could come no more.

[Reading Level: NP; Word Count: 39]



Look at the chart below. It shows the structure of "At the Sea-Side." Can you fill in the three empty boxes to describe the structure of the poem?

NUMBER OF STANZAS	two
NUMBER OF LINES IN STANZA	three
SCHEME	When I was <b>DOWN</b> beside the <b>SEA</b> A <b>WOODEN SPADE</b> they <b>GAVE</b> to <b>ME</b>
RHYME SCHEME	AAB CCB

Now, read this poem that Lenny is using as inspiration for a new song. Look at its lines, stanzas, rhythm, and rhyme scheme to figure out the poem's structure.

### Sun, Moon, and Stars

What if I could hold the sun with a white  
string like a small, bright, yellow balloon?  
What if I could carry with me the moon,  
a round silver dollar hidden in my hand,  
Or snatch a thousand stars from the night  
like slippery bits of gold sifted from sand?  
If the sun, moon, and stars can't be mine,  
I'll own daffodil, river rock, bees in pines.

[Reading Level: NP; Word Count: 67]

#### Part A

Which sentence BEST describes the structure of this poem?

- (A) It has two lines in each stanza but does not use rhyme.
- (B) It has four stanzas with a rhyme in every other stanza.
- (C) It has two four-line stanzas with a regular rhyme scheme.
- (D) It has four two-line stanzas with an irregular rhyme scheme.

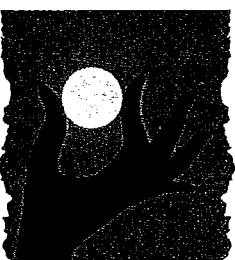
#### Part B

Which of the following BEST shows the rhyme scheme in Part A?

- (A) ABCDEFGH
- (B) AABCAADE
- (C) AABBCDD
- (D) ABBACDD

#### THINK ABOUT IT

How many different rhymes are there in the poem? Using letters, how would you show the rhyme scheme of the poem?



#### TIPS AND TRICKS

You can find out the rhyme scheme of a poem by assigning a letter to the rhyming word at the end of each line. If two lines rhyme, they will have the same letter.

### SKETCH IT

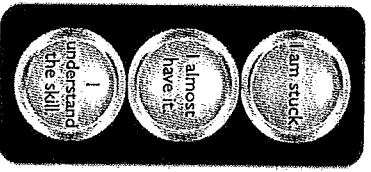
On a separate sheet of paper, write a short poem on a topic of your choice. Add a drawing of the topic and main parts in the margin. Share it with your classmates.

How Am I Doing?

What questions do you have?

Think of your favorite poem or song. How would you describe the poem or song's structure?

How does understanding a poem's structure make it more enjoyable to read?



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

## INDEPENDENT PRACTICE

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

### The Grass

by Emily Dickinson | Genre: Poem

The grass so little has to do,—  
A sphere of simple green,  
With only butterflies to brood,  
And bees to entertain.

5 And stir all day to pretty tunes  
The breezes fetch along,  
And hold the sunshine in its lap  
And bow to everything.

10 And thread the dew's all night, like pearls,  
And make itself so fine,—  
A duchess were too common  
For such a nothing.

15 And even when it dies, to pass  
In odors so divine,  
As lowly spices gone to sleep,  
Or amulets of pine.

And then to dwell in sovereign barns,  
And dream the days away,—  
The grass so little has to do,  
I wish I were the hay!

[Reading Level: NP; Word Count: 111]



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

1. Part A

How does the poet organize the ideas in the poem?

- ☐ Ⓐ Each stanza describes a different thing that the grass does.
- ☐ Ⓑ Each stanza describes a different animal that lives in the grass.
- ☐ Ⓒ Each stanza describes the grass at a different time of the year.
- ☐ Ⓓ Each stanza describes the grass at a different time of the day.

Part B

Underline the lines in each stanza that BEST support the answer to Part A.

2. Which sentence BEST describes how the poet organizes this poem?

- ☐ Ⓐ She uses three stanzas and a regular rhyme scheme.
- ☐ Ⓑ She uses four stanzas but did not use rhyming words.
- ☐ Ⓒ She uses five stanzas with a few rhyming words.
- ☐ Ⓓ She uses six stanzas with a rhyme in every other stanza.

3. How does the poet use the words in lines 15 and 16 to create rhythm?

**Sample response:** The poet uses words with stressed (*gone, sleep*) and unstressed syllables (*or, of*). The pattern of stressed and unstressed syllables creates an up-and-down rhythm.

**HINT, HINT**

Read the lines aloud so you can hear what the rhythm of the words sounds like.

4. Which stanza describes the sight of wet grass in the morning?

- ☐ Ⓐ stanza 2
- ☐ Ⓑ stanza 3
- ☐ Ⓒ stanza 4
- ☐ Ⓓ stanza 5

5. What is the purpose of stanza 4? Use ONE line from the poem to support your answer.

**Sample response:** The purpose of stanza 4 is to

describe how grass smells when it withers. Line 15 shows this because it says, "As lowly spices gone to sleep."

6. Which TWO pairs of lines in the poem end with rhyming words?

- ☐ Ⓐ lines 1 and 2
- ☐ Ⓑ lines 4 and 8
- ☐ Ⓒ lines 7 and 9
- ☐ Ⓓ lines 11 and 13
- ☐ Ⓔ lines 14 and 16
- ☐ Ⓕ lines 18 and 20

**TIPS AND TRICKS**

Remember to choose "two pairs of lines" to answer this question.

# EXIT TICKET

30LS

Now you understand how to describe the structure of poems. Let's revisit the Real-World Connection.

Imagine you are Lenny's Aunt Rose. Using the terms you learned in this lesson, fill in the blanks and complete the sentences below to tell Lenny what you like about the way he has put the words together in his new song.



rhythm      rhymes      line      rhyme scheme

You have a hit on your hands. I just cannot get the song out of my head.

I really like the catchy rhyme scheme you used from beginning to end.

My favorite rhymes are hike and like and pine and mine.

I also like how you repeated the line "Up the winding path I go."

You created a strong rhythm with the words you used.



# Lesson 22

EXPLAIN POINT OF VIEW IN STORIES 5RL6

## INTRODUCTION

### Real-World Connection

#### SPORTS AND RECREATION

Dave and Patrick have different opinions about what happened during the final lap of a field race. Each boy tells the coach his own version of the story. "I was in the stands," Dave says. "I saw Patrick catching up to the leader, but then Patrick tripped." "That's not what happened," Patrick said. "A runner came up behind me. He clipped the back of my heel and made me fall." Both of the stories reveal the same event. The details change based on each boy's view of what happened.

How can Dave and Patrick figure out what really happened at the race when they have such different points of view? We will find out more in Guided Instruction and Independent Practice. Then, we will come back to Dave and Patrick at the end of the lesson.

### What I Am Going to Learn

- How to identify a narrator's point of view in a story
- How different points of view shape the way events are described

### What I May Already Know 3RL6, 4RL6

- I know how to distinguish my own point of view from a character's point of view in a story.
- I know how to compare and contrast the way different stories are told.

#### WORDS TO KNOW

narrator  
point of view  
first person  
third person

#### THINK ABOUT IT

As you read a story, think about who is telling it. Is the narrator a character in the story who takes part in the action, or is it someone outside the story?



## TURN AND TALK

Think of a time when your point of view of a situation was different from someone else's. How did you handle it? Share what you did to figure out what really happened. Then, switch roles and listen to your partner's example.

## Vocabulary in Action

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

- A narrator is the person who tells the story. The narrator may be a character in the story, or it may be someone outside the action who only describes the characters and events of a story.
- All narrators tell a story from a point of view.
- First-person point of view means the narrator is a character in the story.
- Third-person point of view means the narrator tells the story of another character or group of characters.

## GUIDED INSTRUCTION

Let's take a closer look at first-person and third-person points of view. Read the information below. Think about how these different perspectives shape a story.

### First-Person Point of View

Stories written in first person use the pronouns I, me, we, and us. Read the story below that Patrick found in his school's literary magazine. Can you highlight the parts that help you figure out the point of view used in the story?

### Gold!

I stared down at the track, took my starting position, and waited for the signal. "Go, Penny!" I heard my coach scream as the bell sounded. I ran as fast as I could, darting past most of my fellow racers with ease. After rounding the track twice, I dashed toward the finish line with only two runners still ahead of me. "How will I catch up?" I thought. First, I passed a strong and fast runner from Spring Valley. Then, I pulled up behind the sprinter from Ellenville.

"I can beat her in this last lap," I told myself. I knew my body was in good condition, and my times had been better than hers at every practice. As I came to the end of the race, I thought about my years of training. I wanted to win for myself, but I also wanted to win a gold medal for my school and the rest of my team. I pushed hard, even though my leg muscles were burning and I felt like I might collapse at any minute.



Moments later, my will to succeed carried me clear across the finish line in first place. All my hard work had been worth it.  
[Reading Level: 700–800L, Word Count: 201]

### Third-Person Point of View

Stories written in third person use the characters' names and tell their stories using the pronouns he, she, it, or they.

The chart below shows three different kinds of third-person narration.

THIRD-PERSON POINT OF VIEW	
Objective	The narrator does not reveal the thoughts and feelings of any characters. <b>Example</b> Penny won the race. Her coach smiled when she received the gold medal. Penny's teammates cheered.
Limited	The narrator reveals the thoughts and feelings of only one character. <b>Example</b> Penny was thrilled to win the race. Her coach smiled when she received the gold medal. Penny's teammates cheered.
Omniscient	The narrator reveals the thoughts and feelings of more than one character. <b>Example</b> Penny was thrilled to win the race. Her coach smiled because he was so happy and proud when she received the gold medal. Penny's teammates cheered with pride for their fellow athletes.

Why did the author MOST LIKELY chose to narrate this story using first-person point of view?

Sample answer: to reveal Penny's thoughts and feelings about the race and all the hard work she put in to get to this moment

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### HINT, HINT

First-person point of view tells the story from one person's perspective. What is a benefit of this point of view?

### TURN AND TALK

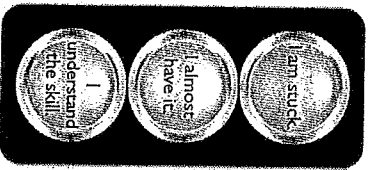
On a separate sheet of paper, rewrite the story Goldi from a third-person point of view. Share with your classmates.

## How Am I Doing?

What questions do you have?

How does a first-person point of view make a story feel different from a third-person point of view?

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



## INDEPENDENT PRACTICE

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

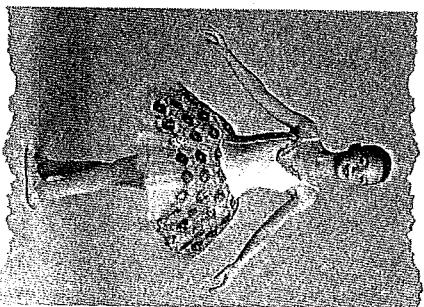
### The Performance

Genre: Short Story

- 1 A year ago, I performed on this very stage. Well, I almost performed. It was a horrible experience. Even now, I can feel my pulse quicken as I think back to that night.
- 2 It was my first time dancing in a theater with red velvet curtains and decorative fixtures along the walls. The plush seats matched the curtains, and ushers showed the audience where to sit. The theater was filled to capacity, and my entire family was sitting in the third row. My costume was gorgeous with pink embroidered flowers and sequins.
- 3 I was waiting behind the curtains, trying to relax, when the applause signaled the dancer was finished. I watched Renee take her bow, and suddenly my heart jumped to my throat. It was my turn, and I felt like I couldn't breathe. My limbs tingled, the hair on my neck stood up, and I broke out in a cold sweat. Renee ran off the stage and wished me luck, smiling from the excitement.
- 4 "Enjoy your special moment, Josephine," she said as she hugged me quickly.
- 5 I walked on stage and the bright spotlight found me. Then my mind went blank. Even when the music played, I stood still. I heard Renee from the side of the stage whisper my dance routine. "Come on, Josephine! Tendu," but my body felt like lead. The music played, and I was a statue. "Josephine! Tour jeté! Move, Josephine!" The piano eventually stopped playing, and the audience murmured. The spotlight turned off, and I could see my mother's worried expression. Panicked, I bolted off stage, refusing to talk to anyone the rest of the night.
- 6 "Ah, Josephine, it's all right," my mom comforted me. "Stage fright is common."
- 7 I was too embarrassed and upset to cry; the disgrace was unbearable. Even my brother knew not to tease about that awful night.
- 8 When I was a little girl, dancing was fun. I shuffled-stepped and jazz-squared, and I was naturally good. I'd have slumber parties with my friends and make up routines with the new steps we'd learn in tap, jazz, or ballet. Combinations felt obvious, and I never needed directions repeated.

### HINT, HINT

Look for pronouns that signal whether the story is written in the first person or the third person.



## READING NOTES

9 Eventually, I was invited to join Miss Lillian's advanced class. Only the best students in the studio were invited to attend, and it was so exciting to be included. I felt like I was on top of the world, but that's when everything went wrong.

10 Dancing became a challenge, and I couldn't remember the combinations. The other dancers could easily follow directions, but Miss Lillian had to restate them for me. Sometimes she'd keep me after class to review the steps, but I never practiced. Miss Lillian even offered me private lessons to get me caught up, but I ignored her. I assured her I'd rehearse before the recital, but I never did, thinking I'd be fine.

11 After my dancing disaster, my friends came to visit and took turns sharing stories of first performance nightmares.

12 "I completely forgot my routine and improvised my entire piece," reported Bella.

13 "I got sick just before going on stage. That was so embarrassing!" giggled Jen, who pretended to gag, reenacting her awkward moment.

14 "Things don't always go according to plan, Josephine, so quit sulking. You didn't give it your best effort. Be more responsible and take it seriously this year, and let Miss Lillian help you. I bet if you do, it will get easier and dancing will be fun again," said Renee.

15 After that, I went to every class and asked Bella or Renee for assistance, if I needed it. I read blogs written by professional dancers and watched videos online to imitate their moves.

16 My arabesques and cabrioles improved, and I became more flexible and could hold my moves for extended periods of time. Miss Lillian was impressed with my improvement. "You're going to make a great comeback, Miss Josephine! What a serious dancer you've become," she cheered.

17 Now here I am, in the same theater one year later, ready to show everyone, including myself, that I can dance. My family is in the third row again. The applause signals the dancer in front of me has completed her performance, and now it is my turn—again.

18 Suddenly my pulse quickens, and I feel slightly dizzy. When Renee sees me looking anxious, she comes running over with a glass of water.

19 "This time you are prepared! Even if your brain forgets the moves, your muscle memory will kick in and your body will remember what to do! Just relax and enjoy the moment!" Renee is helpful as always.

20 The spotlight finds me, and I can no longer see the audience. My music starts, and I stretch, leap, twirl, and bend. This is the performance I've been waiting to show the world.

[Reading Level: 750–850L; Word Count: 799]

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

1. Part A  
Who is telling this story?

- ☐ A Josephine
- ☐ B Bella
- ☐ C Miss Lillian
- ☐ D a narrator outside the story

Part B

Which sentence from the text BEST supports the answer to Part A?

- ☐ A "The plush seats matched the curtains, and ushers showed the audience where to sit." (paragraph 2)
- ☐ B "Enjoy your special moment, Josephine," she said as she hugged me quickly." (paragraph 4)
- ☐ C "The piano eventually stopped playing, and the audience murmured." (paragraph 5)
- ☐ D "I completely forgot my routine and improvised my entire piece," reported Bella." (paragraph 12)

2. Using a third-person omniscient point of view, write a paragraph retelling one part of the story.

Sample response: Josephine was waiting behind the curtains. She was trying to relax when the applause signaled the dancer was finished. The performance impressed them and they could not wait to see the next dancer. Josephine watched Renee take her bow, and suddenly her heart jumped to her throat. It was her turn. She felt like she could not breathe. Renee felt pleased with her own performance and wished Josephine luck.

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3. How would the story be different if it were told from Miss Lillian's point of view?

- (A) The reader would learn how Miss Lillian feels about the dancers' performances.
- (B) The reader would learn how all the dancers feel about performing on stage.
- (C) The reader would learn more about Renee's thoughts and feelings about stage fright.
- (D) The reader would learn why Josephine panics and freezes during her first performance.

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

4. Part A

How does the use of the first-person point of view help the reader understand Josephine's stage fright?

- (A) It allows the author to describe the theater where the performance takes place.
- (B) It allows the author to explain how Josephine works to improve as a performer.
- (C) It allows the author to reveal Josephine's inner thoughts during the performance.
- (D) It allows the author to describe the kind of dances Josephine performed as a child.

Part B

Which sentence from the text BEST supports the answer to Part A?

- (A) "It was my first time dancing in a theater with red velvet curtains and decorative fixtures along the walls." (paragraph 2)
- (B) "I'd have slumber parties with my friends and make up routines with the new steps we'd learn in tap, jazz, or ballet." (paragraph 8)
- (C) "After that, I went to every class and asked Bella or Renee for assistance, if I needed it." (paragraph 15)
- (D) "Suddenly my pulse quickens, and I feel slightly dizzy." (paragraph 18)

**HINT, HINT**

Remember to choose two pronouns to answer this question.

5. Which TWO pronouns from the text show the point of view from which "The Performance" is written?

- ☐ A my  
☐ B her  
☐ C your  
☐ D me  
☐ E you  
☐ F their

6. How does the author's choice to write from a first-person point of view shape the way the author tells this story? Support your response with evidence from the text.

Sample response: In this story, we see all of the events unfold from Josephine's perspective. We get to know her thoughts, feelings, memories, and motivations. We also learn who and what are important to her. For example, she tells us that her friend Renee is "helpful as always." That lets us know that Josephine values Renee as a friend. If the story had been told from a different point of view, it would have been very different. For instance, if the narrator had a third-person omniscient point of view, we might have learned a bit less about Josephine but a bit more about the other characters in the story.

**EXIT TICKET**

Now you understand how to describe point of view. Let's revisit the Real-World Connection. Dave and Patrick have different opinions about what happened in the final lap of the field race. Pretend you were at the race, too. You want to help Dave and Patrick come to some kind of an understanding. Use what you have learned about points of view to explain to them how our perspective shapes how we understand events. Support your answer with these vocabulary words: **point of view**, **narrator**, **first person**, and **third person**.



Sample answer: You had different points of view during the race. Dave, you were in the stands watching the events. That is like a third-person narrator in a story or book. You were not running in the race, but you saw what happened. You can describe the events that took place. Patrick, you were one of the runners. That is like a first-person narrator. You were right there in the action. You can describe what you thought and felt at the time. Both of your points of view are shaping your opinion of the events. You may not agree 100 percent about what really happened on the track, but at least you can understand where the other person is coming from if you think about his point of view.

# GUIDED INSTRUCTION

Sometimes an author uses both visual and audio elements to support the text. Look at this website: [familya.com](http://familya.com).

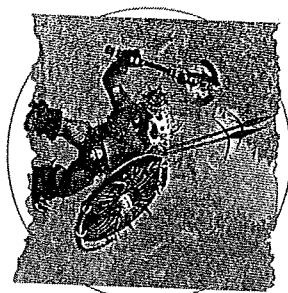
- Circle the visual element in the story.
- Draw a box around the audio element in the story.

## Escape from the Mountain King

**Now playing:** "In the Hall of the Mountain King," composed by Grieg

Peter and Elsa had nowhere to turn. Peter had come to the castle of the Mountain King to rescue the fair maiden Elsa from the evil King, who was a troll. Now they were surrounded by troll minions, armed with hatchets and spears, wearing helmets and wielding shields. It looked like they were done, for sure.

The minions moved in, closer and closer. Elsa whispered to Peter, "I have an idea. The minions are fools for raisins, so I keep some in my pockets. It lets me wander through the castle without being followed. It's our only way out!"



### HINT, HINT

You can figure out how multimedia elements help tell the story by thinking about what the story would be like without them. Then, describe what the elements add to the story.

**[Reading Level: 730-830; Word Count: 173]**

Now, take a look at this chart. It explains how multimedia elements are connected to the text. Can you finish filling in the last box?

<b>The story:</b> Peter and Elsa try to escape from the Mountain King and are surrounded by trolls.
<b>Visual Element:</b> Picture of a troll, armed with a hatchet and spears
This picture shows how fierce the troll looks. It helps me understand how scary the situation is. The picture also shows the strength and weapons of the trolls. It lets me know that the characters are in for a battle. The fact that the characters are able to escape the trolls shows their bravery.
<b>Audio Element:</b> A musical composition called "In the Hall of the Mountain King" by a composer named Grieg
<b>Sample answer:</b> This link shows that there is music playing as I read. The title of the song is linked to what is happening in this scene in the story. Because the tone of the scene is dramatic, the music is probably dramatic, too. It might even make me feel how tense Peter and Elsa feel as they try to escape.

Now, read this page from Rudy's book *Cousin Dragon*. Try to analyze the multimedia elements.

## Cousin Dragon

My cousins have always been a little strange, different from the rest of the family. The first time I suspected one of them might have a touch of dragon in them, though, was at the family reunion. Cousin Alex put a marshmallow on the end of a stick and turned away. I heard a blowing sound, and when he turned back, the marshmallow was not just toasted. It was burned to a crisp, but there was not a campfire in sight. It was a mystery. I didn't know what to think, so I just tried to ignore the strange feeling in the pit of my stomach. Later that day, though, I thought I saw something poking out from the back of Alex's shirt. I stared at him, and when he caught me, he just winked. That's when I really knew—my cousin is a dragon.

**[Reading Level: 750-850; Word Count: 143]**

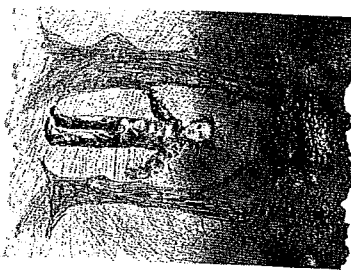
### Part A

How does the picture help to show the tone of the story?

- A** The picture reveals that Cousin Alex might be part dragon.
- B** The picture shows where the family reunion is being held.
- C** The picture reflects the sense of mystery in the story.
- D** The picture suggests that Cousin Alex is dangerous.

### Part B

Underline THREE words in the story that connect the story's tone to the image.



### THINK ABOUT IT

What do the image and text have in common?

### HINT, HINT

The boy is surrounded by woods and shadows. What feeling does this create?

SKETCH IT

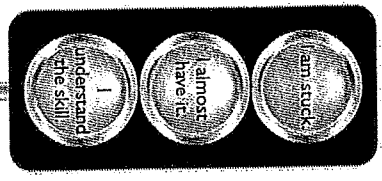
In the margin below or on a separate piece of paper, sketch a visual that depicts the author's tone and would help a reader understand a scene from Cousin Dragoon.

How Am I Doing?

What questions do you have?

Have you heard the saying, "A picture is worth a thousand words"? Look at a text with pictures. How do the pictures help you understand the text?

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



INDEPENDENT PRACTICE

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

The Leap of a Lifetime

by Amanda Gilleland | Genre: Short Story

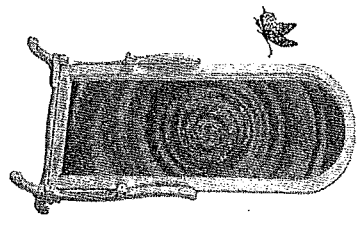
1 Amelia inserted her left arm into the front of the mirror, watching her reflection ripple like the surface of a pond. She could no longer see her hand once it was on the other side. However, she could feel it. Sensing it was unharmed, she edged her left leg forward. The mirror was sturdy. Even when she quickly kicked her leg in, it did not move. She tried to feel the space surrounding her hand, the hand that was currently inside the mirror, by waving it around in no man's land. The air felt okay, neither too hot nor too cold. She reached upward as far as her body would allow: nothing. Then she squatted and felt downward: nothing there either. She could not even feel a floor, and this was what scared her, the thought of stepping through into nothingness and then falling and falling, endlessly falling.

2 As far as she could tell, she was the only one in her family that knew about the mysterious mirror. She had wandered into her parent's bedroom one afternoon hoping to find their cat. They had named him "Tippy" because sometimes he would get so sleepy that he would fall over. Instead of finding the cat, she found herself standing in front of the large mirror, watching a butterfly emerge from the glass. The butterfly had pulled itself from the mirror. It fluttered around the room in an obvious state of confusion, and then darted back through the glass.

3 Although Amelia could tell that it was indeed a butterfly, its colors and patterns were unlike anything she had ever seen. Hours of research at the library brought her no closer to an answer. No pictures or descriptions resembled anything like it.

4 This butterfly had been bright pink, with electric yellow and green zigzags running the lengths of its enormous wings. Its antennae had been blue with fuzzy balls on top. It was the most beautiful butterfly Amelia had ever seen.

5 Every day she came back to the mirror, careful not to draw suspicion. After two weeks of observation, she began to wonder if she too could pass through the mirror, emerging on the other side unharmed. Curiosity began to burn in her mind. However, her fear of the unknown was stronger.







- 6 With her left arm still completely through the mirror, she reached forward with her right hand. She let herself go as deep as her fingernails, then her knuckles, and then all the way to her wrist. She joined her right hand together on the other side with her left. She felt each finger to make sure that they were still there. Then, she pulled back her right hand and inspected it. Everything appeared to be fine.
- 7 In that moment, she spotted the butterfly. It must have passed through the mirror before she had come into the room and become lost, flying around her house. It perched on her left shoulder, wings gracefully unfolding. Up close, the butterfly was even more dazzling and unbelievable than she remembered. The pink on its wings was so bright she had to squint her eyes. The yellow and green zigzags seemed to vibrate the longer she stared, forming many other shapes.
- 8 Amelia was so caught up in the butterfly's unique beauty that she did not notice Tippy creep into the room.
- 9 Suddenly, Tippy pounced, slicing through the air in a blind attempt to catch his prey. The butterfly leapt gracefully from her shoulder in time to avoid Tippy, who fell headfirst into the mirror's strange beyond.
- 10 Amelia glanced anxiously between the floor, where Tippy had been, and the mirror, afraid and unsure of what to do. The butterfly hovered in midair, inching closer to the mirror, as though it was coaxing Amelia to follow it.
- 11 Amelia thought of the previous times when she had been afraid: too afraid to jump from the pool high dive, from the hill behind the neighborhood creek, from the lowest limb of their backyard tree—even after her father had promised he would catch her. Reality hit her like an overstuffed pillow to the face. She was a scaredy-cat. A lump began to rise in her throat. Her vision grew misty with the threat of tears.
- 12 *I may have been a scaredy-cat before today, but not anymore. Tippy needs me!* Amelia stepped backward, out of the mirror, all the way to the foot of her parents' bed. She took three deep breaths to calm her nerves. The butterfly twirled with excitement, flying higher and higher into the air, and then soaring back down. With one final spin, it darted headfirst through the mirror. Amelia got a running start toward the mirror, closed her eyes, and took the leap of a lifetime.

[Reading Level: 750–850L; Word Count: 792]

[ 226 ] masteryeducation.com | English Language Arts | Level E

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1. Which statement BEST explains how the first picture supports the details in paragraph 1?

- (A) The picture supports the detail that the surface of the mirror moves and ripples.
- (B) The picture supports the detail that Amelia can stick her hand through the mirror.
- (C) The picture supports the detail that Amelia feels air on the other side of the mirror.
- (D) The picture supports the detail that the mirror looks sturdy and completely harmless.

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

2. Part A

Which word BEST expresses the tone of the story?

- (A) cheerful
- (B) depressing
- (C) mysterious
- (D) scary

TIPS AND TRICKS

Review the definitions of tone, meaning, and beauty.

Part B

Underline TWO sentences from paragraph 1 that BEST show the tone of the story.

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Unit 3 | Literature | masteryeducation.com [ 227 ]

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

**3. Part A**

How does the first picture help to explain paragraph 7?

- ☐ A It shows what the butterfly wants.
- ☐ B It shows what the butterfly looks like.
- ☐ C It shows the butterfly landing on Amelia.
- ☐ D It shows the butterfly going through the mirror.

**Part B**

Underline ONE sentence in paragraph 7 that is also shown in the first picture.

4. How does the first picture help to tell the overall story?

- ☐ A It shows the setting of the story.
- ☐ B It shows the mirror is not normal.
- ☐ C It shows the gracefulness of the butterfly.
- ☐ D It shows the world on the other side of the mirror.

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

**5. Part A**

What does the second picture add to the story?

- ☐ A It shows why Tippy disappears.
- ☐ B It shows how Amelia learns to fly.
- ☐ C It shows that the butterflies are magical.
- ☐ D It shows that Amelia enters a magical world.

**Part B**

Underline ONE sentence in paragraph 12 that the second picture helps to support. [See paragraph 12, last sentence]

**HINT, HINT**

Describe to yourself what you see in each image.

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

**6. Part A**

Which sentence BEST explains how the leap in the second picture helps to show the meaning of the story?

- ☐ A It shows that Amelia is curious.
- ☐ B It shows Amelia feeling angry.
- ☐ C It shows Amelia facing her fears.
- ☐ D It shows that Amelia is confused.

**Part B**

Underline ONE sentence in paragraph 12 that BEST supports the answer to Part A. [See paragraph 12, first sentence]

7. Describe one multimedia element you would add to the story and how it would change the meaning or beauty of the story.

Sample response: I would add music for each scene. Music would make the story more meaningful because it could sound magical or suspenseful. This would also make the story more interesting.

五

You have learned how to analyze multimedia elements. Let's revisit the Real-World Connection.

Imagine that you are discussing your favorite story or a website with Tamila and Rudy. What multimedia elements does your story or website have?

What multimedia elements does your story or website have? Write your answer below.

Sample answer: My favorite story is an online comic. It has pictures that sometimes move. Some pages let you type or click on characters, and other pages have music. It is an interactive story. Sometimes, you can choose what the characters say and do. The animations show what happens to the characters, and the sounds add to the action.

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

Mysteries, adventures, folktales, and legends are examples of different types of genres.

- A story's topic, or subject, is what the story is about.
- An author's approach is the way he or she presents the genre or topic. For example, one author might tell the story of a missing jewel in a serious way while another tells it in a humorous way.
- A theme is the message or lesson an author wants you to take away from a story. When you read two stories in the same genre, you can ask yourself, "What is the theme in each story? How does each author approach the theme? Are the themes the same or different?"
- When you compare and contrast two stories in the same genre, you find what is similar and different between the stories. You can ask questions such as these.

Are the topics and themes similar or different?

Are the settings, characters, and events similar or different?

## GUIDED INSTRUCTION

Read these excerpts from two mystery stories and answer the questions.

### The Birthday Bike Mystery

Jaden loved to ride his bicycle all over town. Wherever anyone saw Jaden, they saw his bike, too. He rode it to the library, he rode it to and from school, and he even rode it to visit his grandmother in the next town. For his birthday, his entire wish list for presents consisted of nothing but bike gear, but on the morning of his birthday, Jaden came out to the garage to discover that his bike was gone!

Jaden loved a good mystery as much as anyone else, but this was his precious bike! He looked around for clues. There were no footprints in the garage. Nothing else was disturbed, but on the ground was a crumpled-up piece of paper with an address on it: 35 Perkins Street.

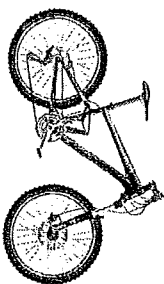
That was the bike shop! Could someone from the bike shop have stolen his bike? How was that even possible?

Just when Jaden was about to decide that there was nothing he could do about his lost bike except tell his parents, which he really did not want to do, the garage door opened. There were his parents, with great big smiles on their faces, and between them stood a brand new bike!

[Reading Level: 740–840; Word Count: 201]

English Language Arts | Level E

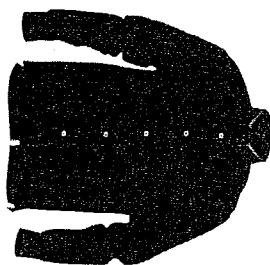
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[232] masteryeducation.com

### Mystery of the Favorite Shirt

Grace did not like to wear dresses, ever, not even on special occasions. *Why shouldn't I be comfortable, she thought?* And for every outfit she wore, she topped it off with her absolute favorite shirt in the world, a black button-down shirt. She wore it so much that it started to wear thin in spots. Her mother had to repair it several times, but she refused to give it up. *I don't have another shirt like it, she thought, so I'm just going to keep wearing it, no matter what anyone else thinks!*



One day, she opened her closet to discover that the shirt was missing. She looked everywhere—in her drawers, on her floor, under her bed, in her backpack—but the shirt was nowhere to be found. She asked her mother if she had seen the shirt. Her mother just shrugged. She asked her brother. He said it was so ratty, he wouldn't touch that old thing with a 10-foot pole. Just when she was about to give up, she looked down at the seat of her chair at the kitchen table and saw something black beaded. It was a brand new black button-down shirt, exactly like her old one. She hugged her mother and told her brother that he had better not borrow her beautiful black shirt!

[Reading Level: 750–850; Word Count: 235]

### TURN AND TALK

This text is another mystery. This time about a missing shirt. Talk with a partner about how the author of this story approaches the theme that missing objects are not always stolen. How does this compare to the approach in the first story?

This chart shows how genres, themes, and topics connect to each another. Can you complete the chart for "Mystery of the Favorite Shirt"?

Genre: <i>Mystery</i>			
"The Birthday Bike Mystery"		"Mystery of the Favorite Shirt"	
Topic: A bicycle is missing from a garage.		Topic: A shirt is missing from a closet.	
Theme: Do not give up.	Theme: Sometimes something new can be just as good as something familiar.	Theme: Do not give up.	Theme: Sometimes something new can be just as good as something familiar.

**HINT, HINT**

Find something similar about what happens in both stories.

**Part A**

A theme in both stories is that lost objects are not always stolen. What is similar about how the authors approach these themes?

- ☐ A Both authors write in a very serious way.
- ☐ B Both authors write stories that are mysteries.
- ☐ C Both authors write stories with a male character in them.
- ☐ D Both authors write about replacing something missing with something new.

**Part B**

Underline **TWO** key details in each story that give clues to the author's approach to the theme.



**How Am I Doing?**

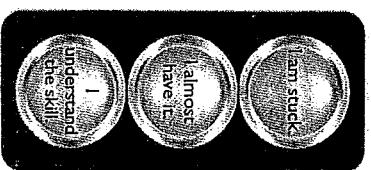
What questions do you have?

The topic and theme of a story are different. Think of a favorite story of yours. How are the topic and theme of that story different?

**SKETCH IT**

On a separate sheet of paper, create a Venn Diagram. Draw two large circles that overlap in the middle. Label one of the circles "The Birthday Bike Mystery" and the other circle "Mystery of the Favorite Shirt." In the outer circles, write what is different about the stories. In the middle where the circles overlap, write what is similar about the stories. Share with your classmates.

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



READING NOTES

INDEPENDENT PRACTICE

Read the two stories. Then, answer the questions that follow.

Mystery Packages

Genre: Mystery

1 "Maddie, there's a package at the door!" Liza called to her sister.  
2 She grabbed the small package and brought it into the kitchen.  
3 She read the tag and saw that the package was addressed to Liza and Maddie. "It's for us, so get down here so we can open it!"  
4 Maddie rushed down the stairs. She was curious to see what was inside the package. Together, the girls carefully opened the package and found a small silver box inside. They opened the box right away and saw two gold necklaces with a Statue of Liberty charm attached to each.

5 "Who could these be from? We don't know anyone in New York," Maddie said. There was no return address on the package.  
6 "I think this must have been sent here by mistake," Liza said. "I feel bad that whoever is expecting these necklaces won't get them. I wish we had a way to return them."

7 The sisters hoped they would be able to figure out to whom the necklaces belonged, but until then they decided to store them in a drawer in the kitchen for safekeeping.

8 A few days later, Liza heard a knock at the door. When she answered it, she found the mail carrier was back with another package to deliver. This one was even bigger than the first. Again, both of the girls' names were written on the package. Inside they found two red flags for a Chicago sports team. "OK, this must be a joke from one of our friends!" Liza said. "Our names have been on both packages!"

9 "I bet Sofia sent them," Maddie said. "She loves to pull pranks." The next day at school, the girls cornered Sofia in the hall and asked her about the package. Sofia laughed at the idea that she was the mystery sender. "I promise it's not me, although that does sound like a great prank," she said. Sofia then winked and walked away.

10 A week passed without the delivery of any new packages. Just when the girls started to forget about the mystery, another package arrived at their house. This time it contained magnets from the Eiffel Tower in Paris, as well as a book about popular French films.

11 "Liza, these gifts are coming from all around the world," Maddie said. No matter how hard they tried, the girls could not figure out who could be sending them gifts from so many different places.

12 A few days after the last package came, a letter arrived in the mail. It looked damaged and had a special notice on it from the post office. The girls quickly tore open the letter and saw that it had been sent by their Aunt Sally. She had written them to let them expect some packages in the mail from all the cities she visited.  
13 Both girls looked at each other and laughed. Aunt Sally's letter got lost in the mail, but her packages sure hadn't!  
14 "Hey, I'm going to grab those necklaces that we've been keeping in the drawer so I can put mine on right now!" Maddie said.  
15 That evening, Maddie and Liza called their Aunt Sally to thank her for the gifts. She loved hearing the story of the mystery packages, too!

[Reading Level: 690-790L, Word Count: 554]

The Great Postcard Mystery

Genre: Mystery

1 Mark and James walked to the library from their fifth-grade classroom. It was Monday morning, and both boys were tired, so they talked very little on the way there.

2 James decided to look for a new chapter book in the library's fiction section, and Mark headed to the nonfiction section. He was not quite sure what he was looking for, but after looking at several books he found one that interested him. It was titled *50 Amazing Places across the Globe*. Mark loved looking at the pictures of these exotic places. As he flipped through the book, he noticed there were a few postcards placed between the pages of the book. Each postcard was from the place listed on that page. Mark was thrilled by his discovery.

3 Mark called James over as loudly as he could manage inside the library. Then he brought the book over to a nearby table so that he and James could examine the postcards more closely.

4 "I found this cool book, and there are postcards in it from some of the places that are in the book," Mark whispered.

5 "Whose postcards are they?" James asked.

6 "I'm not sure because there is no name, but they are addressed to here—to our school!"

7 The boys checked the book's pages and found postcards from Paris, London, Hawaii, and even Sydney, Australia! They decided to take the book over to Mrs. Mitchell, the librarian. She smiled when she saw the book and the postcards. It seemed like she already knew all about them.

## READING NOTES

- 8 "Mrs. Mitchell, who are these postcards from?" Mark asked.  
"And why are they addressed to the school?"
- 9 "I'll give you a clue. Someone who works at the school sent these," Mrs. Mitchell told them.
- 10 "There have to be at least 50 people who work here," Mark said.
- 11 "Seventy-four to be exact," Mrs. Mitchell said, smiling.
- 12 "Is it Mrs. Lancy, the principal?" James asked.
- 13 "No, it isn't Ms. Lancy," the librarian said. "I'll give you another clue. This person is a female teacher."
- 14 Mark thought for a moment. That last clue eliminated all the employees who weren't teachers, as well as all of the male teachers. "Is it Mrs. O'Connor?" Mark said at last.
- 15 "It is not Mrs. O'Connor," Mrs. Mitchell said. "I'll give you one final clue. This person used to be a middle-school teacher."
- 16 This clue had James and Mark thinking hard. "I've got it," Mark said after a few minutes. "It's our teacher, Mrs. Jones! She used to teach sixth-grade geography at the middle school. I remember her telling us how much she loves to travel!"
- 17 "You are correct! Mrs. Jones sent the postcards. Now, get back to class and ask her to tell you some of the exciting stories that go along with those postcards!"
- 18 The boys thanked Mrs. Mitchell as they walked out of the library and back to class. They carried the book with them, eager to hear all about Mrs. Jones's exciting adventures.  
[Reading Level: 680–780L, Word Count: 495]
- This question has two parts. First, answer Part A. Then, answer Part B.
- 1. Part A**
- Which sentence BEST explains how the authors' approach to telling each story is similar?
- ☐ A Both authors approach the mysteries as being fun to solve.
- ☐ B Both authors approach the mysteries as being quick to solve.
- ☐ C Both authors approach the mysteries as being annoying to solve.
- ☐ D Both authors approach the mysteries as being challenging to solve.

**Part B**

Underline ONE detail in each story that supports the answer to Part A.

[ 238 ] masteryeducation.com | English Language Arts | Level E

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

## 2. Part A

A topic in both stories is searching for the mystery sender. The author of "The Great Postcard Mystery" approaches this topic by having the main characters immediately ask questions. Which sentence explains why the author's approach in "Mystery Packages" is different?

- ☐ A The author's approach is to have the characters look for addresses on the gifts.
- ☐ B The author's approach is to have the characters wait for the mystery to solve itself.
- ☐ C The author's approach is to have the characters find out how the gifts are mailed.
- ☐ D The author's approach is to have the characters look for clues to the mysteries that arrive from adults.

**Part B**

Which detail from "Mystery Packages" BEST supports the answer to Part A?

- ☐ A The girls wonder where the packages came from.
- ☐ B The girls forget about the mystery until the letter arrives.
- ☐ C The girls ask a friend if she is the one who sent the packages.
- ☐ D The girls realize that they do not know anyone from the cities the gifts come from.

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### TIPS AND TRICKS

Remember to choose more than one answer ("two details") for this question.

3. Which TWO details from the stories support the theme that solving mysteries is fun? Choose ONE quote from each story.
- (A) "There was no return address on the package." ("Mystery Packages" paragraph 4)
  - (B) "The sisters hoped they would be able to figure out to whom the necklaces belonged, but until then, they decided to store them in a drawer in the kitchen for safekeeping." ("Mystery Packages" paragraph 6)
  - (C) "Both girls looked at each other and laughed. Aunt Sally's letter got lost in the mail, but her packages sure didn't!" ("Mystery Packages" paragraph 13)
  - (D) "I found this cool book, and there are postcards in it from some of the places that are in the book," Mark whispered. ("The Great Postcard Mystery" paragraph 4)
  - (E) "I'm not sure, because there is no name, but they are addressed to here—to our school!" ("The Great Postcard Mystery" paragraph 6)
  - (F) "They carried the book with them, eager to hear all about Mrs. Jones' exciting adventures." ("The Great Postcard Mystery" paragraph 18)

4. Write a paragraph comparing and contrasting the genres and topics of "Mystery Packages" and "The Great Postcard Mystery."

Sample response: Both stories are mysteries. They have similar topics. In "Mystery Packages," two girls receive unexpected gifts from an unknown person. In "The Great Postcard Mystery," a boy finds in a library book some unexpected postcards from an unknown person.

5. Write a paragraph about the theme of each story and how the authors approach the theme.

Sample response: The theme of "Mystery Packages" is that unexpected gifts may come from someone you do not suspect. The author approaches this theme by showing that the person whom the girls suspected was not the person who actually sent the gifts. The theme of "The Great Postcard Mystery" is that even if a mystery takes a long time to solve, it is better than knowing the answer right away. The author approaches this theme by showing that the boys keep asking questions to find out who sent the postcards, even though they have a hard time figuring it out.

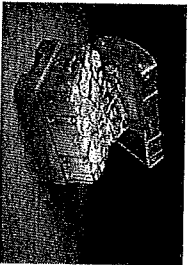


## EXIT TICKET

42

Now you understand how to compare and contrast stories. Let's revisit the Real-World Connection

Imagine that you and Cameron each have just finished reading a different mystery story. Both stories are about the same topic—a found treasure. You and Cameron want to compare and contrast the two stories. What questions should you ask each other?



Sample answer: How does each author

approach the topic? Do they approach it in similar or different ways? What is the theme of each story? How does each author approach the theme? Do they approach the themes in similar or different ways? What lesson does each author want the reader to take away?

This image shows a single sheet of white paper with horizontal blue or grey ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

# PRACTICE TEST

Today you will read two stories about characters that face challenges. After you finish the task, you will write an essay about the characters and themes in the stories.  
Read the story "The Trouble with Secrets." Then, answer question 1.

## The Trouble with Secrets

by Francine Rockey | Genre: Short Story



1 "Hey, Victor, do you want to sleep over Saturday night?" Zeke asked. "My uncle sent this video game for my birthday. It looks cool, so I thought we could play." Zeke's parents had told him they could not afford to host a fancy birthday party this year, but he could invite a few friends to stay over.

2 "I would, but I've got this thing on Saturday. Sorry," Victor answered.

3 Zeke walked away, feeling let down. Victor was the third friend to have "something" going on this weekend. What was going on, and why was Zeke not invited? Zeke noticed Victor whispering and laughing with their friends and could not help but feel they were laughing at him. He wished he could talk to someone about why everyone was acting weird, but his friends were the people he trusted, and right now they seemed far away.

4 Zeke found an empty lunchroom table and sat down alone. Lunch did not look very good. He had no appetite.

5 "Hey, my man, why the grim face?" asked Mr. Javier. Mr. Javier, the lunchroom monitor, was well-liked by students and often joked with Zeke and his buddies. Zeke decided Mr. Javier was probably the best person to trust at the moment, so he told Mr. Javier how he was feeling. While Zeke spilled his guts, Mr. Javier listened and nodded like a wise owl, never interrupting. Zeke appreciated the way Mr. Javier respectfully paid attention. Most grown-ups would quickly cut him off, as if they had more important fires to put out elsewhere, but not Mr. Javier. Mr. Javier waited for Zeke to finish and then thought for a moment before responding.

Unit 3 PRACTICE TEST

- 6 "You and your friends are close, so I'm sure whatever's up will blow over soon. In the meantime, maybe try to make some new friends," Mr. Javier said, giving Zeke a reassuring smile as he stood up to continue his lunchroom rounds.
- 7 On Saturday, Zeke ran errands with his mom and tried not to think about his friends, but his mind kept racing. As they drove home, Zeke felt a little sick inside at the thought that he was losing his friends.
- 8 "SURPRISE!" everyone shouted when they entered the front door.
- 9 Zeke could not believe his eyes. It was a surprise birthday party for him! There were streamers everywhere, and all of his buddies had come. Zeke laughed as relief rushed over him like a waterfall.

[Reading Level: 750–850L; Word Count: 404]

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

1. Part A

In paragraph 5, the narrator says, "Zeke spilled his guts." What is the meaning of this phrase?

- ☐ A Zeke became sick.
- ☐ B Zeke talked about his problem.
- ☐ C Zeke started to cry.
- ☐ D Zeke dropped his food on the floor.

Part B

Which sentence from the story provides the BEST clue to the meaning of the phrase "Zeke spilled his guts"?

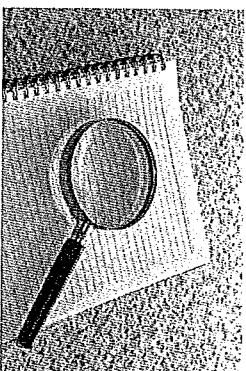
- ☐ A "Zeke found an empty lunchroom table and sat down alone." (paragraph 4)
- ☐ B "Lunch did not look very good. He had no appetite." (paragraph 4)
- ☐ C "Hey, my man, why the grim face?" asked Mr. Javier." (paragraph 5)
- ☐ D "Zeke decided Mr. Javier was probably the best person to trust at the moment, so he told Mr. Javier how he was feeling." (paragraph 5)

PRACTICE TEST Unit 3

Read the story "The Scream Next Door." Then, answer question 2.

The Scream Next Door

by Francine Rockey | Genre: Short Story



- 1 It all started with the new journal my dad gave me for my birthday. I am not much of a "Dear Diary" kind of girl, so at first I was not sure what I should do with the blank book. Dad suggested I turn it into a clue book because I am always talking about being a detective, so I did exactly that. On the inside cover I wrote *Lydia's Book of Clues*. I grabbed a pen and a magnifying glass and wandered outside to find an exciting mystery to solve.
- 2 "Be back before it gets dark," Mom called after me.
- 3 "A detective's work doesn't end at sundown, Mom," I replied.
- 4 I walked around our cul-de-sac and down the street, carefully observing everything and writing down anything out of the ordinary. Unfortunately, it was a pretty average day. The Hernandez family had parked their new SUV on the street instead of their driveway, and Mr. Fisher had a delivery on his doorstep, but other than that everything was perfectly normal and boring. I sat on top of the small rock wall that separates our yard from our next-door neighbors' yard. With my cheek leaning against my hand, I threw myself a little pity party.
- 5 "How come we have to live in such a boring neighborhood?" I complained aloud.
- 6 AAYEEEEEE! A terrifying shriek cut through the air. The scream was so horrifying I nearly jumped out of my skin. I lost my balance and tumbled off of the wall. However, after I got over my initial shock, I felt excited. This was exactly the mystery I was looking for, so I collected myself and crouched next to the wall. I was certain the scream came from Mr. and Mrs. Simon's house next door. In my clue book I wrote 4:14 pm: *Shriek of terror at Simon house*. Then I slowly peeked over the wall at the Simons' house. It seemed peaceful, so I tried to peer inside the windows, but I could not see from behind our wall. I needed to get closer.
- 7 Careful to avoid being seen, I raced across the Simons' lawn and crouched in a bush by their front window. The blinds were closed at an angle, so I could not see very well.
- 8 BWAHAHA! As an evil laugh echoed like thunder, anxiety lodged in my throat. Like any responsible detective, I ignored it and noted the event in my journal before trying again to look into the house. The angle of the sun had shifted, giving me a better view. I could see

the shadows of two people who were most definitely not Mr. and Mrs. Simon! One shadow appeared to belong to a large man in a cloak. The other was a smaller woman in a dress who shrank with fear as the cloaked shadow approached.

9 AAYEEEEEE! Another scream, identical to the first, rang out. I jumped to my feet and ran back to my house. I threw open our front door and yelled, "Mom, call the police!"

10 "Lydia, calm down. What is the matter?" Mom asked. There was no time to waste. Quickly, I told her everything I had seen and heard, pleading again with her to call the cops.

11 "Lydia, let's go next door and talk with the Simons." Mom suggested with a smile.

12 "I am not going to that house without backup! You've got to believe me!" I begged.

13 My mom grabbed my hand and pulled me toward the door, but I wriggled free and grabbed her cell phone off the counter.

14 "If we're going back over there, at the very least we need to be ready to call 911 immediately!" I said. Mom nodded and we walked next door.

15 As she rang the doorbell, I tried my best not to be scared. I was shocked when Mrs. Simon answered the door, looking at us pleasantly as if nothing was wrong. My mom explained why we had come over. In a moment, both she and Mrs. Simon began to laugh.

16 "Would someone please explain what could possibly be funny about this?" I asked. Mrs. Simon invited me inside.

17 "Mr. Simon and I volunteer at the community theater and help with the props and sound effects," she said, smiling. "This season's play is a murder mystery." Then she showed me the different sound effect machines and the shadow puppets she had used to make the scary figures. The three of us all got a big laugh out of my misunderstanding.

18 I took out my clue book and wrote *Mystery solved!* Then I described in detail the equipment and props I had seen. What an odd day it had been! It was thrilling to consider all of the other mysteries out there waiting for me.

[Reading Level: 710-810L; Word Count: 790]

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

2. Part A

Which word BEST describes the narrator's point of view about solving mysteries?

- (A) annoyed  
(B) eager  
(C) gloomy  
(D) proud

Part B

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

- (A) "I grabbed a pen and a magnifying glass and wandered outside to find an exciting mystery to solve." (paragraph 1)  
(B) "I sat on top of the small rock wall that separates our yard from our next-door neighbors' yard." (paragraph 4)  
(C) "Like any responsible detective, I ignored it and noted the event in my journal before trying again to look into the house." (paragraph 8)  
(D) "I was shocked when Mrs. Simon answered the door, looking at us pleasantly as if nothing was wrong." (paragraph 15)

Refer to the stories "The Trouble with Secrets" and "The Scream Next Door." Then, answer questions 3 and 4.

3. In the chart below, identify whether each sentence states a theme from one story or from both stories. Write "The Trouble with Secrets," "The Scream Next Door," or "Both Stories" next to each sentence.

"The Scream Next Door"	A person can find an experience's secret anywhere.
Both Stories	You should know all the facts before drawing a conclusion.
"The Trouble with Secrets"	You should trust that your friends will feel hurt if you

# Part 3

active part in what is going on is fun. Zeke should have been more confident in solving his problem. If he had taken Mr. Javier's advice and found some new friends, he would not have been so withdrawn.

found some new friends, he would not have been so unhappy.


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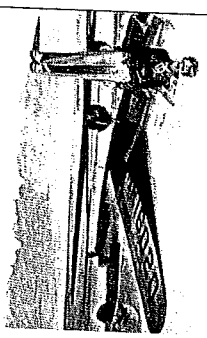
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# UNIT 4

**WORDS TO KNOW**  
explicitly  
quoting  
quotation mark  
inference



## Lesson 25

QUOTE FROM A TEXT SR1

### INTRODUCTION

#### Real-World Connection

##### HISTORY CONNECTION

Marcus enjoys reading about mysteries and adventures from American history. He checked out a library book about pilot Amelia Earhart. He shows his friend Sonya a photograph from the book and tells her Earhart was a hero. Sonya asks Marcus why he thinks that. All she sees in the photograph is a woman standing by a plane. Until Sonya asked, it seemed very clear to Marcus why Earhart was a hero. Now he is not sure. He looks at his library book about Earhart again and considers. He does not see a sentence where it says Earhart was a hero. How can he explain it to Sonya? We will practice the skills in Guided Instruction and Independent Practice. Then, we will come back to Marcus and Sonya at the end of the lesson.

#### What I Am Going to Learn

- How to quote accurately from a text and share ideas from a text with other people
- How to explain the inferences made after reading a text

#### What I May Already Know SR1, 4R12

- I know how to answer questions about a text by referring to details in the text
- I know how to explain the main idea and supporting ideas in a text

##### TIPS AND TRICKS

Use a two-column chart to help you understand information you read. In one column, list important details in the text. In the other column, list your own ideas, questions, and thoughts about what you have read.

QUOTE FROM A TEXT Lesson 25

### Vocabulary in Action

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

- What the text says explicitly is what the writer actually says in a clear and literal way. Here is an example.  
"Amelia Earhart was the first woman to fly a plane across the Atlantic Ocean."

Marcus might want to share this fact with Sonya because the text says this explicitly. Marcus does not have to come to this conclusion on his own.

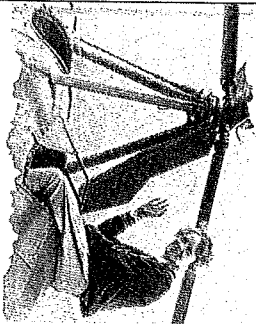
- Quoting is speaking or writing the exact words from the text.
- Quotation marks are punctuation placed around quoted words to set them apart from your own words. Quotation marks tell the person reading your text that you copied the words from another person exactly as that person said or wrote them.
- An inference is like an educated guess. When readers come to conclusions about something they have read that is not stated explicitly in the text, it is called drawing an inference. You draw inferences by combining what the text teaches you with what you already know.

Think about the expression on someone's face. It can tell you if he or she is happy or sad. The person does not have to say "I am happy" explicitly for you to guess how he or she feels. You can infer based on that person's expression. Similarly, from reading the explicit parts of a text, you can infer the meaning of the implicit, or implied, parts.

When Marcus thinks to himself that Earhart was very brave, he makes an inference. The text does not explicitly say she was brave. Marcus knows that flying a small plane across a huge ocean takes courage. He infers that Amelia Earhart had to be brave to make that flight.

##### TURN AND TALK

What are other examples in which you can make inferences?



# GUIDED INSTRUCTION

Read this page from Marcus's book *American Mysteries*. What does the text say explicitly? What inferences can you draw?

## Amelia's Last Flight

Amelia Earhart is famous for many accomplishments as a pilot. She is even more famous for her disappearance. Earhart and her navigator, Fred Noonan, were lost over the Pacific Ocean during an around-the-world flight in 1937.

She told the Coast Guard over her radio that she was close to her destination of tiny Howland Island in the central Pacific. However, Earhart could not see the island, and she was low on fuel. She never arrived. Her plane was never found. Researchers continue to investigate her disappearance today. Scientists are studying objects such as an old shoe and pieces of metal that were found on Nikumaroro Island near Howland Island.

[Reading Level: 700–800; Word Count: 109]

### Part A

Which inference about Amelia Earhart's disappearance is BEST supported by the text?

- A Amelia Earhart crashed because she was not a skilled pilot.
- B Amelia Earhart's plane ran out of gas and crashed into the Pacific.
- C Amelia Earhart's last flight took place in 1937.
- D Navigator Fred Noonan thought it was too dangerous to try to land on an island.

### Part B

Underline THREE sentences from the text that BEST support the answer to Part A. Quote these sentences in the box below.

Quotes from the Passage that Support the Inference in Part A

"However, Earhart could not see the island, and she was low on fuel."
"She never arrived."
"Her plane was never found."

### HINT, HINT

Remember that quotation marks go both before and after the words you quote from the text.

### HINT, HINT

When the text does not say something explicitly, you must use clues to figure it out. Select the answer choice that is an inference you can make from clues in the text. Then find three sentences that support the inference.

[252] masteryeducation.com

English Language Arts | Level E

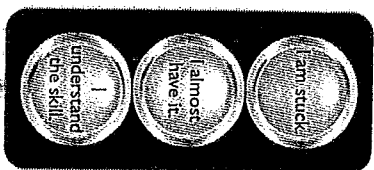
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## How Am I Doing?

What questions do you have?

Explain the difference between what a text says explicitly and an inference drawn from the reading.

Show how you can make an inference from a text. Write a quote from a text. Then, write what you infer from the quote. Explain what knowledge you already had that helped you make your inference.



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.

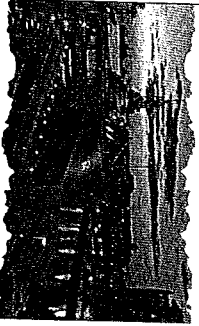
### The Philadelphia Story

Genre: History

- 1 During World War II, the U.S. military experimented with a number of new technologies. It hoped to gain an advantage over its enemies. The work of scientist Albert Einstein influenced many of these technologies. Einstein had been working on a system called the *unified field theory*. This theory combined the natural forces of electromagnetism and gravity.
- 2 One idea was that scientists could use electric generators to bend light around an object. As a result, the object would become invisible, yet this was only a theory. No one had solid evidence that invisibility was possible.
- 3 Then, at the Philadelphia Naval Yard in 1943, something impossible might have happened. Various stories said the U.S. Navy destroyer *USS Eldridge* disappeared from sight, only to reappear moments later. Some people say it vanished in a flash of blue light. They claim it was teleported 200 miles away to Norfolk, Virginia, before returning to Philadelphia.
- 4 This mysterious event has come to be called "The Philadelphia Experiment" or Project Rainbow. The U.S. Navy denies that any such experiment ever took place. There is no proof that this event really happened. However, no one has disproved it either. Had the U.S. military actually succeeded in making a ship invisible?

#### A Strange Letter

- 5 In 1955, an astrophysicist named Morris Jessup published a book called *The Case for the UFO*. Soon after the paperback version was released, he began to receive a series of strange letters. They looked very odd with several different colors of writing. One letter told Jessup that the U.S. Navy had been experimenting with Einstein's theory and had succeeded in making a destroyer invisible.
- 6 In the letter, the writer describes how he saw the event happen from another ship. The destroyer and its crew disappeared inside a force field and then reappeared. The people aboard the destroyer also experienced extreme side effects, such as getting stuck inside walls. The letter was signed "Carl M. Allen."



Harbor in Norfolk, Virginia

## READING NOTES

### More Bizarre Notes

- 7 At the same time, a copy of Jessup's book arrived at the Office of Naval Research (ONR) in Washington, D.C. The book had strange notes written in the margins. One of these notes described the impossible experiment in Philadelphia. Three ONR officers became interested in these notes. They took the copy to Jessup to see if he could explain them.

- 8 Jessup quickly recognized the handwriting—it looked similar to the strange letters he had received. The officers attempted to find the author, but they did not succeed. He was later identified as Carlos Miguel Allende. The return addresses on the letters and book were all misleading.

### The Mystery Continues

- 9 Both the crew of the *USS Eldridge* and the crew of the ship on which Allende had supposedly been traveling denied Allende's story. According to Navy records, Allende's ship was not even in Philadelphia at the same time as the *Eldridge*.
- 10 The official ONR report states that "ONR has never conducted any investigations on invisibility, either in 1943 or at any other time." Yet, some believe the Navy is hiding the truth. With no credible eyewitnesses, the mystery continues. Some people continue to believe the stories. Since then, more books have been published on this experiment and similar military events. In 1984, a science-fiction film based on the event was made.
- 11 Consider all of the technology you have encountered in your lifetime. Is it really so ridiculous to think that invisibility might be possible, or is this only in our imaginations?

[Reading Level: 730–830; Word Count: 567]

1. Which THREE quotes from the passage give facts?

- (A) "Einstein had been working on a system called the *unified field theory*." (paragraph 1)
- (B) "In 1955, an astrophysicist named Morris Jessup published a book called *The Case for the UFO*." (paragraph 5)
- (C) "At the same time, a copy of Jessup's book arrived at the Office of Naval Research (ONR) in Washington, D.C." (paragraph 7)
- (D) "Consider all of the technology you have encountered in your lifetime." (paragraph 11)
- (E) "Is it really so ridiculous to think that invisibility might be possible, or is this only in our imaginations?" (paragraph 11)



HINT, HINT

Look for the quotes in the text. Which ones support the idea that people are still wondering about the truth?

2. Look at the inference in the chart below. Then, from the quotations below, fill in the chart with the two best quotations that support the inference below.

Supporting Quotes

"There is no proof that this event really happened. However, no one has disproved it either." (paragraph 4)  
"In 1955, an astrophysicist named Morris Jessup published a book called *The Case for the UFO*." (paragraph 5)  
"One letter told Jessup that the U.S. Navy had been experimenting with Einstein's theory and had succeeded in making a destroyer invisible." (paragraph 5)  
"With no credible eyewitnesses, the mystery continues. Some people continue to believe the stories." (paragraph 10)

INFERENCE	People today still wonder about what happened to the U.S. Navy destroyer USS <i>Eldridge</i> in 1943.
SUPPORTING QUOTE 1	"There is no proof that this event really happened. However, no one has disproved it either." (paragraph 4)
SUPPORTING QUOTE 2	"With no credible eyewitnesses, the mystery continues. Some people continue to believe the stories." (paragraph 10)

3. Which inference about Morris Jessup is BEST supported by the details in paragraph 5?

- ☐ A He was an expert on Einstein's theories.  
☐ B He published many books about mysteries.  
☐ C He believed the information in the mysterious letters he received.  
☐ D He was a scientist who had an interest in unexplained phenomena.

HINT, HINT

Remember that when information is not stated explicitly, you need to make an inference based on the text.

4. Make an inference based on the text in paragraph 5. Why did the letter writer contact Morris Jessup?

Sample response: He wanted Jessup to believe the Navy was secretly experimenting with invisibility.

5. According to the text in paragraph 6, how did the letter writer support his claim that the Navy had made a destroyer invisible?

- ☐ A He included details about what he witnessed.  
☐ B He claimed to know someone on the ship.  
☐ C He explained how sailors became invisible.  
☐ D He included proof from other witnesses.

6. From paragraphs 7–9, draw an inference about Carlos Miguel Allende. Then, use a quote to support the inference. Explain how you used it to figure out the author's meaning.

Sample response: The inference I drew about Carlos Miguel Allende is that he was not a trustworthy eyewitness. Paragraph 9 says, "According to Navy records, Allende's ship was not even in Philadelphia at the same time as the *Eldridge*." This quote supports this inference because it explicitly says that Allende was not in Philadelphia during that time. He could not have seen the experiment. I know that you need to be present during an event to be a trustworthy eyewitness of it. This is why Allende cannot be trusted, according to the Navy.

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# EXIT TICKET

591

Now you understand how to quote a text's explicit words and draw inferences. Let's revisit the Real-World Connection. Marcus wanted to explain to Sonya why he thinks Amelia Earhart is a hero. Use the chart to help Marcus sort out what he learns from the text. This will help him explain to Sonya how he draws that inference. In the first column, write two details the text in this lesson said explicitly about Earhart. You can quote or write in your own words. In the second column, write knowledge you already have that connects the facts about Earhart to the inference that she is a hero.

Facts about Earhart Explicit in the Text	My Previous Knowledge
"Amelia Earhart is famous for many accomplishments as a pilot."	Accomplished pilots are often brave.
Earhart tried to fly around the world.	Trying to fly around the world takes a lot of bravery.

# Lesson 26

DETERMINE MAIN IDEAS AND  
KEY DETAILS SR2

## INTRODUCTION

### Real-World Connection

#### TECHNOLOGY AND MEDIA CONNECTION

Jonathan wants a cell phone for his birthday. His grandfather says, "When I was your age, there were no cell phones. They seem like magic!" Jonathan thinks about that. They do seem magical. Voices go into the phone and can come out halfway across the world. We can download games and videos almost anywhere in only a few moments. When Jonathan has an assignment to research an invention for a class project, he chooses cell phones. He finds a website with a lot of information about cell phones. Jonathan's grandfather asks him what he is learning from the website. Jonathan shrugs. There is a lot of information. How can he find the main ideas from the text to tell his grandfather? We will practice these skills in Guided Instruction and Independent Practice. Then, we will revisit Jonathan and his grandfather at the end of the lesson.

### What I Am Going to Learn

- How to find two or more main ideas and topic sentences in a text
- How to find two or more key details that support main ideas in a text

### What I May Already Know 4RI2

- I know how to summarize the ideas of an informational text.

WORDS TO KNOW  
main idea  
topic sentence  
key detail

#### TIPS AND TRICKS

When you look for the main idea of a text, ask yourself, "What does the author want me to remember?"



Vocabulary in Action

TIPS AND TRICKS

Highlight or underline important examples and facts as you read. These key details will help you determine the main idea.

When you read to understand informational texts, you will be interested in many facts and details the text includes. It is important to look for the most important ideas.

- The main idea is what the whole text is about. It is what the author wants you to remember. Some texts have more than one main idea. Each paragraph or section of a text can have its own main idea. Almost everything in the text will support the main idea or ideas.
- A main idea is sometimes stated in a topic sentence. A topic sentence states the main idea of a paragraph, section of text, or even the entire text.
- A key detail is a fact or example that gives information about the main idea.
- Think of the main idea and key details as a table. The main idea is the tabletop. It is the biggest part of the table. The key details are the table legs. They are smaller than the tabletop, but they support the tabletop.

GUIDED INSTRUCTION

HINT, HINT

If a text does not state the main idea in a sentence, look for details that give clues. Read titles, headings, and captions carefully for more clues!

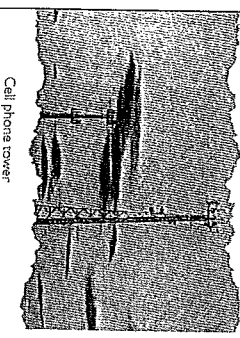
Read this article from Jonathan's website about inventions. Try to figure out its main idea and key details.

How Do Cell Phones Work?

A cell phone turns your voice into an electronic signal. It sends that signal through the air to a cell tower. A cell-phone tower is like an antenna. It sends the signal on to the person you are calling. The person's phone turns the signal back into sound so he or she can hear your voice.

Cell phones need cell towers for strong and clear signals. Cell phones work best when they are near cell towers. Cell phones do not work well when they are too far away from cell towers. They also may not work when busy city areas do not have enough cell towers.

[Reading Level: 750–850; Word Count: 106]



Cell phone tower

HINT, HINT

Sometimes the title of a text points to the main idea. Look at the title "How Do Cell Phones Work?" Which answer choice answers this question completely?

- Part A
- What is the main idea of this text?
- Ⓐ A cell-phone tower is like an antenna.
  - Ⓑ Cell phones work best when they are near cell towers.
  - Ⓒ A cell phone turns your voice into an electronic signal.
  - Ⓓ Cell phones turn voices into signals that are sent via cell towers.

Part B

Underline FOUR sentences that provide key details to support the main idea in Part A. Then, complete the chart below. In the first column, list the key details. In the second, explain how they support or explain the main idea.

KEY DETAIL	SUPPORT FOR THE MAIN IDEA
"It sends the signal on to the person you are calling."	This detail explains how cell phones send voices to another person.
"The person's phone turns the signal back into sound so he or she can hear your voice."	This detail explains how people hear the voices cell phones send them.
"Cell phones need cell towers for strong and clear signals."	This detail explains why we need cell towers to send signals.
"Cell phones work best when they are near cell towers."	This detail helps explain why we need cell towers.

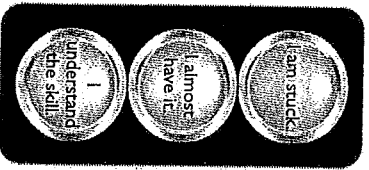
# How Am I Doing?

What questions do you have?

In your own words, explain how a topic sentence is useful to a reader.

How can you find the main idea if the text does not include a topic sentence?

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



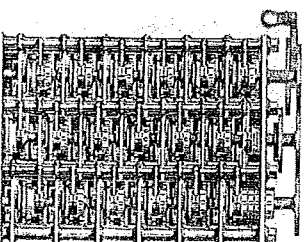
## INDEPENDENT PRACTICE

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

### The Computer—Then and Now

Genre: History

- 1 Can you imagine life without computers? A modern computer has a screen, a keyboard, and, usually, a mouse for moving the cursor. However, early computers were designed more than 150 years ago! They looked nothing like the machines we use today. The early computer did not have a screen, a keyboard, or a mouse. In fact, it did not even use electricity!
- 2 The modern computer accomplishes tasks using a surprisingly simple code called the *binary code*. The binary code is made up of only two symbols: the numbers 0 and 1. Combinations of these numbers tell a computer what to do. Modern computers use patterns of these numbers to represent words, colors, pictures, and sounds. Early computers operated using a coded system of numbers and patterns as well.
- 3 These early computers were developed at the same time as other inventions of the Industrial Revolution. Many new inventions were powered by steam engines during this time. These included steamboats, locomotives, and the spinning jenny. Another invention called the *Jacquard loom* was also powered by the steam engine. Joseph-Marie Jacquard invented this loom in 1805. It could weave textiles automatically. It did so by using a system of cards with holes punched in them. It could read the patterns of holes on these cards. Then, the loom could weave complicated designs with few errors.
- 4 The Jacquard loom inspired the computers designed in the early 1800s. At the time, engineers, bankers, and astronomers had to make printed tables to record detailed information. This often resulted in mistakes. The mathematician Charles Babbage had an idea in 1821. What if the same creations that made the Jacquard loom possible—the steam engine and the punch-card system—could be used to calculate and record data? (The word *data* refers to pieces of information, such as numerical information.)
- 5 Babbage designed a machine he called the *Difference Engine* with this idea in mind. This early computer could perform mathematical equations that would be difficult for a person to do. Other simple calculators already existed at the time. However, Babbage's machine was more than a calculator. It could also store information like modern computers. This information could be held in storage



# READING NOTES

for a limited time and be processed later. When the machine finished solving a mathematical problem, it could print the results by stamping them onto sheets of soft metal. These metal plates were used to print many copies of the results.

Babbage never finished building the Difference Engine due to financial problems. However, he came up with ideas to improve it while working on it. These ideas led him to develop plans for a second computer called the *Analytical Engine*. It was more powerful than the Difference Engine. While it was also never finished, the Analytical Engine was supposed to have four main parts. These were the mill, the store, the reader, and the printer. The mill was the part of the computer that did the calculations. The store held the data people put into the computer until they processed this data. In the reader, people would input, or enter, data by using punch cards like those on the Jacquard loom. The printer printed the data, just as it did on the Difference Engine. This printed data was the machine's output.

Modern computers are like the Analytical Engine in some ways. On a modern computer, the central processing unit (CPU) makes calculations. The mill did this as well. A computer's hard drive stores the data. It performs the same role as the store. The computer's keyboard, mouse, and printer are input and output devices. They are like the reader and printer on an Analytical Engine.

One person who saw the potential for Babbage's computer was Ada Lovelace. She wrote a description in 1843 of steps this computer could use to solve complicated problems. Modern computer programmers also write detailed steps telling the machine how to solve problems or do certain tasks. A computer program is the series of steps a computer follows to do a task. Lovelace was also the first to suggest that computers could do more than calculations. She suggested using computers to represent letters of the alphabet or musical notes as well as numbers. This idea had not yet been considered at the time. However, it seems obvious today.

Neither Babbage nor any of the people he worked with ever saw a completed Difference Engine. However, in 2002 his original plans were used to build the engine Babbage had designed. Another engine is on display at the Computer History Museum in Mountain View, California. It was built in 2008. If you get the opportunity to see it in person, you will see it has 8,000 parts. It weighs five tons and is 11 feet long! It looks very different from the computers we use today, but in some ways it is the same.

[Reading Level: 750–850L, Word Count: 809]

This question has two parts. First, answer Part A. Then, answer Part B.  
1. Part A  
What is the main idea of paragraph 1?

- (A) Life would be difficult without computers.
- (B) A modern computer has a screen, a keyboard, and a mouse.
- (C) Early computers did not use electricity.
- (D) Early computers looked very different from modern computers.

Part B  
Underline **TWO** key details in paragraph 1 that **BEST** support its main idea.

2. Which sentence is the topic sentence of paragraph 4?

- (A) "The mathematician Charles Babbage had an idea in 1821."
- (B) "The Jacquard loom inspired the computers designed in the early 1800s."
- (C) "(The word data refers to pieces of information, such as numerical information.)"
- (D) "At the time, engineers, bankers, and astronomers had to make printed tables to record detailed information."

## HINT, HINT

The topic sentence states the main idea of the paragraph.

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

### 3. Part A

Which paragraph explains how a modern computer is similar to Babbage's Analytical Engine?

- (A) paragraph 4
- (B) paragraph 5
- (C) paragraph 6
- (D) paragraph 7

### Part B

Which key detail does the author use to support the paragraph's main idea?

- (A) The author compares the input and output devices on the two machines.
- (B) The author explains how the Difference Engine could solve mathematical equations.
- (C) The author explains how the parts of the machine perform calculations and store data.
- (D) The author explains the problems involved in recording detailed information on printed tables.

### 4. What is the main idea of paragraph 8?

- (A) Ada Lovelace used the early computer as a calculator.
- (B) Ada Lovelace was the first female computer programmer.
- (C) Ada Lovelace worked with Charles Babbage to develop the Difference Engine and the Analytical Engine.
- (D) Ada Lovelace saw the potential for early computers to solve complicated equations and do much more.

5. Find TWO key details in paragraph 8 that BEST support the main idea. Then in your own words, explain how each of these key details supports the main idea.

Sample response: One key detail is, "She wrote a description in 1843 of steps this computer could use to solve complicated problems." This key detail supports the main idea by showing that she saw the potential for computers to solve complicated problems. Another key detail is, "She suggested using computers to represent letters of the alphabet or musical notes as well as numbers." This supports the main idea by showing that she saw the potential for computers to do more than solve equations.

6. The article has two main ideas. The first main idea is that early computers were inspired by other inventions of the Industrial Revolution. The second main idea is that modern computers look very different from the earliest computers, but their functions are similar. Find a quote to support each main idea. Explain how each quote supports the main idea.

Sample response: The quote that best supports the first main idea is "What if the same creations that made the Jacquard loom possible—the steam engine and the punch-card system—could be used to calculate and record data?" This question from paragraph 4 connects the Jacquard loom to early computers. The quote that best supports the second main idea is "Modern computers use patterns of these numbers to represent words, colors, pictures, and sounds. Early computers operated using a coded system of numbers and patterns as well." These sentences from paragraph 2 compare the functions of early and modern computers.

### HINT, HINT

The article's main ideas say what the author wants readers to remember from the entire text, not just one paragraph.

५२

Now you understand how to find main points, topic sentences, and key details. Let's revisit the Real-World Connection.

Jonathan wants to explain to his grandfather what he is reading about on the website. Imagine that you are Jonathan's classmate. Jonathan tells you about the trouble he had telling his grandfather about the website. Write Jonathan a list of instructions to help him figure out the main idea of the website. What should Jonathan look for? Give him at least four specific things he can do.

Sample answer:

- |   |  |
|---|--|
| 1. Jonathan should look for a topic sentence.   |  |
| 2. He should look for sentences that explain what the website is about.                             |  |
| 3. He should also look for key details that give facts and examples about the topic of the website. |  |
| 4. Then, he should look at how these key details give information about the main idea.              |  |
| If Jonathan does all of these things, he should have a good idea of the main idea of the website.   |  |



## Vocabulary in Action

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

A summary is a short paragraph that describes what a text is about. It focuses on main ideas. Here is a good model for writing a summary.

- Include only the most important information related to the main ideas.
- Do not copy parts of the original text.
- Keep your summary short and concise.
- Present only the main points of the text.
- Do not include minor details.
- State the information in your summary in the same order it is presented in the text.
- Keep your opinions out of your summary.

Paraphrase means to rewrite in your own words.

## GUIDED INSTRUCTION

Read this page from Elisa's book. Think about how you might summarize the information.

### Visiting the Grand Canyon

About five million tourists visit the Grand Canyon per year. Some visitors ride shuttle buses to overlooks along the rims of the canyon. (The bus ride takes about three hours.) Visitors can spend their time enjoying the spectacular views from observation areas.

Tourists can also stop at many visitor centers and museums. They can learn about the history and geology of the canyon. Many visitors choose to hike down trails into the gorge. A hike to the bottom and back takes about two days. Travelers can stay in a lodge at the bottom if they have reservations. Some tourists take a mule trip into the gorge or along the rim. Another way to explore the Grand Canyon is from the river. Visitors can kayak or ride rafts in the Colorado River. The rafts are made of flexible rubber for safety.

[Reading Level: 750–850; Word Count: 140]

Rafting on the Colorado River in the Grand Canyon



### TIPS AND TRICKS

When you summarize, reread the text carefully to look for the most important information. Pay attention to titles, punctuation, captions, illustrations, and other text that give clues about key information.

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English Language Arts | Level E

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### Part A

What is the BEST summary of "Visiting the Grand Canyon"?

- (A) I think the Grand Canyon would be a great place to visit. There are many things to do there. I would love to see the beautiful scenery and kayak or raft on the Colorado River.
- (B) Roughly five million tourists visit the Grand Canyon each year. Some tourists explore it from the river while kayaking or rafting. Other visitors spend time enjoying the spectacular views. Tourists can visit museums and take mule trips into the gorge.
- (C) The Grand Canyon attracts millions of visitors each year. Tourists can enjoy the stunning scenery, learn about history and science, hike along the canyon rim, or ride a mule into the gorge. Some tourists even take kayaking or rafting trips on the Colorado River.
- (D) Millions of visitors head to the Grand Canyon each year. Tourists can take a three-hour shuttle bus ride to visit overlooks and observation areas. They can also spend about two days hiking to the bottom of the gorge. Some tourists take trips on rafts that are made of flexible rubber.

### Part B

Underline THREE unnecessary details in the text that you should leave out of the summary.

Here is another page from Elisa's book. Think about how you might paraphrase the information.

### The Grand Canyon: An American Wonder

The Grand Canyon is a mile-deep gorge in Arizona. It runs 277 miles long. It is one of the deepest canyons on Earth. The Kall Gandaki Gorge in Nepal is one of the few canyons that are deeper. The Grand Canyon is considered one of the Seven Natural Wonders of the World because of its huge size and colorful landscapes.

The Grand Canyon was formed by the Colorado River over millions of years. The walls of the canyon show ancient layers of rock that have been slowly carved away by the water.

Native Americans have lived in the area for thousands of years. The first Native Americans were the Ancestral Puebloan people in about 1200 BCE. The first Europeans to see the Grand Canyon were Spanish explorers in 1540.

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### HINT, HINT

If you only had a minute to tell someone about this text, what details would you need to tell that person? The correct answer should not include unnecessary details.

John Wesley Powell led the first-known boat expedition through the Grand Canyon in 1869. His group traveled the Colorado River for months on a very dangerous journey. They had to cross more than 200 strong rapids and lost several men. Powell took another voyage through the canyon years later. He made the first photographs and maps of the area.

The Grand Canyon was made a national park in 1919. Today, the park and its stunning scenery attract millions of visitors every year.

[Reading Level: 750–850L; Word Count: 211]

The chart below shows how Elisa paraphrased each paragraph in her own words. Can you paraphrase paragraph 4?

PARAGRAPHS	
ORIGINAL TEXT	PARAPHRASE
Paragraph 1 The Grand Canyon in Arizona is one of the deepest canyons in the world. It is considered one of the Seven Natural Wonders of the World.	
Paragraph 2 The Grand Canyon was formed by the Colorado River, which carved the layers of rock over millions of years.	
Paragraph 3 The Grand Canyon region was first inhabited by Native Americans thousands of years ago. In 1540, Spanish explorers became the first Europeans to see it.	
Paragraph 4 In 1869, John Wesley Powell led the first boat expedition through the Grand Canyon. He took a later trip on the Colorado River. He took the first photographs and made the first maps of the area.	
Paragraph 5 The Grand Canyon became a national park in 1919, and it remains a popular place for tourists to visit today.	

## How Am I Doing?

What questions do you have?

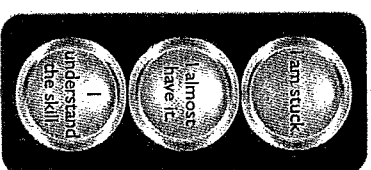
Summarize or paraphrase the text that you read.

How do you summarize your day at school once you are home?

### TURN AND TALK

Suppose your teacher asks you to summarize a chapter in your history book. On your own sheet of paper, explain how this might help you to do well on a test of the chapter. Discuss with your classmates.

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



# INDEPENDENT PRACTICE

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

## Valley of the Geysers

Genre: Magazine Article

### TIPS AND TRICKS

Make a two-column chart to plan a summary. In one column, write the most important ideas from the text. In the other column, rewrite each idea briefly in your own words.



The Valley of the Geysers in Kamchatka, Russia

### HINT, HINT

Make sure that your summary covers the full text, including the main idea, supporting evidence, and conclusion.

1 The Kamchatka Peninsula is a lightly populated region in the far eastern part of Russia. The easiest way to get there is to take a nine-hour flight from Russia's capital city, Moscow. The peninsula is so remote that people from outside of Russia were not even allowed to visit until 1990. However, thousands of people from all over the world now visit Kamchatka each year. They come to see one of Russia's most unique natural treasures: the Valley of the Geysers.

2 A geyser is a type of spring that is heated underground. Nearby volcanoes are usually the source of the heat. Geysers are distinct from other hot springs. They have blockages that keep water from freely flowing to the surface. These blockages cause water—and extreme amounts of pressure—to build up beneath the earth. The water becomes hotter and hotter as it tries to escape. This process produces steam. The steam then rises from openings in the ground. When the pressure reaches a critical point, the boiling water erupts. The eruption continues until the pressure within the geyser is decreased and the water beneath the ground is cooled. Most of the geysers on Earth can be found in Yellowstone National Park in the United States. The second largest concentration of geysers is in Kamchatka.

3 The Kamchatka Peninsula is home to over 300 volcanoes. It has 129 that still erupt. The Valley of the Geysers is located near several of these volcanoes on the peninsula's eastern coast. Here, about 20 large geysers and 200 smaller springs are located within only 2.7 square miles. The steam that rises from these geysers creates thick fog. The peaks of the surrounding volcanoes are visible when the fog clears. The volcanic warmth in the valley combines with its extremely cold temperatures (Kamchatka is not far from the Arctic Circle). This mix of extreme temperatures has created a unique ecosystem. Plants, mosses, and lichens that are found nowhere else on Earth live in the Valley of the Geysers.

4 Very few people have ever lived near the Valley of the Geysers. This is why it was not discovered until 1941. That year, the geologist Tatyana Ustinova and her guide Anisfor Krupenin were the first to find it. They were exploring the peninsula on a dog sled. The two explorers stopped to rest alongside a river that runs through the valley. Then they noticed a rumbling sound coming

from the river. The noise was quickly followed by a violent jet of water that sped across the river straight toward them! This geyser was later named "Firstborn." It was the first to be discovered in the Valley of the Geysers. It was soon followed by more geysers. Some of them are named "Phnochko," "Sugar," and "Inaccessible."

5 Kamchatka also lies near the "Ring of Fire." This great fault line circles the Pacific Ocean. A terrible earthquake struck Kamchatka in 2007. It caused an entire mountainside to collapse. This landslide buried the valley beneath gravel, rock, snow, and ice. It also caused the river to become dammed. This flooded the valley and turned the river into a lake. At first, researchers feared the entire Valley of the Geysers was lost forever. However, only about half of the valley's geysers were buried. The others endured. The Valley still exists today.

6 The Valley of the Geysers was a difficult place to visit in the past. To reach the valley, the only option was to travel by helicopter. Today, there is public transportation to and from the region's local towns. However, if you visit the Valley of the Geysers, it is important to only observe the geysers from a distance. The boiling water and steam from a geyser's jets can cause terrible burns. It can be difficult to tell when one is ready to erupt!

[Reading Level: 750–850; Word Count: 632]

1. Which sentence is the BEST summary of paragraph 1?

- (A) I think the Valley of the Geysers is Russia's most amazing natural wonder.
- (B) Many visitors come to see one of Russia's unique natural treasures: the Valley of the Geysers.
- (C) Thousands of people visit the remote Kamchatka Peninsula in Russia each year to see the Valley of the Geysers.
- (D) Many tourists take nine-hour flights from Moscow to see the Valley of the Geysers in the remote area of the Kamchatka Peninsula.

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

2. Part A

Which TWO details should you leave out of a summary of paragraph 2?

- (A) Geysers are different from other types of hot springs.
- (B) A geyser is an underground spring that is heated by volcanoes.
- (C) Yellowstone National Park has the world's biggest concentration of geysers.
- (D) The underground water gets hotter and pressure increases until the geysers produce steam and erupt.

## READING NOTES

Part B

Why should you leave the details in Part A out of the summary?

- (A) They are opinions.
- (B) They are repeated information.
- (C) They are too similar to the original text.
- (D) They are not important to the main idea.

3. Create a summary of paragraph 4 using only THREE of the sentences listed here. The sentences should present key information in the same order as the original paragraph.

Few people have ever lived near the Valley of the Geysers. Many more geysers were soon discovered in the valley. The first geyser discovered was named "Firstborn." While exploring the area, they were surprised by a geyser. A geologist and her guide discovered the geysers in 1941. The geologist named the other geysers "Pinocchio," "Sugar," and "Inaccessible."

HINT, HINT  
Remember that in a summary you should leave out any details that are not important to the main idea.

SUMMARY
A geologist and her guide discovered the geysers in 1941.
While exploring the area, they were surprised by a geyser.
Many more geysers were soon discovered in the valley.

TIPS AND TRICKS

Mark up the text as you read through it so that you can easily return to key information later on. Circle important details, cross out unimportant ones, and underline the main ideas in each paragraph.

4. Write a summary of paragraphs 5 and 6. Use your own words to state the most important information in the same order in which it appears in the text.

Sample response: Kamchatka is at risk of earthquakes because it is located near a fault line in the Pacific Ocean. A major earthquake in 2007 buried about half of the valley's geysers. However, people continue to come to the Valley of the Geysers today. Visitors are careful to view the geysers from a distance so that they are not burned.

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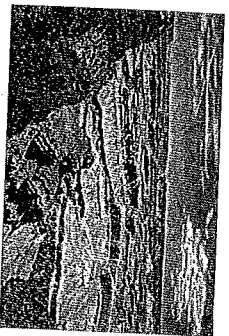
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of Canyon, such as how many  
he should also mention the  
Canyon and some of the early  
important points from what



What is the purpose of the document?

# Lesson 28

EXPLAIN RELATIONSHIPS OR  
INTERACTIONS SRJ3

## INTRODUCTION

### Real-World Connection

#### SCIENCE CONNECTION

In his science class, Jacob is studying animals. He reads articles about different species. He also reads about threats to places where the animals live. Here is what Jacob reads.

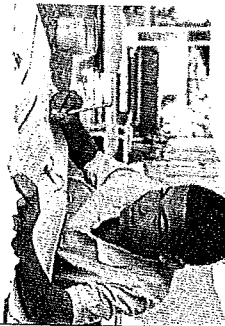
Snow leopards live between the tree line and snow line in the cold, dry mountains of northern and central Asia. Snow leopards live in 12 different countries. However, there are fewer than 7,500 in the wild. Scientists say climate change is one reason for the snow leopards' shrinking population. The snow line rises as mountains warm. Snow leopards are forced to move higher to find the habitats they prefer. The higher they go, there are fewer animals for them to hunt. As a result, snow leopards have less to eat.

How can Jacob understand the connections between difficult ideas in this informational paragraph? We will practice the skills in Guided Instruction and Independent Practice. Then, at the end of the lesson, we will help Jacob explain how these ideas are connected.

### What I Am Going to Learn

- How informational texts may include connections between two or more people, events, or ideas
- How being able to find connections between two or more people, events, or ideas can help me better understand a text
- How relationships show alike or different things
- How interactions show things working together

WORDS TO KNOW  
relationship  
interaction  
transition



## What I May Already Know 4RI.3

- I know how to explain events, procedures, or ideas in an informative text.
- I know how to explain what happened and why in a historical, scientific, or technical text.

## Vocabulary in Action

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

A relationship shows how two or more people, ideas, or events in an informational text are alike or different. A relationship can also show how one thing depends on another or how one thing causes another. An author might show relationships in several ways. For example, an author could explain one idea as part of a bigger idea.

An interaction shows how things work together. To show interactions, authors might do the following.

- Describe how one event causes another.
- Explain each step in a process.

Authors sometimes state directly how ideas are connected. They may use a transition to connect ideas by linking sentences or sections of a text. The following chart shows common transition words and phrases.

RELATIONSHIP OR INTERACTION	TRANSITION WORDS
How things or ideas are similar or different	like, similar, compare, as, for example, most, mostly, comparable, by comparison, unlike, different from, while, but, however, opposite, although, on the other hand, in the same way
How one event or idea can cause or affect another	therefore, because, when, as a result, if... then, so that, in order to, due to, consequently, subsequently, afterward
How actions can provide a solution to a stated problem	problem, challenge, difficulty, one option, alternative, evidence, solution, possible, result, the answer, in conclusion
How a process is made up of steps in a certain order	first/second/third, begin, start, next, then, one, another, in addition, after, also, later, last, finally, and

Sometimes, you must discover relationships and interactions on your own. Carefully read the text and use clues to figure out how ideas are connected.

## GUIDED INSTRUCTION

Look at this online article Jacob found about a bird.

### The Piping Plover

The piping plover is an endangered shorebird. It looks much like other small shorebirds, such as the killdeer. Like these birds, it has a short bill. It also runs across the flat beach in short bursts.

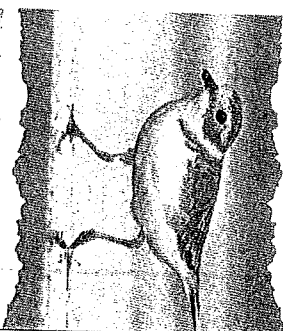
Piping plovers nest in creeks and wetlands. First, the female lays eggs in a small nest lined with pebbles or shells. Then, both parents care for the eggs. When the eggs hatch, the young birds can run around within hours. The piping plover is endangered because it has lost most of its natural habitat. Building developments have destroyed beaches where the birds live and make nests. Tourists and animal predators have also scared the birds away from their nesting areas.

Several possible solutions can help save this species from extinction. Scientists and beach residents need to preserve the habitats and limit future developments. They must also study and protect the existing birds and nests.

[Reading Level: 710–810; Word Count: 150]

Look at the chart below. It shows the connections between the facts in each paragraph. Can you find the information in paragraph 4 that supports the given connection?

PARAGRAPH	FACTS	HOW THE INFORMATION IS RELATED
1	Plovers have short bills and run in short bursts. Other types of shorebirds look and act in the same way.	The information shows how things are similar to one another.
2	First, the female lays eggs in a small nest. Then, both parents care for the eggs. Lastly, the baby birds hatch and soon run around.	This information shows how a process is made up of several steps that happen in a certain order.
3	Plovers are endangered because they have lost much of their natural habitats due to tourism, construction, and animal predators.	This information shows how one action can cause or affect another.
4	We can save plovers from extinction if their habitats are preserved and the existing birds and nests are protected.	This information shows how actions can provide a solution to a problem.



Piping plover on a beach

### HINT, HINT

Underline the transition words and phrases in "The Piping Plover" that show how different pieces of information are related.

Now read this page from one of Jacob's articles. Think about the relationships and interactions that are explained. Look for transition words and phrases that show these connections.

### Where Is All the Water?

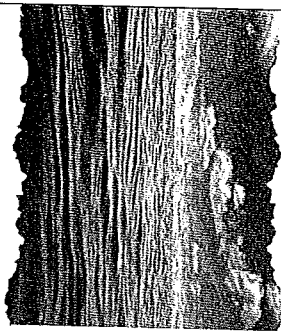
Water is essential to life. The availability of water in a place determines the life forms that are able to live there. Water is found almost everywhere on Earth but is mostly in the oceans. About 97 percent of Earth's water is saltwater in the ocean. Most freshwater is contained in glaciers or underground. Only a tiny fraction of Earth's water is found in our streams, lakes, and rivers.

This can be a difficult concept to understand, so consider an example. Imagine that a large bucket is nearly filled to the top with water. Think of the bucket as the water in all the world's oceans. Next to the bucket, you have a small cup of water. The cup is like the amount of water held underground and in glaciers. Finally, you have a tiny drop of water. That tiny drop is comparable to the amount of the water that is in ALL of the other water sources on Earth, including sources of fresh drinking water such as rivers, lakes, and streams.

[Reading Level: 800-900; Word Count: 172]

#### TIPS AND TRICKS

When you read informational texts, look for words and phrases that signal relationships or interactions between ideas.



#### Part A

How does the author use a relationship or interaction to help the reader understand the concept of water distribution on Earth?

- (A) The author explains the effects a lack of water has on an ecosystem.
- (B) The author explains solutions for water shortage problems in the United States.
- (C) The author relates the information to familiar items to illustrate how Earth's water is distributed.
- (D) The author describes each of the steps that shows how water gets from the atmosphere to oceans, rivers, and lakes.

#### Part B

Underline **THREE** transition words that the author uses to help readers understand how different sources of water compare in size.

#### HINT, HINT

Use the transition words chart to help you. Can you find any of those words in this text?

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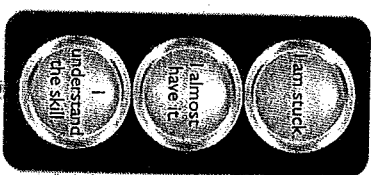
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### How Am I Doing?

What questions do you have?

When reading informational texts, how do you find relationships or interactions between people, events, and ideas?

How does understanding these relationships or interactions help you better understand the text?



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

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Unit 4 | Informational Text | masteryeducation.com [283]



# READING NOTES

## INDEPENDENT PRACTICE

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

### The Energy Cycle and the Compost Pile

Genre: Magazine Article

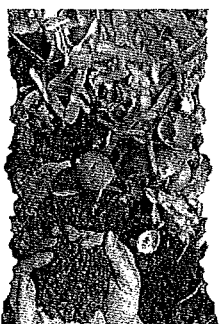
- Do you like gardening? If you or someone you know enjoys growing plants, you may be familiar with composting. This practice is nearly as old as farming itself.
- For thousands of years, people around the world have known that the best way to make the soil richer for plants is to use things that might otherwise be thrown away. We can view composting as a form of recycling in the modern world. Items made from paper, plastic, and metal can be recycled and used to make other things. In the same way, food scraps and garden odds and ends can be recycled into compost. Compost is made from decaying, or rotting, material that came from living things. One example is plant matter: instead of trashing eggshells, banana peels, and grass clippings, why not build a compost pile? You can let nature recycle these materials for you.
- Composting is easy. All you need is a large bin and a shovel or rake to turn the composted material every few days. When mixed into the ground, compost will improve the soil and help your plants grow. It will reduce the need for fertilizers or pesticides that contain dangerous chemicals. How exactly does this garbage become soil that provides nutrition and energy for your plants? One must understand how the energy cycle works to answer that question.
- The energy cycle begins with the sun. Every organism, or living thing, needs a constant supply of energy to carry out life processes, such as growth. The sun's light is the chief form of energy for some organisms. Organisms that rely on the sun for energy are called producers. These include plants, which use photosynthesis to change sunlight into energy they can use. Other producers are too small even to see. These tiny creatures are called microorganisms.
- Above the producers on the food chain are the consumers. Consumers must get their energy from eating other living organisms. All animals are consumers and so are some microorganisms. They are divided into three categories: herbivores, which eat producers; carnivores, which eat other consumers; and omnivores, which eat both types of organisms.
- The third category of organisms is decomposers. Decomposers have a very important role in the energy cycle and in composting.

These organisms include earthworms, beetles, snails, and many types of microorganisms. They eat dead matter. After the decomposers eat this matter, they break it down and return it to the soil. In doing this, they provide food for producers. The producers will then start the energy cycle again.

The decomposers do all of the work in a compost pile. The gardener has only to sit back and enjoy the rich, nutritious compost that the decomposers create. A decomposer's preferred meal is plant-based. However, it can also break down a few animal products, like eggshells. For this reason, it is important to make sure that foods such as meats, dairy products, and oils are left out when you collect food scraps for a compost pile. They are more likely to attract rodents, flies, and other pests than decomposers.

You should also make a point of turning the material in your pile every few days. The organisms that are decomposing your compost need oxygen like you do. By turning it regularly you can ensure that they will have a good supply. You can use a shovel or rake to turn the compost material. Rotating bins make the job easier. All you have to do is turn a handle!

[Reading Level: 740–840; Word Count: 578]



Composting with food scraps makes soil richer.

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

#### 1. Part A

Read these sentences from paragraph 2.

"Items made from paper, plastic, and metal can be recycled and used to make other things. In the same way, food scraps and garden odds and ends can be recycled into compost."

Which relationship or interaction is the author explaining?

- ☐ A the events in the process of recycling
- ☐ B the solutions to the problem of excess garbage
- ☒ C the way in which recycling and composting are alike
- ☐ D the causes and effects of using compost in gardening

#### Part B

Underline the transition phrase in paragraph 2 that BEST signals this connection.

#### TIPS AND TRICKS

Watch for transition words and phrases that signal connections between ideas. Underline or highlight them if you can.

2. According to paragraph 3, what are TWO effects of mixing compost into garden soil?

- (A) The soil has to be raked every day.
- (B) The soil has pieces of garbage in it.
- (C) The compost will need to be turned.
- (D) The soil is improved and helps plants grow.
- (E) The gardener will understand how energy works.
- (F) The need for fertilizers and pesticides is reduced.

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

### 3. Part A

Which MAIN relationship or interaction is the author explaining in paragraphs 3 through 6?

- (A) what producers do for consumers
- (B) how organisms and microorganisms interact
- (C) the role of three types of consumers in composting
- (D) the steps in the energy cycle and how they relate to composting

### Part B

Which transition words or phrases in the text BEST support the answer to Part A?

- (A) "begins with," "after," and "then"
- (B) "in the same way," "instead of," and "also"
- (C) "such as," "however," and "every few days"
- (D) "for this reason," "in doing this," and "important role"

4. How would you describe the steps in the process of composting?

Sample response: First, you collect food scraps and garden matter. Then you put it into a large bin and turn the material every few days. Decomposers, such as worms, beetles, snails, and microorganisms, eat this dead matter. They break it down and return it to the soil. The result is rich, nutritious compost.

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

### 5. Part A

What part of the energy cycle is MOST important to composting?

- (A) gardeners
- (B) producers
- (C) consumers
- (D) decomposers

### TIPS AND TRICKS

Remember that transition words can connect sections of text or sentences and phrases in the text.

Part B

Which TWO sentences BEST support the answer to Part A?

- (A) "If you or someone you know enjoys growing plants, you may be familiar with composting." (paragraph 1)
- (B) "In the same way, food scraps and garden odds and ends can be recycled into compost." (paragraph 2)
- (C) "The sun's light is the chief form of energy for some organisms." (paragraph 4)
- (D) "Consumers must get their energy from eating other living organisms." (paragraph 5)
- (E) "After the decomposers eat this [dead] matter, they break it down and return it to the soil." (paragraph 6)
- (F) "You should also make a point of turning the material in your pile every few days." (paragraph 8)

6. Use information from the text to write a paragraph explaining the different parts of the energy cycle and how they relate to one another. Use transitions to connect ideas.

**Sample response:** First, the energy cycle starts with sunlight because it provides energy for producers. Producers use photosynthesis to turn sunlight into energy. Next, consumers get this energy by eating producers or by eating other consumers. Decomposers are responsible for eating dead materials. They break down dead matter and return it to the soil as food for producers. Then the producers start the energy cycle over again.

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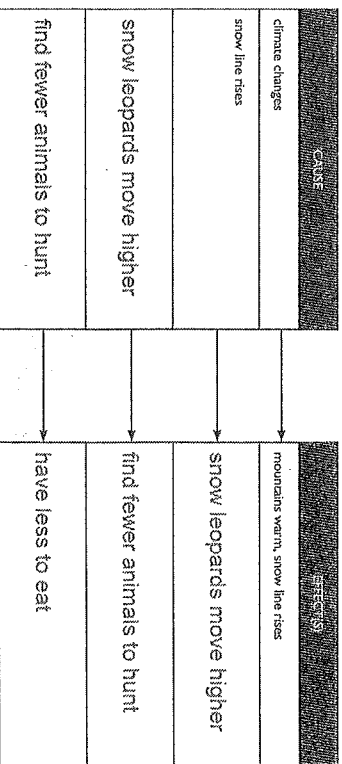
5RB

Now you know how to explain relationships and interactions in informational texts. Let's revisit the Real-World Connection.

Imagine you are Jacob's classmate. Read the paragraph below. Help Jacob show how ideas in this paragraph are connected. Take notes to complete the graphic organizer below.

Snow leopards live between the tree line and snow line in the cold, dry mountains of northern and central Asia. Snow leopards live in 12 different countries. However, there are fewer than 7,500 in the wild. Scientists say climate change is one reason for the snow leopards' shrinking population. The snow line rises as mountains warm. Snow leopards are forced to move higher to find the habitats they prefer. The higher they go, the fewer animals there are for them to hunt. As a result, snow leopards have less to eat.

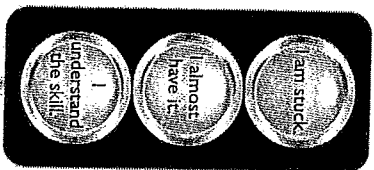
[Reading Level: 800–900; Word Count: 91]



WORD	CONTEXT CLUES	MEANING
examining	"learn," "we can better understand"	studying
culture	"through their artwork," "beliefs," "Egyptian life"	way of life
scenes	"connected pictures"	pictures of actions or events
scale level	"the larger the figure, the more important they were"	rank or place

SKETCH IT

Draw a context clue for the story in the Egyptian art style. Please refer to the illustration on p. 291.



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

How Am I Doing?

What questions do you have?

Tell how a picture or graphic may be a context clue.

How do you figure out the meaning of a word you do not know when you hear it in a movie, TV show, or in conversations with friends?

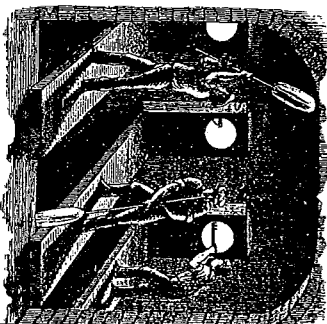
# INDEPENDENT PRACTICE

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

## The History of Glass

Genre: History

- Glass is one of the most useful products in the world. The same materials used to make things such as eyeglasses can be modified slightly to make beautiful stained glass windows, cookware, or many other items.
- Humans have found different uses for glass over thousands of years. Evidence shows humans used glass even before they knew how to make it. Obsidian is volcanic glass. It was used to make knives, arrowheads, and jewelry. This type of glass forms when lava from a volcano cools rapidly.
- It is difficult to know exactly when humans discovered how to make glass. Archaeologists have collected samples of glass and other handmade objects from earlier time periods. Archaeologists have found these in several different parts of the world. Beads and bottles are some of the most commonly found artifacts. Archaeologists observe the thickness, color, and shape to learn about the people who made and used the glass. Evidence suggests the first glass humans made dates to around 3500 BCE in Egypt and eastern Mesopotamia.
- Places near the Mediterranean Sea were popular glassmaking locations. It would have been challenging work because it was a slow and expensive process. At first, glassmakers could not change the color of the glass they created. The basis for making glass was heating silica, or sand. Glassmaking improved as glassmakers began to experiment.
- The Greeks began using pipes to blow glass to make drinking glasses and bottles. In addition to sand, they added lime and other materials to strengthen the glass. Mixing carbon, iron, and sulfur would make the glass yellow. Adding gold would result in a brilliant red. Ornaments, beads, and goblets became popular items to trade for other supplies.
- The city of Venice, Italy, soon dominated glass art. The glassmakers were secretive about their art. They moved their glass factories to the island of Murano. To keep others from learning their secrets, these glassworkers remained on the island. Other places began making glass in different styles over time. However, Venice still attracts tourists hoping to tour the glass factories today.



Glass blowing in the 1800s

### TIPS AND TRICKS

Use context clues and text features to figure out the meaning of unknown words and phrases in nonfiction texts.

- 7 Glass was one of the first industries in the United States. However, the people of Colonial America had a rough start to glassmaking. Glass workers were brought from Europe. The sandy beaches and trees were the necessary ingredients to start a glass company. Unfortunately, many colonists used the forests to build homes, and not much lumber was left to construct glass factories.
- 8 As the skills for creating glass advanced, so did its uses. People learned that glass kept honey and other foods fresh for longer periods of time. Soon, scientists and doctors asked glassmakers to create vials and bottles. These containers were used to mix chemicals and store medicines.
- 9 As technology changes, glass has adapted with it. Glass is now stronger and thinner. Computer chips, cars, and telephones all use glass. Scientists are still finding new uses for the material, limited only by their imaginations.
- [Reading Level: 750–850L, Word Count: 487]

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

1. Part A

What is the meaning of the word products in paragraph 1?

- ☐ A something that is made from other things
- ☐ B the beginning of something new
- ☐ C the idea that makes something possible
- ☐ D something that is grown to be sold

Part B

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

TIPS AND TRICKS

Try replacing each word in paragraph 1 with "changed." Which choice makes the most sense?

2. Which word in paragraph 1 means "changed"?
- ☐ A "useful" ☐ B "same"
- ☐ C "modified" ☐ D "make"
3. Which phrase BEST defines obsidian in paragraph 2?
- ☐ A "volcanic glass" ☐ B "lava from a volcano"
- ☐ C "different uses for glass" ☐ D "knives, arrowheads, and jewelry"

4. What is the meaning of the word archaeologists in paragraph 3? Choose TWO context clues that helped you figure out the meaning. Explain why you used them.
- Sample response: The word "archaeologists" means "scientists who study ancient people and the objects they made." I used the context clue "learn about people who made and used the glass" because it shows that they learn about people and objects. I also used the context clue, "objects from earlier time periods" because that shows that they study things from long ago.

5. What is the meaning of the word brilliant in paragraph 5?

- ☐ A rare ☐ B bright
- ☐ C smart ☐ D famous

6. What is the meaning of adapted in paragraph 9? Choose TWO context clues that help you figure out the meaning. Explain why you used them.

Sample response: The word "adapted" means "to adjust to something when it changes." I used the context clue "as technology changes," which shows that glass had to adjust to new technologies. I also used the context clue "now stronger and thinner," which shows the ways in which glass has changed.

HINT, HINT

Brilliant has more than one meaning. How does the writer use the word in paragraph 5 to describe red?

天

Read this page from Julie's book *Egypt Uncovered*. Use the context clues in the text to find the meaning of the word "suspend." Be sure to tell the meaning and which context clues you used to figure out the word.

Ancient Egyptians are well known for preserving their dead through mummification. This practice goes back to around 3000 BCE. Ancient Egyptians protected and treated the dead to suspend the quick process of natural decay. They believed mummies would enjoy everlasting life.

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EGYPTIAN MIMIMAY

Sample response: The word "suspend" in this text means to slow something down. I used the context clues "preserving their dead" and "the quick process of natural decay" to help figure out the meaning.

# Lesson 30

## COMPARE STRUCTURES OF TEXTS SRJ5

### INTRODUCTION

#### Real-World Connection

##### SPORTS AND RECREATION

Hannah and her classmates have an assignment to write about their favorite sport. Hannah's friend, Milley, is writing about the same topic, soccer. When they are working on editing together, she reads the two texts. She notices the keywords *first*, *next*, *after*, *then*, and *finally* in Milley's writing. Hannah does not have those words in her writing. She has the keywords *like*, *different*, *just as*, and *same*. Hannah thinks both texts are written well and wonders how they can be so different and be about the same topic. How are the two texts structured differently, and why? We will practice the skills in Guided Instruction and Independent Practice. Then, we will come back to Hannah and her writing at the end of the lesson.

#### What I Am Going to Learn

- How to compare and contrast the overall structure of events, ideas, concepts, or information in two or more texts

#### What I May Already Know 4R15

- I know how to describe the overall structure—the chronology, comparison, cause/effect, and problem/solution—of events, ideas, concepts, or information in a text or part of a text.

#### Vocabulary in Action

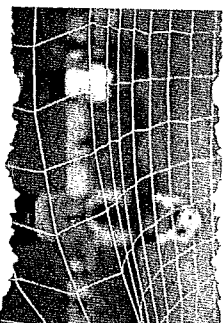
As you read, you will come across texts that are set up in different ways.

- Structure means how the text is built or written. There are different kinds of structures in writing.
- Sequence tells events in time order: Look for words like *first*, *next*, *then*, and *finally*.
- Cause/effect tells what happened and why. Look for words like *because*, *as a result*, and *therefore*.

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#### WORDS TO KNOW

structure  
sequence  
cause/effect  
comparison  
problem/solution  
concept  
sidebar  
heading



#### TIPS AND TRICKS

You can identify the overall structure of a text by looking at how the author orders events, information, and concepts.

- Comparison tells how two things are the same or different. Look for words such as *both*, *neither*, and *on one hand/on the other hand*.
- Problem/solution tells one or more problems. It then gives ways to fix the problems.
- A concept is an idea in a text.
- A sidebar is a small portion of text that is placed beside the main text. Sidebars provide extra details to support the main information provided.
- A heading is a title that separates the information into smaller sections.

## GUIDED INSTRUCTION

Writers often organize texts according to a specific plan or structure. Specific sentences, paragraphs, or other parts of the text usually relate to one another as well as the entire text. For instance, let's look at the problem/solution example.

In response to a series of robberies, the police are increasing surveillance of the neighborhood.

The second part of the sentence, "the police are increasing surveillance of the neighborhood," is important because it gives the solution to the problem (the series of robberies).

Read these texts about baseball. Compare and contrast the text structures.

### Baseball's Start

Some people say that baseball began in England with a game called "rounders." This connection between the two games makes sense. Rounders and baseball both use a bat, a ball, and bases. There is one big difference between the two games. The rules are different about how to get a base runner out. In rounders, a player in the field must hit the base runner with the ball to get him or her out. In baseball, a player on the field tags the base runner with the ball.

[Reading Level: 680–780L, Word Count: 88]

### Organized Baseball

In 1845, a group of people got together in New York, New York, to develop the rules of baseball. The game was not a professional sport at that time. However, it was becoming popular. Teams formed in New York and played one another in organized games. The Brooklyn Atlantics won championships in 1861, 1864, and 1865.

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English Language Arts | Level E

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### THINK ABOUT IT

The texts set up the information in different ways. Notice how the heading breaks up the second text. Underline signal words that identify each text's structure.

### Professional Baseball Begins

The rules of baseball may have been decided in New York. However, professional baseball got its start in Cincinnati, Ohio. The first all-professional team was the Cincinnati Red Stockings.

[Reading Level: 740–840L, Word Count: 88]

In the chart below, fill in the structure of each text and the details that support it.

TEXT	STRUCTURE	DETAILS
"Baseball's Start"	Comparison	"Rounders and baseball both use a bat, a ball, and bases."
"Organized Baseball"	Cause/Effect	"The game was not a professional sport at that time. However, it was becoming quite popular."

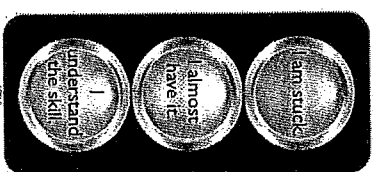
### HINT, HINT

Look for a detail that talks about baseball's spread.

### SKETCH IT

On a separate sheet of paper, draw an image of two similar items you are thinking about buying. Underneath the images, write the similarities and differences, then compare both. Circle your choice.

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



How Am I Doing?

What questions do you have?

Write an example of something you have compared.

How have you used one of these text structures in your own writing?

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READING NOTES

INDEPENDENT PRACTICE

Read both texts. Then, answer the questions that follow.

The Origin of Handball

Genre: History

1 You may have enjoyed a game of handball with some friends, but have you ever wondered where the game first came from? It is believed that both ancient Egyptians and Greeks played versions of the game thousands of years ago. That makes handball one of the oldest games there is! These ancient cultures played by striking the ball back and forth with their hands. Historians do not believe the earliest versions of the game used a wall like it does today. The Greeks enjoyed the game on their own for years. Then, they began to spread the game throughout Europe.

How to Play Handball

Playing handball is easy! To start, with their hands players hit the ball toward the wall. The goal is to strike the ball against the wall in such a way that the other player is unable to hit the ball back at the wall. Players can change the type of swing they use to hit the ball in order to prevent the other player from returning it. Handball can be played with one, two, or three walls.

2 Handball made its way to Ireland over a thousand years ago. The Irish loved the game from the start. The Irish made their own improvements to the game over the years. For example, they added the use of a wall to the game. They also made official rules to govern how handball was played. By the 1800s, the Irish people held popular handball tournaments throughout the country.

3 Many people moved from Ireland to the United States in the 1850s. These new Irish Americans brought the game of handball with them. The game became an overnight sensation, especially in New York City. Handball was an easy game to love because it did not require a big field or fancy equipment to play. All you needed was a ball, a wall, and a few friends!

4 Handball became an official Olympic sport in 1936. This caused even more people to discover and enjoy this exciting game. Today, handball is played on playgrounds, street corners, and official courts all over the world.

[Reading Level: 750–850L; Word Count: 348]

Jump Rope from Ancient Times to Today

Genre: History

The Ancient World

1 Jumping rope has been a popular pastime for thousands of years. People have actually been jumping rope-like objects long before modern ropes were even invented. Ancient cultures that existed thousands of years ago in Asia enjoyed jumping rope. They jumped over flexible plant vines, like bamboo.

Europe and the Netherlands

2 The modern form of jump roping began following the invention of the woven rope. It started as a competitive sport for men. Early Dutch people of the Netherlands are credited with making the sport what it is today.

Early America

3 Dutch settlers brought jump ropes to the New World in the 1600s. As the game grew in popularity, a new version was played using two ropes. This version was named Double Dutch after the Dutch settlers who popularized it. Jumping rope remained a game for boys and men over the next 200 years. However, in the early 1800s, a new fashion trend formed. It became common for girls to wear a new type of short pants called "pantalooners." Girls wore them underneath their dresses. This new fashion gave girls the chance to finally join in the jump rope fun.

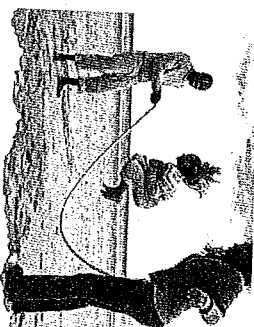
Modern America

4 Jump rope became even more popular in U.S. cities during the 1900s. Children began making up silly songs to go along with the game. The joyful sounds of jump rope games echoed from every street corner by the 1950s. Jump rope clubs and competitions were later organized. They gave kids a fun after-school activity. People in countries all over the world now play jump rope. Many people do it as a form of exercise. Others simply use it as a fun way to pass the time.

[Reading Level: 740–840L; Word Count: 281]

HINT, HINT

Remember to look for sidebars and headings for more information.



## TIPS AND TRICKS

In both texts, underline any clue words that could help you identify the structure. Then find the answer that most closely explains that structure.

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

## 1. Part A

Which sentence BEST explains a similarity in how paragraph 1 of "The Origin of Handball" and "Jump Rope from Ancient Times to Today" are structured?

- (A) Both paragraphs compare how the games were played.
- (B) Both paragraphs give reasons why people like these games.
- (C) Both paragraphs explain how the games were invented thousands of years ago.
- (D) Both paragraphs give a solution to a common problem early players experienced.

## Part B

Select TWO details from the texts that BEST support the answer to Part A. Select one detail from "The Origin of Handball" and one detail from "Jump Rope from Ancient Times to Today."

- (A) "You may have enjoyed a game of handball with some friends, but have you ever wondered where the game first came from?" ("The Origin of Handball," paragraph 1)
- (B) "These ancient cultures played by striking the ball back and forth with their hands." ("The Origin of Handball," paragraph 1)
- (C) "Handball became an official Olympic sport in 1936." ("The Origin of Handball," paragraph 4)
- (D) "People have actually been jumping rope-like objects long before modern ropes were even invented." ("Jump Rope from Ancient Times to Today," paragraph 1)
- (E) "Dutch settlers brought jump ropes to the New World in the 1600s." ("Jump Rope from Ancient Times to Today," paragraph 3)
- (F) "The joyful sounds of jump rope games echoed from every street corner by the 1950s." ("Jump Rope from Ancient Times to Today," paragraph 4)

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

## 2. Part A

Which sentence BEST explains a difference in how information is structured in paragraph 4 of "The Origin of Handball" and paragraph 3 of "Jump Rope from Ancient Times to Today"?

- (A) "The Origin of Handball" explains reasons for the game's popularity in the United States, while "Jump Rope from Ancient Times to Today" compares the game's popularity in different countries.
- (B) "The Origin of Handball" explains the effect the Olympics had on the game's popularity, while "Jump Rope from Ancient Times to Today" explains when girls joined the game.
- (C) "The Origin of Handball" tells when tournaments began, while "Jump Rope from Ancient Times to Today" focuses on how an early invention changed the game.
- (D) "The Origin of Handball" explains why the game is popular in cities, while "Jump Rope from Ancient Times to Today" compares the way the game is played in different places.

## Part B

Underline ONE detail from each text that BEST supports the answer to Part A. [See paragraph 4 of "The Origin of Handball" and paragraph 3 of "Jump Rope from Ancient Times to Today"]

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

## 3. Part A

Which sentence BEST explains a similarity in how each text is structured?

- (A) Both texts describe the rules of the games.
- (B) Both texts describe the effects of playing in the games.
- (C) Both texts compare popular games from the past.
- (D) Both texts explain how the games changed over time.

Part B

Select TWO details that BEST support the answer to Part A. Select one detail from "The Origin of Handball" and one detail from "Jump Rope from Ancient Times to Today." Include why you selected each detail.

Sample response: The two details are "The Irish made their own improvements to the game over the years" from the "Origin of Handball" and "This version was named Double Dutch after the Dutch settlers who popularized it" from "Jump Rope from Ancient Times to Today." I selected these details because they both include a change that was made to the sport.

TIPS AND TRICKS

Think about how each text explains the concepts. Remember the tools that texts can use to look different and present the author's concepts.

4. Write a paragraph about the similarities and differences between how each text is structured. Use examples from the texts to support your answer.

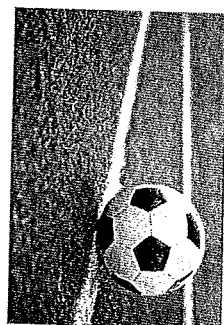
Sample response: Both texts use sequence, or time order, structure. The author of "The Origin of Handball" starts by talking about handball thousands of years ago. The text ends by talking about handball today. "Jump Rope from Ancient Times to Today" starts with jumping rope in the ancient world and ends with jump rope in modern times. The texts also have some differences. "The Origin of Handball" has a sidebar that tells how to play handball. "Jump Rope from Ancient Times to Today" does not have a sidebar. Another difference is that "Jump Rope from Ancient Times to Today" uses headings to make smaller sections, while "The Origin of Handball" does not.

EXIT TICKET

Now you understand how to identify and compare text structures. Let's revisit the Real-World Connection.

Remember when Hannah read the two texts about soccer? In Miley's writing, she noticed the keywords *first*, *next*, *after*, *then*, and *finally*. In her own writing, she noticed *like*, *different*, *just as*, and *same*. How might the two texts be structured differently? Why? Be sure to use what you learned about text structures in your answer.

Sample answer: Miley's text is probably written with a sequence structure. Words like "first" and "next" are clues that the text is structured to tell events in time order. Hannah's text is probably written with a comparison structure. Words like "like" and "different" show the comparison between things.



UNIT 4

WORDS TO KNOW  
account  
point of view  
multiple accounts

# Lesson 31

MULTIPLE ACCOUNTS 5R16

## INTRODUCTION

### Real-World Connection

#### MUSIC

During her music class, Ms. Thompson passes out free tickets to a musical. "The Central High Drama Club is performing *Oklahoma!* this weekend," she explains. "Your assignment is to attend the show and write a first-hand account of the performance."

Jamal is looking forward to the musical. He loves music and wants to make his own record someday, but he is curious about his homework assignment. He wonders why Ms. Thompson wants each student to write an account. All the students are attending the same show. It seems as though they all would write the same thing. Jamal wonders, can multiple authors talk about the same topic or event differently? We will practice the necessary skills in Guided Instruction and Independent Practice and revisit Jamal's question at the end of the lesson.

### What I Am Going to Learn

- How to identify the viewpoints represented in multiple accounts
- How to determine the similarities and differences between the viewpoints represented in multiple accounts

### What I May Already Know 4R16

- I know how to identify an author's point of view based on evidence in the text.
- I know how to compare and contrast two texts on similar topics.

## Vocabulary in Action

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

- An account is when an author writes about an event. It includes facts and details from the event. It may also include opinions.
- The author's point of view refers to his or her opinions. This view is the position from which the author approaches the subject. The author's point of view may also affect which facts or details the author uses in the text. Authors do not always tell their points of view. Readers must study a text to figure out what the author believes.
- Two or more authors can give multiple accounts of the same event or topic. These accounts may have some similarities. However, each author has a special point of view. This is why multiple accounts usually have differences as well. You can compare and contrast multiple accounts of the same topic to better understand the authors' points of view.

When studying multiple accounts, make a simple chart to keep track of details as you read. Include the facts that are similar in both accounts. Then look for at least one fact in each account that is not included in the other. Repeat this step for the opinions in each account. Your chart will help you compare the different accounts to find the authors' points of view.

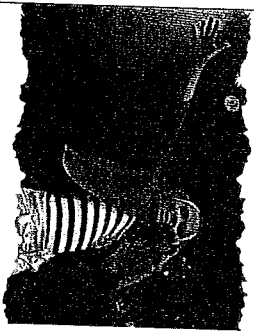
	FACTS	OPINIONS
Similarities: How are the two accounts alike?		
Differences: How are the two accounts different?		

Once you have a completed chart, you can use sentence starters like the examples below to compare the authors' points of view.

- Both writers agree \_\_\_\_\_.
- The writers disagree about \_\_\_\_\_.
- The writers have a similar opinion about \_\_\_\_\_.
- One writer believes \_\_\_\_\_.
- The other writer believes \_\_\_\_\_.

#### TIPS AND TRICKS

Look for positive and negative words. They can give clues about the author's point of view.



## GUIDED INSTRUCTION

Jarriel studied two of his classmates' accounts of the musical for homework.

### OklaHoma!

by Adam Ravine

Central High School gave an absolutely amazing performance of *OklaHoma!* on Saturday evening. My cousin Vince played Curly, the main character and hero of the story. If you have not seen the show yet, get your tickets for next weekend before they sell out!

*OklaHoma!* is a classic love story. When Curly, a handsome cowboy, meets beautiful Laurey, they fall in love at first sight. Even though Laurey likes Curly, she is quite stubborn and does not want to admit it. In the end, Curly wins her over, they marry and ride off into the sunset to live happily ever after.

Anyone who likes singing, dancing, and good music will love *OklaHoma!* The band was incredible, the lead actors were pitch-perfect, and the chorus was fantastic. My favorite scenes were the ones in which all of the townspeople dance and sing. The story was funny as well as romantic. Everyone in the audience was laughing and smiling and crying (only during the sad parts), and everyone got their money's worth. At the conclusion of the last scene, the entire audience gave a standing ovation. It was truly a night to remember!

[Reading Level: 750–850L; Word Count: 191]

### Oh What a Waste of an Evening

by Ariana Pequena

I love to go to concerts with my friends, so when I heard about *OklaHoma!*, I thought it would be fun. I was in for an unpleasant surprise. This show is not really a concert; it is more like a play with music. A big band sits in front of the stage, and for a while there is no music at all. The characters just act out the story. But then, all of a sudden, the band starts playing and the characters start singing and dancing, right in the middle of the story! It is really very strange.

My favorite style of music is hip-hop. I love hip-hop dance as well, but the songs and dances in *OklaHoma!* are very old-fashioned and silly. The characters are dressed up like cowboys and cowgirls. They sing songs about farming, ranching, and raising cattle, and of course about falling

in love and getting married. Many people in the audience were laughing, and I will admit there were some humorous moments. However, the characters spoke with thick accents that made them hard to understand sometimes.

The story takes place over 100 years ago. The main character is a cowboy named Curly. He is in love with a girl named Laurey, but she is with a farmer named Jud, who is the villain of the story. In the end, Jud fights Curly and dies, and Curly and Laurey get married. It's a very romantic story. I suppose, I'll bet my mother would have enjoyed it, but my friends and I were bored.

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

#### Part A

Which of the following describes a key difference between the two authors' points of view?

- ☐ Ⓐ Adam believes the musical was entertaining, but Ariana did not enjoy it.
- ☐ Ⓑ Adam mostly enjoyed the singing, but Ariana mostly enjoyed the dancing.
- ☐ Ⓒ Adam believes the story was romantic, but Ariana did not think it was romantic.
- ☐ Ⓓ Adam believes the story was humorous, but Ariana did not find it funny.

#### HINT, HINT

Pay attention to the language in each passage. Word choice can give you important clues about how each author feels about a topic.

TURN AND TALK

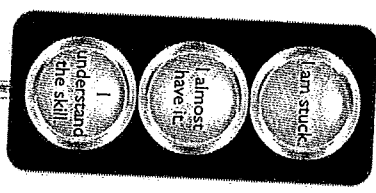
Work with a partner. Think about a recent event you both experienced in school. Write an account of the event from your point of view. Compare your account with your partner's. Discuss how they are alike and how they are different.

How Am I Doing?

What questions do you have?

Explain why the authors of the musical accounts describe the same event differently.

Think back to a time in your life when your feelings about an event were different from those of someone else. How do you think your point of view would have affected the way you described the event?



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

INDEPENDENT PRACTICE

Read both articles. Then, answer the questions that follow.

All Hail the King

Genre: Essay

- 1 Elvis Presley's music career began in the 1950s and ended with his early death in 1977. The young fans from his heyday are now old enough to be grandparents. Even though Elvis died almost four decades ago, he remains a pop-culture legend. In Las Vegas, where Elvis once loved to perform, hundreds of performers impersonate, or pretend to be, Elvis for a living. People still pay to watch these costumed crooners sing and shake like the King of Rock and Roll once did.
- 2 Elvis called Memphis home for many years. The home he built and lived in until his death is now a major tourist attraction. The mansion is called Graceland. It has been named a U.S. National Historic Landmark. In 1982, the mansion was turned into a museum, offering guided tours of the singer's home and burial site. Even today, so many years after his death, Elvis easily attracts more than half a million fans to Graceland each year.
- 3 The King's legacy is well-deserved. Elvis was not born into music royalty. In fact, he faced many obstacles on his path to fame. He was born in 1935 in Tupelo, Mississippi, during the Great Depression. His twin brother died at birth. Elvis himself was lucky to survive a deadly tornado that destroyed much of Tupelo just one year later.
- 4 Elvis received a guitar from his parents on his 11th birthday. Soon after, the family moved to Memphis, Tennessee. Elvis enjoyed many different styles of music, such as gospel, blues, and country. These musical styles were considered very different from one another. Most people preferred one or the other.
- 5 Elvis was different. In 1953, when he was just 18 years old, Elvis decided to record his first song at a local studio. When he was asked what style of music he sang, he famously said, "I don't sound like nobody."
- 6 It turns out he was right. Elvis recorded several more songs over the next year or so, but none were very successful. He tried out for a local quartet called the Songfellows. They told him he could not sing. He also tried out to be the lead singer of a local band, but again he was rejected. People did not like the way he mixed different musical styles together.

READING NOTES

## READING NOTES

- 7 Elvis did not give up. Instead of becoming discouraged, he continued to record music and develop his own style. He soon found local musicians who recognized his potential. Before long, he was playing live shows in local clubs. At first, performing on stage made him so nervous that his legs shook when he sang. The audience thought he was dancing. Elvis realized this and began swinging his hips even more. No one had ever seen a performer dance this way before, and audiences loved it.
- 8 As his popularity grew, people came to appreciate the way Elvis blended different styles of music. Many of his early songs mixed the sounds of country "hillbilly" music with the beats of rhythm-and-blues. This new style came to be known as "rockabilly" music.
- 9 Elvis signed a recording contract with RCA records in 1955. By 1956, he was a national celebrity at age 21. He gave several televised performances on *The Ed Sullivan Show*, seen by millions of Americans. Soon he was performing all over the world and even starting in Hollywood movies. Over the next two decades, he would become the best-selling solo artist of all time.
- 10 Elvis's success story shows just how powerful originality can be. If he had tried to sound like other singers, perhaps no one would remember him today. By finding his own unique sound, however, Elvis became one of the most loved stars in music history.

[Reading Level: 730–830L; Word Count: 622]

### The King Who Could Not Sing

Genre: Essay

- 1 Last week I attended an outdoor music festival. One of the acts was an Elvis Presley tribute band. As the crowd cheered, a middle-aged man in an Elvis costume sang the classic tunes "Hound Dog," "Jailhouse Rock," and "Don't Be Cruel." No one seemed to mind that he could not hit any of the notes. Maybe that is because the real Elvis Presley was not much of a singer either.
- 2 Few musicians in history have enjoyed more success than Elvis Presley. He has sold more than half a billion records, more than any other solo artist to date. His critics might say that he sold those records with his hips, not his voice.
- 3 When a young Elvis Presley first began recording music at age 18, he quickly found out he had little talent as a singer. He paid a local Memphis studio called Sun Records to record several songs in 1953. None of these songs got much attention. Hoping to catch on with a group, Presley auditioned for the Songfellows, a local quartet, but they told him he had no ear for harmony.

## READING NOTES

- 4 Music was not paying the bills for Presley, so he took a job driving a truck. Soon, another opportunity came along. A local band needed a singer. Presley tried out for the band but failed again. The manager told him he should give up music and stick to truck driving, but the young Elvis was not about to give up music, even if he had little talent for singing.
- 5 Presley found a different way to succeed. Perhaps people did not like his singing. However, he was a better performer than a singer. In 1954, at age 19, Presley began playing live shows with a band. He noticed that audiences loved the way he moved around the stage. Before long, he was shaking his legs, swinging his hips, and strumming his guitar with exaggerated motions. His fans could not get enough of these dance moves. However, many people saw it as a cheap gimmick.
- 6 Elvis's popularity grew quickly among young people. His flashy costumes and movements were perfect for television. Beginning in 1956, Presley was invited to perform on several television shows. In one appearance on *The Ed Sullivan Show*, cameras only filmed Presley from the waist up. They were afraid his famous dance moves might offend some people in the audience.
- 7 Indeed, many people were outraged by Presley's style. Most musicians at the time wore suits and stood still on the stage. Elvis's dancing was seen as rebellious. The behavior of his fans proved the point. The crowds acted wild at many of his concerts. In a few cases, large numbers of fans became violent and destructive. Presley and his music became very controversial.
- 8 No one can deny that Presley went on to have a long and successful career as a performer. During the 1960s, he became a movie star. He acted in twenty-seven films. Much of the music he recorded during that time was made for movie soundtracks, but this only proves the point that Elvis's music alone was not great. It was always part of a bigger show. The King of Rock was a great performer, but he was not a great singer.
- 9 Sadly, Presley has paved the way for many of today's successful pop music artists. All too often, mediocre singers achieve success by outrageous behavior on stage. This strategy may win fans, but it does not lead to great music.

[Reading Level: 750–850L; Word Count: 584]

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

1. Part A

Paragraph 1 of "All Hail the King" mentions Elvis impersonators (performers who pretend to be Elvis). Which of the following BEST describes the author's point of view about these performers?

- (A) The author believes these performers should not impersonate Elvis.
- (B) The author believes people pay to watch impersonators because they loved Elvis.
- (C) The author believes that impersonators will never be as good as Elvis.
- (D) The author believes that Elvis impersonators are not good singers.

Part B

Paragraph 1 of "The King Who Could Not Sing" also mentions an Elvis impersonator. Underline the sentence that MOST CLEARLY shows that this author has a different point of view than the author of "All Hail the King."

▶ TIPS AND TRICKS

To identify an author's point of view, look for words that have positive and negative emotions attached to them.

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

2. Part A

Paragraphs 6 and 7 of "All Hail the King" describe how Elvis was rejected by the Songfellows and another local band. What is the author's point of view about these events?

- (A) The author believes both groups were right to reject Elvis because he was not a talented singer.
- (B) The author believes Elvis did not really want to join either group.
- (C) The author believes Elvis made a mistake by trying to mix musical styles.
- (D) The author believes these rejections helped Elvis develop his own style.

Part B

Paragraphs 3 and 4 of "The King Who Could Not Sing" give different accounts of similar events. What is the author's point of view about the groups' decisions?

Sample response: The author believes both groups were right to reject Elvis because he was not a talented singer.

3.

Reread paragraph 8 of "All Hail the King." Which statement BEST describes the author's point of view regarding Elvis Presley's success?

- (A) The author believes Elvis was successful because he developed a new style of music.
- (B) The author believes Elvis was successful mainly because of his dancing.
- (C) The author believes Elvis was successful because rockabilly music was already popular.
- (D) The author believes Elvis would have been more successful as a rhythm-and-blues singer.

▶ HINT, HINT

The word *best* signals that more than one answer option may seem correct. Identify all possible answers and think about what might make one better than the others.



(A) The author believes Elvis was successful because he developed a new style of music.

Ⓔ The author believes Elvis was successful mainly because of his dancing.

**C** The author believes Elvis was successful only because television viewers could not see his dancing.

Ⓓ The author believes Elvis was not successful at all.

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

Reread paragraph 7 of “The King Who Could Not Sing.” What does this paragraph reveal about the author’s point of view on Elvis’s popularity?

Ⓐ The author believes Elvis did not have many fans.

Ⓔ The author believes Elvis would have been more popular if he stood still while singing.

The author believes that not everyone loved Elvis.

Ⓓ The author believes Elvis did not care about popularity.

Reread paragraph 10 of “All Hail the King.” Underline the sentence that BEST represents a different point of view than the answer to Part A.

to fame. Use facts or opinions from the passages to support your answer.

**Sample response:** An important difference between

the authors' points of view relates to how Elvis

achieved his fame and whether or not he deserved

it. The author of "All Hail the King" believes that Elvis

became famous because of his originality and talent

and that his legacy "is well deserved." However, the

author of "The King Who Could Not Sing" believes

Elvis was a "mediocre" singer who achieved

asting tame mostly due to his "outrageous behavior

on stage." These different beliefs and interpretations

of fact influence how each author phrases his or

her account – the first author offers mostly positive

opinions about Elvis, and the second author provides

mostly negative opinions about him.

# EXIT TICKET

SRB

Now you understand how to determine the similarities and differences between the viewpoints represented in multiple accounts. Let's revisit the Real-World Connection. Imagine you are helping Jamal understand how multiple authors can talk about the same topic or event differently. Recall what you have learned about how to identify and compare viewpoints represented in multiple accounts. Then, look back at the two accounts of the musical from Jamal's classmates and complete the similarities and differences chart below.

FACTS		OPINIONS	
Similarities: How are the two accounts alike?	Both accounts describe basic facts about the main characters, including their names and motivations. Both accounts outline the major events of the show, including the love story and conclusion.	Both writers found the show funny. Both writers thought the show told a romantic story.	
Differences: How are the two accounts different?	Only one account mentions the villain of the story. Only one account mentions the time period in which the story takes place.	Only one writer enjoyed the song and dance numbers. Only one writer complimented the actors' performances.	

# Lesson 32

DRAW INFORMATION FROM MULTIPLE SOURCES 5R17

## INTRODUCTION

### Real-World Connection

#### GEOGRAPHY CONNECTION

Frankie wants to know more about the Appalachian Mountains. She finds *multiple sources* of information to help her. This means she finds more than one source. Frankie looks at an online map that shows the location of the mountains. Then she scans a few books in the library to learn about the mountains' history. However, Frankie has not been able to find any information about Mount Mitchell. This is a famous peak within the Appalachian range. She hopes to climb to the top of the peak one day, but she wants to know what to expect. How can Frankie use all the sources available to her to find the information she needs? We will practice the necessary skills in Guided Instruction and Independent Practice. Then, we will come back to Frankie's challenge at the end of the lesson.

### What I Am Going to Learn

- How to identify important information in both print and digital sources
- How to use information from multiple sources to investigate and explain a shared topic

### What I May Already Know 4R17

- I know how to identify information that is relevant to a topic.
- I know how to compare multiple sources to identify important information on a given topic.

WORDS TO KNOW  
navigate  
multiple sources  
print format  
digital format

#### TURN AND TALK

Work with a partner to think of a question about a topic you are both curious about. Then discuss what kind of print and digital sources you could most likely use to answer that question.

## Vocabulary in Action

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

### TIPS AND TRICKS

When you want to answer a question, first read the question closely. Restate the question in your own words. Then scan the sources for the information you need.

To navigate means to search through multiple sources. Some questions are too difficult to use just one source. You will need to draw on more than one source by navigating between them and pulling relevant information from each.

You can find the information you need in these formats.

- A text in print format is created with ink and printed on paper. Print formats include books, magazines, and other printed materials.
- A source in a digital format is displayed on a computer or smart device. Digital formats include search engines, websites, and videos.

Many informational texts are in print and digital formats. When using print sources, try looking at the table of contents. The table of contents can help you quickly find information.

- The table of contents is at the beginning of a book. It has a list of different chapters and sections of the book.
- An index is usually at the back of a book. It has a more detailed list of topics covered in the book. The index's topics are listed in alphabetical order from A to Z. This order makes it easier to find a topic.

You can also use digital sources. These include search engines, websites, and videos. Digital sources are extra helpful because you can search the text by using the "Find" function.

## GUIDED INSTRUCTION

Read these texts about the Pacific Crest Trail. Then, answer the questions that follow.

### Hiking the Pacific Crest Trail

Every year, thousands of hikers travel the Pacific Crest Trail (PCT). The trail begins in Mexico. It crosses California, Oregon, and Washington. It ends in Canada. It covers 2,650 miles (4,265 kilometers).

Most hikers only trek a part of the PCT, but some dedicated hikers complete the entire trail in a single season.

[Reading Level: 690–790L; Word Count: 53]

The Pacific Crest Trail in Fall



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## Riding Along the Pacific Crest Trail

The Pacific Crest Trail (PCT) is a famous hiking trail. It runs from Mexico to Canada. Many people do not know that the PCT is open to horseback riders.

Horseback riding the PCT is not for the beginning rider, however. Riders commonly encounter obstacles along the trail. These include fallen trees, boulders, and trail washouts. Snow is another obstacle for riders. Snow can fall during the mid-summer months along parts of the trail. Deep snow can be dangerous for both the horse and rider. Snow cover can also cause riders to lose the trail. Some riders choose to travel the trail during the late summer months to avoid snow. It is difficult to ride the entire trail in one season, so riders who want to cover the entire trail will likely encounter snow at some point during their adventure.

[Reading Level: 750–850L; Word Count: 141]

### Part A

When is the best time to hike or ride the Pacific Crest Trail if you want to avoid snow?

- (A) late spring
- (B) mid-summer
- (C) late summer
- (D) early fall

### Part B

Underline ONE detail in one of the texts that BEST supports the answer to Part A.

### THINK ABOUT IT

The print texts provide information about the same topic. What do you learn from each source?

### HINT, HINT

Scan the texts for key words that will answer the question. In this question, you are looking for a time of year to avoid snow. Look for the answer choices in the texts. Also, look for the word "snow."

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### SKETCH IT

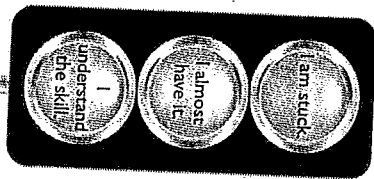
On a separate sheet of paper, make a drawing that illustrates the description cited in the story "Riding Along the Pacific Crest Trail." Note the details of weather, landscape, and riders. Share with classmates.

## How Am I Doing?

What questions do you have?

Explain how adding a photo or a video to a text can change your understanding of the subject.

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



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## INDEPENDENT PRACTICE

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

### Saving Louisiana

Genre: Magazine Article

- For some in Louisiana, the ground is literally moving beneath their feet. This is because coastal Louisiana has been gradually disappearing since the 1930s.
- Unlike coasts in states such as California or Florida, the coast of Louisiana has very few beaches. Louisiana has miles and miles of wetlands along its coast instead. The wetlands are a marsh. A marsh is a mixture of water and solid land.
- There is great beauty and diversity in these wetlands. They are full of mammals, fish, and birds. Many different kinds of plants grow there. The wetlands are also very fragile. Even a small change to this environment can cause it great damage.
- The wetlands in Louisiana have unfortunately been seeing a lot of change over the past 80 years. The area has shrunk in size very quickly as a result. Today, Louisiana loses 25 to 35 square miles of wetlands per year.
- One major reason for the loss of the Louisiana wetlands is that the land is not being replaced the way it used to be. The rivers in Louisiana, including the mighty Mississippi River, used to flood quite often. The floods helped to spread new dirt around. This dirt kept the wetlands healthy by building up its soil and feeding it nutrients.
- However, the people that live along the Mississippi River do not want it to flood. In fact, they built long levees along the river to prevent the flood waters from spilling over. Levees are like long walls of dirt that follow the banks of a river. They keep the water from flooding. The wetlands unfortunately no longer get the fresh soil they need without flood water from the Mississippi.
- The levees are not the only problem. South Louisiana is also home to a large oil and gas industry. The local oil and gas companies have dug many canals through the wetlands to provide easier access to oil in the Gulf of Mexico. These canals allow saltwater from the ocean to reach the fresh and brackish water of the wetlands. The saltwater damages the delicate ecosystem and speeds up Louisiana's coastal erosion.
- Many are worried about the future of Louisiana. Thousands of fishermen would have no way to support their families without the

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### Solutions

There have been many attempts to stop the loss of wetlands in Louisiana.

Some potential solutions are simple. For example, the state of Louisiana collects old Christmas trees to help fight coastal erosion. The trees are tied together. Then, they are dropped in shallow water off the coast. The trees collect dirt from the ocean floor over time. This helps to protect and replenish the wetlands. Other solutions to the problem are much more complex. Some organizations fund projects to fight coastal erosion. One project is the Third Delta Convergence Channel. This project hopes to create waterways that will bring much needed freshwater and dirt to the coast. If the project succeeds, the waterways will help build up the land in the same way seasonal flooding once did.

Reading Level: 750-850L; Word Count: 5311

## Genre: Essay

- 2 The flood of 1927 spread through 23,000 square miles of land. It caused hundreds of thousands of people to flee from their homes. It remains one of the worst natural disasters in the nation's history.

3 The nation was shocked by the flood's destruction. The

- The government responded with a huge reconstruction plan. The Army Corps of Engineers constructed a system of dams, channels, and the world's longest levee system. Levees are large earthen mounds that line the sides of a river to keep it from flooding the land when it rises.

- 4 The system worked, for the most part. The country was better able to control flood waters in the future. The levee system occasionally fails. However, the solution has worked well overall.

5 The levee solution unfortunately created a new problem. Research has shown that the nation's levees are actually damaging coastal Louisiana.

- 6 South Louisiana is a very flat place. There are no mountains or even hills. The region has a great number of snaking rivers, bayous, and other waterways. There are very few beaches along the coast. Instead, Louisiana has miles and miles of grassy marshland.

- 7 This marshland is a very valuable scientific resource. People call them "wetlands." They are home to many different species of plants and animals.

- 8 In addition, the economy of southern Louisiana depends on these wetlands. Louisiana is the largest producer of shrimp and oysters in the United States. In fact, it currently produces about 25 percent of all seafood caught in the country. If you have eaten fresh seafood recently, there is a good chance it was caught in Louisiana waters.



9 Louisiana's way of life is being threatened because the wetlands

are disappearing at an alarming rate. How alarming? Scientists estimate that Louisiana loses an entire football field-sized portion of wetlands every 38 minutes! If this keeps up, Louisiana will have lost land equal to the size of Rhode Island by the year 2050.

- 10 Flooding is terrible for people living on the land along the Mississippi River. However, it is actually very important for the land itself. A river's flood spreads both water and dirt over the land. The water dries up after a flood. However, the dirt remains. Over thousands of years, the constant flooding created the land and the marsh that makes up coastal Louisiana. Preventing the flooding helps humans. However, it also means cutting off the source of new land for Louisiana's wetlands.

11 Building levees may not be an effective way to protect against

floods in the case of Louisiana. Hurricanes Katrina and Rita swept through Louisiana and Mississippi in 2005. The storms flooded New Orleans and many other communities along the coast. A hurricane draws its energy from the warm water in the Gulf of Mexico. However, it loses its power once it reaches land. One reason the hurricanes were so destructive in Louisiana is that there were fewer miles of wetlands to slow down such massive storms.

- 12 The great flood of 1927 taught many lessons to the people of the United States. The people responded with action. The nation levee system now aids the country in protecting citizens against destructive storms. However, the solution is not without costs. Sadly, the attempt to save many states from flooding has now caused permanent damage to others.

Reading Level: 740-840; Word Count: 6067

## READING NOTES

[illegible]

1. Select two of the definitions below to complete the chart.

- a system of dams and channels in waterways
- snaking rivers, bayous, and other waterways
- an area of grassy marshland
- large earthen mounds that line the sides of a river

LEVEES	large earthen mounds that line the sides of a river
WETLANDS	an area of grassy marshland

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

2. Part A

What did the people living along the Mississippi River do to address the flooding?

- (A) They made long levees.
- (B) They moved animals to a new marsh.
- (C) They collected old Christmas trees.
- (D) They dug canals through the wetlands.

Part B

Underline ONE sentence from "Saving Louisiana" that BEST supports the answer to Part A. [See paragraph 6.]

3. Explain how old Christmas trees might help save Louisiana's wetlands.

Sample response: The trees can help fight coastal erosion. When old Christmas trees are tied together, they can collect dirt from the ocean floor. This collection helps to protect and replenish the wetlands.

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

4. Part A

How do levees affect Louisiana's wetlands?

- (A) Levees help spread new dirt around the Mississippi River, building up its soil and feeding it nutrients.
- (B) Levees along the Mississippi River prevent the wetlands from getting the fresh soil they need.
- (C) Levees help prevent Louisiana's wetlands from completely disappearing, especially along the coast.
- (D) Levees along the Mississippi River take the water from Louisiana's wetlands to feed the Mississippi River.

Part B

Which detail from "Saving Louisiana" BEST supports the answer to Part A?

- (A) "The rivers in Louisiana . . . used to flood quite often." (paragraph 5)
- (B) "... floods helped to spread new dirt around." (paragraph 5)
- (C) "Levees are like long walls of dirt that follow the banks of a river. They keep the water from flooding." (paragraph 6)
- (D) "The wetlands unfortunately no longer get the fresh soil they need without flood water from the Mississippi." (paragraph 6)

TIPS AND TRICKS

Remember to look at both texts for information about levees.

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

5. Part A

How do the canals the large oil and gas companies dig affect Louisiana's wetlands?

- (A) The canals cause the wetlands to overflow, which spreads fresh water and soil throughout the wetlands and damages the area.
- (B) The canals connect the wetlands and the Gulf of Mexico, which may be part of the solution to Louisiana's loss of wetlands.
- (C) The canals allow the Mississippi River to empty into the Gulf of Mexico, decreasing flooding.
- (D) The canals allow saltwater into the wetlands, damaging the ecosystem and increasing erosion.

Part B

Underline TWO sentences from "Saving Louisiana" that BEST support the answer to Part A. [See paragraph 7.]

HINT, HINT

Think about how both texts talk about levees and the wetlands. Are they both positive or negative?

- 6. Use the information from "Saving Louisiana" and "Lost Land in Louisiana" to define levees and explain their positive and negative effects.

Sample response: The author of "Saving Louisiana" says levees are long dirt walls on the banks of rivers. They keep the rivers from flooding. In "Lost Land in Louisiana," the author says one of the positive effects of levees is that they can prevent homes from being destroyed. However, both texts say levees can damage the environment. The wetlands cannot get the fresh soil they need, and research has shown that they are damaging Louisiana's coast.

EXIT TICKET

Now you understand how to identify and use information from multiple sources to explore a shared topic. Let's revisit the Real-World Connection.

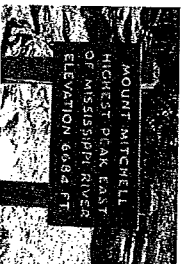
Imagine you are helping Frankie conduct additional research on the Appalachian Mountains. She wants to find any details that hikers should know before climbing Mount Mitchell. Recall what you have learned about drawing on information from multiple sources to locate an answer to a question. Then, read the following web page Frankie found and complete the chart below. Both the text and the photograph provide information about the Appalachian Mountains. Each has information that the other might not.

Appalachian Mountains

The Appalachian Mountains of North America span almost 2,000 miles (3,200 kilometers). They extend from Newfoundland and Labrador in Canada to central Alabama in the United States.

The mountain range is among the oldest on Earth. It is divided into three regions: northern, central, and southern Appalachia.

Mount Mitchell is located in the southern region of Appalachia. It is the highest point east of the Mississippi River. From the top of Mount Mitchell, hikers can view the Blue Ridge Mountains. [Reading Level: 700–800L; Word Count: 80]



Information Found Only in the Text	Mount Mitchell is located in the southern region of Appalachia. Hikers can see the Blue Ridge Mountains from the top of Mount Mitchell.
Information Found Only in the Photograph	Mount Mitchell is 6,684 feet high.
Information Found in Both Sources	Mount Mitchell is the highest peak east of the Mississippi River.



## UNIT 4

### WORDS TO KNOW

point  
argument  
reason  
evidence

# Lesson 33

## EXPLAIN REASONS AND EVIDENCE 5818

### INTRODUCTION

#### Real-World Connection

##### SCIENCE CONNECTION

Nicole sees her friend Mari drinking from a plastic water bottle. Nicole tells Mari that she should not use plastic bottles because they are bad for the environment. "Why are plastic bottles bad for the environment?" Mari asks. Nicole remembers a recent story she read online about pollution. However, she cannot remember all of the details of the story. What kind of information will help Nicole make her point? We will practice these skills in Guided Instruction and Independent Practice. Then, we will come back to Nicole, Mari, and the problem of plastic bottle pollution at the end of the lesson.

#### What I Am Going to Learn

- How authors support their ideas and opinions in texts
- How to identify what the author uses to support ideas and opinions in a text

#### What I May Already Know 4R18

- I know that authors sometimes write to make particular points, or arguments.
- I know that authors make points to convince others.

#### Vocabulary in Action

- As you read, you will come across words that are used in many ways.
- A point or argument is an idea that the author wants you to understand. Try to identify the point the author makes. After that, look for the details the author uses to support it. To understand the author's argument, you need to connect each point to the supporting details.
  - A reason is an explanation an author uses to support a point or argument.

**TIPS AND TRICKS**  
When you identify an author's point, look to see the supporting details the author uses to prove the point.

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| English Language Arts | Level E

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### EXPLAIN REASONS AND EVIDENCE

Lesson 33

- Facts and examples are the evidence that prove the author's points.

## GUIDED INSTRUCTION

Nicole read an article online about the dangerous substances in our drinking water. Read the article. Look for points or arguments the author makes. Then, look for supporting details in the sentences that follow each point or argument.

#### Is Your Drinking Water at Risk?

We all need water to survive. However, our drinking water may be making us sick. Rain and other water often pick up chemicals, dirt, and trash. This pollution gets into our drinking water through runoff. As water flows, so do the pollutants the water picks up along the way. The pollution in the runoff then finds its way into the lakes, rivers, and reservoirs that provide the water we drink.

Water pollution affects everyone. It does not matter where you live. For example, nitrate is a chemical found in fertilizer. The fertilizer often seeps into water near farming areas. It is no big surprise that farming chemicals are found in water near farms. These chemicals are making their way into drinking water across the United States. A recent study reported high levels of nitrates at testing sites in both farming and urban areas. People who drink water with a lot of nitrates can become seriously ill.

[Reading Level: 750–850L; Word Count: 149]

#### Part A

Which detail supports the author's point that water pollution affects our drinking water?

- Ⓐ "We all need water to survive. However, our drinking water may be making us sick."
- Ⓑ "The pollution in the runoff then finds its way into the lakes, rivers, and reservoirs that provide the water we drink."
- Ⓒ "For example, nitrate is a chemical found in fertilizer. The fertilizer often seeps into water near farming areas."
- Ⓓ "People who drink water with a lot of nitrates can become seriously ill."

#### HINT, HINT

Go back to the text to find where the author makes this point. Then read the sentences that follow. Identify the detail that best supports this point. Then match your idea with one of the answer choices.

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## Part B

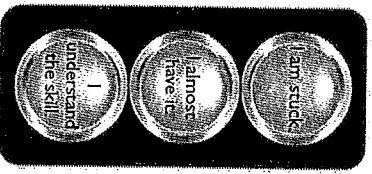
Underline ONE sentence that provides evidence of water pollution in drinking water.

How Am I Doing?

What questions do you have?

Write a point you would like to make about pollution. Support it with reasoning or evidence.

How do you find and fact-check information?



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

### ▲ SKETCH IT

On a separate sheet of paper, draw a picture of one thing you could do to convince your community to stop pollution. Share with your classmates.

## INDEPENDENT PRACTICE

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

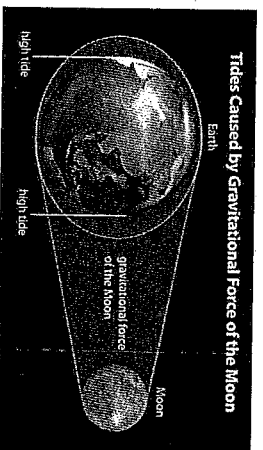
## READING NOTES

## How the Moon Affects the Earth's Tides

Genre: Science Investigation

1 Our moon is the brightest object we see in the night sky. It is also the closest object in space to Earth. Throughout history, astronomers have made many different claims about the moon. Some believed it chased the sun through the sky. Others thought it was home to alien life forms. Even now, some people believe a full moon can have an effect on human behavior here on Earth. All of this is nonsense, of course. However, science has proven that the moon does have some impact on our planet. Tides, or the rising and falling of Earth's oceans, are heavily influenced by the moon.

2 The force of gravity pulls on the oceans, which changes Earth's tides. The location of the moon, the earth, and the sun determines how high or low the tide will be. As Earth revolves around the sun, the moon revolves around Earth. Each of these massive objects has its own gravity. This force keeps planets and other celestial bodies from crashing into one another.



3 Earth and the moon are attracted to each other like magnets. The moon's gravity pulls at the earth to bring it closer. Earth has its own gravity as well, which prevents it from being moved. Water, however, is not a solid object. It is a fluid in constant motion. Because of this quality, water is pulled toward the moon as the moon revolves around Earth.

4 As the moon circles our planet, the ocean closest to it at any given time is affected. That part of Earth is said to be experiencing high tide. At the same time, the ocean on the opposite side of the moon also experiences high tide. This is because Earth is drawn

toward the moon, too. As a result, the oceans closest and farthest from the moon bulge during high tide.

- 5 An ocean that is not directly lined up with the moon will experience low tide. As the moon revolves around Earth, the tides follow it. Both the moon and the oceans are constantly moving. It takes about twelve hours for an ocean coast to complete a high and low tide cycle.

- 6 When the sun is lined up with the moon and Earth, the gravitational pull is even stronger. This means high tides are higher than average and low tides are lower. However, when the sun is at a right angle to Earth and Moon, high tides are lower than average. Other factors influence high and low tides, such as the shape of the coastline. However, it is the gravitational pull of the moon that most affects the height of tides around the world.

[Reading Level: 750–850L; Word Count: 435]

TIPS AND TRICKS

If you get stuck, cross out some answer choices that you know are not correct.

1. Which details support the points in paragraph 1? Use two of the following sentences from the text to complete the chart.

MAIN POINT	SUPPORTING DETAIL
Throughout history, many claims have been made about the moon.	"Some believed it chased the sun through the sky."
The moon does have some impact on our planet.	"Tides, or the rising and falling of Earth's oceans, are heavily influenced by the moon."

- "Our moon is the brightest object we see in the night sky."  
"Tides, or the rising and falling of Earth's oceans, are heavily influenced by the moon."  
"Some believed it chased the sun through the sky."  
"Both the moon and the oceans are constantly moving."

- This question has two parts. First, answer Part A. Then, answer Part B.
2. Part A  
What is the author's point about why the moon's gravity affects water?

- (A) Water is affected because it has its own gravity.  
(B) Water is affected because it is not a solid object.  
(C) Water is affected because it is not affected by Earth's gravity.  
(D) Water is affected because it is attracted to Earth like a magnet.

- Part B  
Underline TWO sentences in paragraph 3 that BEST support the answer to Part A.

- This question has two parts. First, answer Part A. Then, answer Part B.
3. Part A  
What is the author's main point about the tide and the location of the oceans?

- (A) The oceans closest to the moon experience high tide.  
(B) The oceans closest to the moon experience low tide.  
(C) The oceans closest to the moon are in between tide cycles.  
(D) The oceans closest to the moon are lower than average.

- Part B  
Which detail from paragraph 4 BEST supports the answer to Part A?

- (A) "As the moon circles our planet, the ocean closest to it at any given time is affected."  
(B) "At the same time, the ocean on the opposite side of the moon also experiences high tide."  
(C) "This is because Earth is drawn toward the moon, too."  
(D) "As a result, the oceans closest and farthest from the moon bulge during high tide."

TIPS AND TRICKS

Read all the answer choices carefully before answering the question.

EXIT TICKET

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

4. Part A

What is the author's point about how the sun affects the Earth's tides?

- (A) The sun's gravity causes a high and low tide cycle.
- (B) The sun's gravity affects the length of high and low tide.
- (C) The sun's position affects the shape of Earth's coastlines.
- (D) The sun's position affects how high or low Earth's tides are.

Part B

Underline TWO details from paragraph 6 that BEST support the answer to Part A.

5. A friend asks you how the moon affects the oceans. What would your main point be? Support your point with evidence from the text.

Sample response: My main point would be that the moon affects the oceans because of gravity. I would support this point by saying that the moon's gravity pulls at Earth as the moon revolves around the planet. Because water is not solid, it is pulled toward the moon. When the moon is directly lined up to an ocean, the ocean will experience high tide. When the moon does not line up, the ocean will have low tide.

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Now you know how authors support their points with reasoning and evidence. Let's revisit the Real-World Connection.

Imagine you are helping Nicole find information about plastic bottle pollution. Read the article "Plastic in Our Oceans" that Nicole found online. Then, complete the chart.

Plastic in Our Oceans

Plastic may end up in the ocean if it is not recycled. Over time, plastic breaks down into smaller pieces. These smaller pieces can easily travel and pollute our oceans. They can harm the creatures that live there.

Storms send plastic from the land into our oceans. During a rainstorm, rain and wind send plastic litter into nearby waterways. The waterways carry the plastic into the ocean.

Some plastics sink. Others float. The kind of plastic used to make water bottles sinks to the bottom of the ocean, unless it is filled with air. The kind of plastic used to make milk jugs floats on the ocean's surface.

It is difficult to track the amount of sinking plastic, but the existence of floating trash is well documented. The largest floating collection of trash is called the "Pacific Garbage Patch."

This is a huge collection of floating plastic and other trash in the Pacific Ocean, which some say is twice the size of the state of Texas.

[Reading Level: 740–840L; Word Count: 166]

AUTHOR'S POINT		REASONS AND EVIDENCE	
Paragraph 1: "If plastic is not recycled, it may end up in the ocean."		The author's reason is that "plastic breaks down into smaller pieces" and can travel to the ocean.	
Paragraph 2: "Storms send plastic on land into our oceans."		The author's reason is that "rain and wind send plastic litter into nearby waterways" and these waterways "carry the plastic into the ocean."	
Paragraph 3: "There are different types of plastic; some sink and some float."		The author provides two examples as evidence that different types of plastic will float or sink: (1) the kind of plastic for water bottles and (2) the kind of plastic for milk jugs.	
Paragraph 4: "It is difficult to track the amount of sinking plastic, but floating trash is well documented."		The author describes the example of "The Pacific Garbage Patch" as evidence that floating trash is well documented.	

4  
LESSONS

**WORDS TO KNOW**  
source  
relevant  
integrate

# Lesson 34

CONNECT MULTIPLE TEXTS 5N19

## INTRODUCTION

### Real-World Connection

#### NATURAL WONDERS

#### TIPS AND TRICKS

When you read two passages, look for information and ideas that are the same and think about how they are connected.

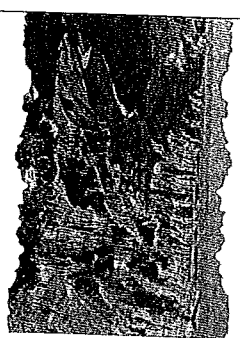
For geography class, Sophia is preparing a report about the Grand Canyon in Arizona. She reads one magazine article about Arizona. The article says about five million people visit the Grand Canyon each year. It is the second most popular park in the United States. However, the article does not say anything about what is in the Grand Canyon or what happens in the park. Sophia needs to read more than one text about the Grand Canyon to write a complete report. How can Sophia connect the information from these texts into her report? We will practice these skills in Guided Instruction and Independent Practice. Then, we will come back to Sophia and her report at the end of the lesson.

### What I Am Going to Learn

- How to find several sources about a topic
- How to connect information from several sources about the same topic
- How to use several sources to get a more complete picture of a topic

### What I May Already Know 4R19

- I know how to identify two sources for a topic.
- I know how to connect information in two sources to write or talk about topic.



## Vocabulary in Action

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

- A source provides information about a topic. Good sources include magazine and newspaper articles, books, and websites.
- Relevant information about a topic is information that is closely related to the topic. The information should help to give a more complete picture of the topic.
- Integrate information from several sources to get a more complete picture of the topic. When you integrate information, you combine different key details from each source. This means you have many details related to your topic.

## GUIDED INSTRUCTION

Sophia does more research on the Grand Canyon in Arizona. She selects two more articles. Below are the sources she chose. Read them, and underline relevant details that Sophia can integrate into her report to give a complete picture of her topic. Circle the detail that Sophia already has from the first article she found.

### Grand Canyon Facts (Text 1)

About five million people visit the Grand Canyon in Arizona every year. It is the second most popular national park in the United States.

The Grand Canyon covers one million acres of land. It is about 1 mile deep and 18 miles wide. It is 277 miles long. The canyon was carved into the land by the Colorado River and other forms of erosion millions of years ago. There are also volcanic rocks in the canyon formed between 100,000 and 3 million years ago. The canyon hosts thousands of animal and plant species in its various ecosystems. These plants and animals make their homes in the canyon's woodlands, deserts, and waterways.

[Reading Level: 750–850; Word Count: 111]

### Protecting the Grand Canyon Park (Text 2)

The National Park Service is partially responsible for protecting the Grand Canyon. It also protects the Grand Canyon's natural resources. The park works with four different Native American tribes. These tribes have reservations that are in the area. The park's resources include native and threatened species and their ecosystems. Millions of visitors enjoy this national treasure every year. The goal of the National Park Service is



Wild goats at Grand Canyon National Park

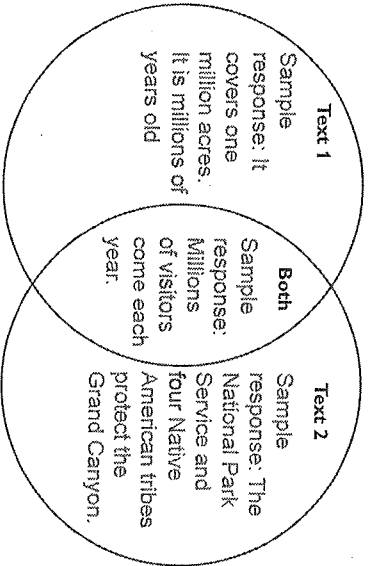
#### TIPS AND TRICKS

Read each text twice. Underline key details as you read the second time.

to educate people. They also want to protect the Grand Canyon. Their job is to make sure people can enjoy its one-of-a-kind scenery for many years to come, without harming the land or its inhabitants.

[Reading Level: 730–830L; Word Count: 100]

A Venn diagram is a good way to compare and contrast information from multiple sources. Complete the Venn diagram by listing one or two details that are only in Text 1, details that appear in both texts, and details that are only in Text 2.



**HINT, HINT**

Scan both texts for information about the environment of the Grand Canyon.

**Part A**

Which idea about the Grand Canyon is in both texts?

- ☐ A The National Park Service operates the Grand Canyon.
- ☐ B The Grand Canyon is the second most visited park in the United States.
- ☐ C The Grand Canyon needs to be protected from its many visitors.
- ☐ D Many species depend on the ecosystems in the Grand Canyon.

**Part B**

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



**How Am I Doing?**

What questions do you have?

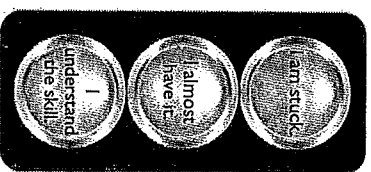
Why is it important to look for more than one source about a topic?

How do you and your friends share information from several sources on a topic?

**TURN AND TALK**

With a partner, explain how you were able to combine information from both passages to learn more about the Grand Canyon.

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

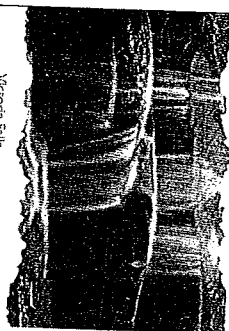


## INDEPENDENT PRACTICE

Read both texts. Then, answer the questions that follow.

## Text 1: The Formation of Victoria Falls

Genre: Magazine Article



Victoria Falls

- 1 Victoria Falls is one of the most breathtaking natural wonders of the world. This massive waterfall is part of the Zambezi River in southern Africa. It plunges an astounding 355 feet. It is about 5,600 feet at its widest point. Victoria Falls acts as a natural border between two countries—Zambia to the north and Zimbabwe to the south. Most visitors view the waterfall from the Zimbabwe side.
- 2 The amount of water that flows over the falls changes based on the time of year. The rainy season lasts from November to April. During this time, the Zambezi River is at its highest. The mist from the falling water makes it difficult to see the bottom of the falls. During the dry season, it is easier to see the full height of the falls. However, the view may be less striking because of the lower water level.
- 3 Victoria Falls began to form about 200 million years ago. At the time, the continents we recognize today had not yet separated from a single, large landmass known as Gondwanaland. Modern researchers have found basalt at the base of Victoria Falls. Basalt is a dark, fine-grained volcanic rock. This suggests that a period of volcanic eruptions occurred in the area. Most likely, the lava oozed and cooled. Then, it oozed and cooled again, forming layer upon layer of basalt.
- 4 When Gondwanaland broke apart, cracks, called joints, appeared in the basalt. Soft sediment then filled the cracks. Rivers formed as the land continued to break apart. The rivers eroded the softer rock. This created a series of gorges, or narrow valleys. Over time, the land shifted and lakes were linked together by the rivers. Then, about five million years ago, water began falling from the upper rivers to the rivers below. The current water system known as Victoria Falls formed after that. This was about 200,000 years ago.
- 5 Today, Victoria Falls continues to change. Water constantly erodes the rock. Water changes the shape of the falls and the land around it in ways that may not be obvious for centuries or more. [Reading Level: 720–820L; Word Count: 347]

## Text 2: The History of 'The Smoke that Thunders'

Genre: History

- 1 Victoria Falls is a waterfall that has been helping humans for thousands of years. The location of Victoria Falls was a great environment for early African natives. The Zambezi River flows into the falls. This provided plenty of water and food and encouraged families to settle nearby. The settlers had names for the waterfall. Some of them were "aManz at hunqayo," "Shungu na mutidzira," and "Mosi-o-Tunya." These names all share a similar meaning: "smoke that thunders."
- 2 The sand and rock at the waterfall's base have preserved objects that scientists now use to learn about southern Africa's native cultures. Archaeological digs have also uncovered weapons and tools from thousands of years ago along the length of the Zambezi River.
- 3 Evidence of weapons, treasures, and pottery indicate that more and more settlements emerged over thousands of years. Farming techniques expanded and improved. This means that settlements in the river region became more permanent. The settlers made canoes, shelters, and fishing spears from trees.
- 4 The native people of the southern region of African stayed unknown to the outside world until explorers from different countries later came to the land. One of the most famous visitors was David Livingstone. He was a Scottish explorer. He studied medicine and missionary work before moving to South Africa in 1841.
- 5 In 1851, Livingstone reached the Zambezi River. He continued exploring the region. Four years later, he came across the Zambezi falls. This is also known as "Smoke that Thunders." Livingstone decided to call it "Victoria Falls" after Queen Victoria. In 1857, he returned to England and wrote about his experiences.
- 6 Once the world knew about Victoria Falls, people began coming to see it for themselves. In the early 1900s, roads were built to make visiting the area easier. By the 1960s, a town was founded. It had hotels, homes, and eventually, schools.
- 7 Visitors today have a choice of several luxury hotels to stay in. Golf, fishing, whitewater rafting, and bungee-jumping are all activities available at Victoria Falls. This tourism helps fund preservation and conservation efforts. Visitors and locals both hope to maintain the natural beauty of a region that has given so much to humankind. [Reading Level: 740–840L; Word Count: 355]



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

### 1. Part A

Which statement integrates details from both texts?

- Ⓐ Water erosion may wash away current tourist attractions.
- Ⓑ Tourism helps protect and preserve the Victoria Falls region.
- Ⓒ Victoria Falls is a natural wonder that has become a tourist attraction.
- Ⓓ Ongoing changes to this natural wonder may not be obvious for centuries.

### Part B

Choose TWO details from each text that BEST support the answer to Part A.

- Ⓐ "This massive waterfall is part of the Zambezi River... plunges an astounding 355 feet." (Text 1, paragraph 1)
- Ⓑ "Water constantly erodes the rock." (Text 1, paragraph 5)
- Ⓒ "Water changes the shape of the falls and the land around it..." (Text 1, paragraph 5)
- Ⓓ "Evidence of weapons, treasures, and pottery indicate that more and more settlements emerged over thousands of years." (Text 2, paragraph 3)
- Ⓔ "Once the world knew about Victoria Falls, people began coming to see it for themselves." (Text 2, paragraph 6)

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

### 2. Part A

Which idea is presented in "The Formation of Victoria Falls"?

- Ⓐ The land and waterways of Victoria Falls continue to change.
- Ⓑ Settlers near Victoria Falls helped develop its tourism.
- Ⓒ The natural resources of Victoria Falls are in danger.
- Ⓓ Victoria Falls' location has helped it thrive in recent years.

### Part B

Underline the detail from "The History of the Smoke that Thunders" BEST supports the answer to Part A.

[See paragraph 6.]

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3. Both "The Formation of Victoria Falls" (Text 1) and "The History of The Smoke that Thunders" (Text 2) tell what researchers learned while studying Victoria Falls. Write a paragraph describing what they learned.

Sample response: Researchers learned about how Victoria Falls was made and the people who lived there. Text 1 says they found volcanic rock at the falls. This tells how the falls were made. Text 2 says that they found weapons near the falls. This tells about the people who lived there.

4. Write a detail that is in both texts about the location of Victoria Falls.

Victoria Falls is located in the southern region of Africa.

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

### 5. Part A

Which sentence tells the difference between the ideas presented in both texts?

- Ⓐ Text 1 is about preserving Victoria Falls, while Text 2 is about tourism.
- Ⓑ Text 1 is about how old Victoria Falls is, while Text 2 is about the future of Victoria Falls.
- Ⓒ Text 1 is about the history of Victoria Falls itself, while Text 2 is about the history of the people who live around Victoria Falls.
- Ⓓ Text 1 is about Victoria Falls as one of the 7 Natural Wonders of the world, while Text 2 is about Victoria Falls as an important habitat.

### Part B

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

[See paragraph 3 of Text 1 and paragraph 2 of Text 2.]

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Unit 4 | Informational Text | masteryeducation.com [345]



# EXTITUTE

Now you know how to integrate relevant information on a topic from several sources. Let's revisit the Real-World Connection.

Imagine you are working with Sophia on her report. Search for details from the two articles she found. How can Sophia connect the information from these texts? Write your response in the space below. Be sure to use details from both articles in your response.



Sample answer: Sophia should look at what is similar in both texts. For example, she can give information about the ecosystem of the Grand Canyon. She can use the first text to talk about the natural resources of the canyon and the second text to talk about some of the problems with the natural resources.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are approximately 20 lines visible. The paper appears slightly aged or off-white. There is no handwriting or other markings on the page.

## Unit 4 PRACTICE TEST

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

Which pair of sentences provides the BEST summary of the article?

- (A) Io is one of Jupiter's 60 moons, and it is very hot. It was discovered by Galileo in 1610.
- (B) Io has some traits like our moon. However, its many volcanoes cause more extreme conditions.
- (C) Io has a severe climate. However, people may live there someday because there is water under the rocks.
- (D) Io, a moon of Jupiter, has many craters and volcanoes. It has the same size and gravitational pull as our moon.

### Part B

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

- (A) "It was discovered by Galileo in 1610 along with three more of the planet's moons." (paragraph 1)
- (B) "Io is about the same size as Earth's Moon." (paragraph 2)
- (C) "Any craters on Io's surface are quickly filled with molten lava." (paragraph 3)
- (D) "Temperatures near the volcanoes can be as high as 3000°F." (paragraph 4)
- (E) "Many believe there might be water and living microbes deep in the rocks." (paragraph 5)

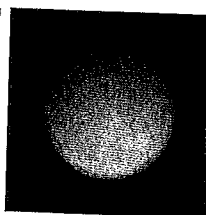
## PRACTICE TEST Unit 4

Read the article "Saturn's Moon: Titan." Then, answer question 4.

### Saturn's Moon: Titan

Genre: Science Investigation

- 1 Titan is the largest of Saturn's 53 known moons. It is also the second largest moon in the entire solar system. Titan is larger than the planet Mercury and about half the size of Earth.
- 2 Like our Moon and Earth, Titan rotates at the same speed that it revolves around Saturn. This means the same side of Titan always faces the planet.
- 3 Titan is the most Earth-like place in our solar system. Like Earth, Titan is surrounded by a thick layer of clouds and air made up mostly of nitrogen. There is also water on Titan. However, all of it is frozen solid. Liquid water only lies beneath Titan's surface. There is rain on Titan. However, it is made of liquid methane rather than water. Liquid methane also flows in Titan's rivers, streams, and lakes. The surface temperature on Titan is a chilling -289°F.
- 4 Titan has thick air and low gravity. This means you would be nearly weightless there. In fact, all you would need is a pair of homemade wings. Then, you would be able to fly!
- 5 Most of what we know about Titan has been discovered only recently. The Voyager space probe and the Hubble telescope tried to take pictures of Titan in the 1980s and '90s. However, the pictures were not clear. This changed in 2004 with the Cassini orbiter. The Cassini has been able to take some great pictures of Titan while orbiting Saturn. It also landed one of its probes on Titan in 2005. This allowed us to learn a lot more about the surface of Saturn's most amazing moon.



4. Write a paragraph about "Saturn's Moon: Titan" in which you identify the text's main idea and two key details.

Sample response: The main idea of "Saturn's Moon: Titan" is that Titan is Saturn's most amazing moon. The first key detail that supports this main idea is that Titan is the place most like Earth in our solar system, as paragraph 3 describes. The second key detail that supports this main idea is that a person would be nearly weightless on Titan, as paragraph 4 describes.

Refer to the articles "Earth's Moon," "Jupiter's Moon: Io," and "Saturn's Moon: Titan." Then, answer questions 5 and 6.

5. In which way are Earth's Moon, Titan, and Io alike?
- ☐ A They all have low gravity.  
☐ B They all do not have water.  
☐ C They all have active volcanoes.  
☐ D They are all surrounded by air.

6. You have read three articles about moons in our solar system. Write an essay describing the most important similarities and differences among the three moons. Support your essay with information from all three sources. Use at least ONE quote from the articles in your essay.

Sample answer:

Everyone thinks our moon is special. It lights up our sky, it has very different gravity than Earth, and it has craters that we can see from Earth. Other planets in our solar system also have moons that are special in their own ways. The moons of Jupiter and Saturn are like our moon because they orbit around their planets. Like our moon, they are always facing the same side of their planets as they rotate. They also have much less gravity than Earth. But Io, Jupiter's moon, has similar gravity to our moon while Titan, Saturn's moon, has almost no gravity at all. Both our moon and Io are very hot. But while our moon has a temperature of 265°F, parts of Io are 3000°F.

Each of the three moons has its own landscape. Our moon is rocky and dusty. Io is covered with many volcanoes. "Jupiter's Moon: Io" says, "It is the most volcanic place in the entire solar system." Unlike our moon, Titan has air around it. It is somewhat like Earth and has rivers and streams. Titan has water although it is frozen. Scientists think Io may have water. They have not been able to find water on our moon.

One big difference between these moons is that both Jupiter and Saturn have many moons. Earth has only one. Another big difference is our knowledge of them. Scientists know more about Earth's Moon because astronauts have actually walked on it. They know much less about the moons of Jupiter and Saturn because they have to use telescopes, space probes, and orbiters to learn about them.

# PRACTICE TEST

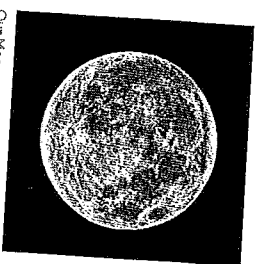
Today you will research moons and read three articles about them. As you review these sources, you will gather information and answer questions about the moons so you can write an essay. Read the article "Earth's Moon." Then, answer questions 1 and 2.

## Earth's Moon

Genre: Science Investigation

1 We often think of Earth's Moon simply as "the moon." However, most of the planets in the solar system also have moons of their own. A moon is any natural body that orbits another body. Earth's Moon is very important to life on our planet. The moon helps keep Earth balanced and livable. It also controls the oceans' tides. Life on Earth would be very different without our moon.

2 No one knows exactly how Earth's Moon was formed. However, many scientists believe Earth was struck by a large object 4.5 billion years ago. The force of the crash caused a lot of rubble to be thrown into space. It is believed that the pieces of Earth merged with bits of whatever struck Earth to form our moon.



Our Moon

3 Earth's Moon is dry and dusty. It is covered in gray, charcoal rocks and dust. Scientists once thought there might be water on the moon. However, they have not found any evidence of water yet. Our moon does not have a layer of air around it for protection like Earth does. Without air, the moon gets really hot during the day (a sizzling 265°F). It gets really cold at night (way below freezing at -170°F). Additionally, the sky is always dark on the moon.

4 The lack of air means that space rocks like meteorites and asteroids can easily strike the moon. In fact, the moon is covered with craters from all of the times it has been hit with space rocks. It is also remarkably quiet on the moon because sound cannot travel without air.

5 Gravity on our moon feels very different than gravity on Earth. If you watch a video of astronauts walking on the moon, you can see how differently they move. They appear to float like bubbles as they walk, even while wearing big, heavy space suits. This is because the moon only has 17% of the gravity that Earth has. That means if you weigh 70 pounds on Earth, it would feel like you only weighed 12 pounds on the moon!

6 It takes 27 days for our moon to travel around Earth. The moon is spinning on its own axis at the same speed as it revolves around Earth. We always see the same side of the moon because it spins on its axis and revolves around Earth during the same 27-day period. So Earth would always be visible if you were on the moon. However, you would only see one side.

7 There have been many missions into space to study the moon. Scientists who study space have sent special cameras to orbit the moon and take pictures of it. They have also sent rovers to roam the moon's surface and collect samples. Rovers are mobile robots. Astronauts have even gone to the moon to study it first-hand. The Apollo 11 mission took place in 1969. Neil Armstrong and Buzz Aldrin became the first humans to walk on the moon. Over the years, astronauts have brought back over 800 pounds of rocks from the surface of the moon for scientists to study.

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- 8 Earth's Moon lights up our night sky. However, it gives us so much more than light. The moon helps make life on our planet possible. It has been studied for years. However, there is still a lot left to learn about our moon.

[Reading Level: 750–850L; Word Count: 558]

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

1. Part A

What does the word orbis mean in paragraph 1?

- (A) provides light to (B) stays in the shadow of  
(C) moves in a circle around (D) has the same materials as

Part B

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

- (A) "It is believed that the pieces of Earth merged with bits of whatever struck Earth to form our moon." (paragraph 2)  
(B) "Additionally, the sky is always dark on the moon." (paragraph 3)  
(C) "It takes 27 days for our moon to travel around Earth." (paragraph 6)  
(D) "Earth's Moon lights up our night sky. However it gives us much more than light." (paragraph 8)

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

2. Part A

How does the author provide support for the idea that there is still much left to learn about our moon?

- (A) by describing ways scientists study the moon  
(B) by explaining why the moon is important to Earth  
(C) by arguing that astronauts should return to the moon  
(D) by comparing what we do and do not know about the moon

Part B

Which paragraph in the article BEST supports the answer to Part A?

- (A) paragraph 1 (B) paragraph 4  
(C) paragraph 6 (D) paragraph 7

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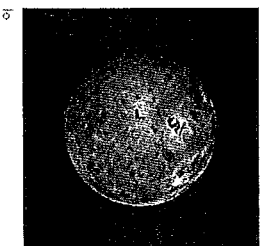
Read the article "Jupiter's Moon: Io." Then, answer question 3.

Jupiter's Moon: Io

Genre: Science Investigation

- 1 Io is one of the many moons of Jupiter. It was discovered by Galileo in 1610 along with three more of the planet's moons. These were the first moons discovered in the solar system other than our own. Today, it is believed that Jupiter has more than 60 moons!

- 2 Io is about the same size as Earth's Moon. Like our moon, the same side of Io is always facing Jupiter as it rotates and revolves. Io also has low gravity similar to our moon. If you weigh 70 pounds on Earth, it would feel like you weighed only about 18 pounds on Io. Unlike our moon, Io has been forced to take a long, oval-shaped path around Jupiter to avoid crashing into the planet's other moons.



- 3 Io's appearance is often compared to an enormous pepperoni pizza. The surface of Io is orange, red, and yellow. This is because it is covered with active volcanoes. It is the most volcanic place in the entire solar system. Io's volcanoes shoot lava and rocks up to 190 miles high! Any craters on Io's surface are quickly filled with molten lava.

- 4 Weather on Io is severe. Temperatures near the volcanoes can be as high as 3000°F. There are large snowfields of sulfur dioxide far from the volcanoes. Here, Io can be as cold as -200°F. Changes in gravity cause extreme tides. This makes the weather on Io worse. This means that rocks and lava on Io are constantly moving. The sky is often filled with lightning.

- 5 Scientists have not ruled out the possibility of life on Io. However, it is unlikely. Many believe there might be water and living microbes deep in the rocks. They would be far away from Io's volcanic surface.

[Reading Level: 750–850L; Word Count: 292]

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