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When you read a passage, you should read actively. How do you read actively? You ask yourself questions. A passage can have a lot of information in it. You should ask questions to help better understand what you read. The major questions to ask yourself are who, what, where, when, why, and how.

What kinds of questions should you ask yourself? Look at the list below for some examples.

- What does the title tell me about the passage?
- Who is the passage about?
- What happens in the passage?
- Which details in the passage are the most important?
- Where does the passage take place?
- When does the passage take place?
- Why did the author write this passage?
- Why did the author include certain details?
- Are there any words I should look up in a dictionary?
- How does the passage make me feel?
- Does the passage include any pictures?
- How do the pictures help my understanding?

After asking questions, you should skim ahead and scan the rest of the passage to try to find the answers to your questions. When you skim, you quickly read the passage and focus on the general idea. When you scan, you look for key words or terms to find specific information. Scanning is useful for finding dates, names, terms, and places.
Read the passage below and think about which questions you should ask yourself as you read.

Kevin had never flown in a plane before. Last week was his first time flying. Kevin was flying to California to see his grandmother. He was nervous. When the plane started to shake, Kevin became scared. He looked around at the other passengers. Nobody else looked scared. The captain talked over the loudspeaker. He told everyone not to worry because the shaking was normal. Kevin relaxed and the rest of the trip went fine.

Who is this passage about? Kevin
What happens in the passage? Kevin is nervous about flying for the first time.
Where does the passage take place? in an airplane
When does the passage take place? last week
Why is Kevin flying? He wants to see his grandmother.
Why is Kevin scared? The plane starts to shake.
How is Kevin’s problem solved? The captain tells the passengers that shaking is normal. The rest of the trip is fine.

It is always helpful to look back at what you just read. When you ask questions about a passage, you should reread it to find the answer. Many times, the answer is written right in the text! Always check to make sure your answer is correct. Skim to find a paragraph or sentence that will lead you to your answer, and then read that paragraph or sentence carefully.
Thinking It Through

Read the following paragraph, and then answer the question that follows.

I looked out my bedroom window. There was a strange object in my backyard. It looked like a spaceship. Suddenly, a door opened. A purple alien stepped out. “I am Og,” it said in a loud voice. I yelled for my dad.

Which questions should you ask yourself as you read?

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

HINT Think about who is in the paragraph, what happens, and when and where it takes place.

DISCUSS Share your ideas with a partner. See if you can answer each other’s questions.
Read the passage and answer the questions.

Forgetful Nicole

Nicole was walking home from school. She noticed that her backpack felt lighter than normal. At first, she didn’t pay any attention. The day was too beautiful, and she was happy to be done with school. However, she soon started thinking about her homework. She needed to study math. She also wanted to start looking at ideas for her science project.

She suddenly stopped. Uh-oh! She looked inside her backpack. She had forgotten her math book! She ran back to school, but the doors were locked. She would have to wait until tomorrow.

1. Based on the title above the passage, this passage will be about
   A. Nicole forgetting something.
   B. Nicole finding something.
   C. Nicole’s science project.
   D. Nicole’s walk home.

   **HINT** Pay careful attention to the information in the title. How is Nicole described?

2. Which question is answered by the passage?
   A. Who locked the school doors?
   B. What did Nicole forget?
   C. Where is Nicole’s school?
   D. When did Nicole get out of school?

   **HINT** The answer is often written right in the passage.
A **character** is a person or an animal in a story or poem. A story may have one character. A story may have many characters. Characters perform the actions in the story. Even though characters are not real, they usually act the way real people do. They also have feelings like real people. A character can be happy, sad, upset, or angry.

Characters, like real people, are all different, so they have different traits. A **trait** is something that describes the personality of a character. The list below shows you some common traits.

- brave
- friendly
- funny
- generous
- kind
- mean
- scared
- selfish
- serious
- silly
- smart
- youthful

Here is a story about a character named Mrs. Kim.

Mrs. Kim was an elderly lady who lived next door to Derek. She waved and said “Hello” every day when Derek walked home from school. She always sent him a card on his birthday. Whenever she made cookies, she brought a plate over to Derek’s house. Derek really liked Mrs. Kim.

There are details in the story that show Mrs. Kim’s traits. You could say she is generous because she gives Derek a birthday card and cookies. You could also say she is friendly because she waves at him every day. What other traits can you think of that describe Mrs. Kim?
You can learn about characters the same way that you learn about real people. A person who always tells the truth is honest. A person who never shares is greedy. Think about how the characters get along. What do they say to each other? What do they say about each other? Use details from the story to make decisions about what a character is like.

A character’s motivation is the reason the character does something. Sometimes the way a character acts affects what happens in a story, or the sequence of events. For example, if a student in a story appears shy or withdrawn, his behavior may cause another student to approach him and try to start a conversation. Sometimes a problem in the story affects a character’s motivation or actions. Sometimes characters change during a story. Sometimes they learn a lesson.

Read the following story.

Shalize was angry that her parents were making her go to the animal shelter. All her friends were going to the basketball game. Shalize wanted to be with her friends. Instead, she had to help clean and walk dogs. At the shelter, she worked very hard, but she also had fun. The dogs were fun to play with. She also met other people who were helping. At the end of the day, Shalize promised that she would help again.

How has Shalize changed by the end of the story? In the beginning, Shalize was angry that she had to help others. But by the end of the story, Shalize promises to help again. When you read, look for changes in characters. Think about why they changed and if the change is for better or worse.
Thinking It Through

Read the paragraph, and then answer the question that follows.

Jimmy liked baseball. He was a good shortstop. He loved to play. But Jimmy hurt his hand. He could not throw the ball. Jimmy could not play for the team. He was sad. After a few weeks, his hand got better, and he practiced throwing. He worked hard for a year. Finally, he could play again. His teammates were very happy to have Jimmy back on the team.

How would you describe Jimmy’s character?

HINT Use details from the paragraph to make decisions about what that character is like.

DISCUSS In a group, talk about what might happen next in the story. How might Jimmy’s teammates welcome him back to the team?
Coached Example

Read the passage and answer the questions.

Gabriel was in a rotten mood because he hated summer camp. But his parents wanted him to go. When Gabriel arrived at camp, he did not want to talk to anyone. He sat in the cafeteria all by himself. Then a couple of boys, Matt and Eric, came over and talked to Gabriel. They said they were going swimming. They asked him to come along. Gabriel sighed, but he decided to go swimming. The water was great! That night, they had a big bonfire. You could see all the stars in the sky. The kids sang songs and roasted marshmallows. Gabriel smiled. Maybe camp wouldn’t be so bad after all!

1. Gabriel shows that he is unhappy by
   A. singing songs.
   B. going swimming.
   C. roasting marshmallows.
   D. sitting in the cafeteria by himself.

HINT: Use details from the passage to make decisions about what that character is like.

2. Which word describes how Gabriel PROBABLY feels at the end of the passage?
   A. grumpy
   B. happy
   C. worried
   D. sad

HINT: Reread the end of the passage. Is there a clue that tells you how Gabriel feels?
When you read a story, you see events and characters through the eyes of the narrator—or from the narrator’s point of view. The point of view is the perspective from which a story is told. The narrator is the person who tells the story. Be careful not to confuse the narrator with the author. The author is the real person who wrote the story; the narrator is the make-believe person who tells it.

The narrator can be a character in the story. Sometimes the narrator is the main character in the story, and everything happens to that person. Other times, the narrator is a minor, or secondary, character who spends time with the main character. A first-person point of view uses a narrator who is a character in the story. Stories in the first-person use the pronoun I to tell the story.

Read the following story.

Last week, I went to the pet store with my mom. We had to buy medicine for my dog, Shadow. Shadow was scratching and itching all last week. I gave Shadow a bath and saw little bugs crawling on him. Shadow had fleas!

Who tells the story? In the first sentence, the pronoun I tells you that the story has a first-person narrator. Stories with a first-person point of view can often express personal ideas or feelings. The stories let you into the mind of the narrator.
To figure out who the narrator is, pay close attention to how he or she tells the story. Sometimes the narrator will identify himself or herself. Sometimes, though, you will read stories where the narrator is not a character. The narrator tells you the story, but is not part of it. This is known as a **third-person point of view**. You know the story uses a third-person point of view if the narrator talks about what is going on in the story, uses the words *he* or *she*, and is not a character in the story.

Read this story and see if you can recognize the narrator.

Eric and Collette went camping in the forest. They spent a couple of days by Lost Lake and went fishing. One day, Eric decided to go fishing in another lake. But Eric didn’t know how far away the lake was from their camp. “I’ll just keep walking south for a while,” Eric thought. He should have brought his map. Eric found himself lost in the forest.

Who tells the story? The narrator does not appear in the story. Look at the last two sentences. Sometimes, a third-person narrator will have a limited point of view. This means the narrator will only know what one character knows and thinks. Other times, the narrator will know everything about all the characters.
Thinking It Through

Read the following paragraph, and then answer the questions that follow.

Calvin examined his brand-new bicycle and smiled. He had worked very hard for seven months to get this bike, and now it was his! He had done a variety of jobs to earn money. He delivered newspapers, ran errands for neighbors, and walked the neighborhood dogs. After seven months, Calvin had saved a very large amount of money. His parents gave him the rest of the money that was needed, and he was finally able to purchase his new bike.

What is the point of view? How do you know?

HINT Third-person point of view uses he.

Retell the story in your own words, and present your retelling to a partner.
Lesson 3: Point of View

Read the passage and answer the questions.

The line for the new movie went around the corner of the theater. People stamped their feet to keep warm. They didn’t expect to wait so long. A lot of people were not dressed for the chilly night air. I huddled inside my coat, wishing I had remembered my hat. I’d never been so cold!

“Hey, Jerry!”

I looked up to see my friend Martina waving. She stood at the front of the line, right near the door.

“Come on,” Martina called. “You can cut in front of me.”

“Great!” I said, leaving my place in line. Then I looked at all of the people standing in front of me. They were just as cold as I was—and they wanted to see this movie just as badly.

“I’ll see you inside,” I said, stepping back into line.

1. Who is the narrator of the passage?
   A. Martina
   B. Jerry
   C. someone in the crowd
   D. an usher at the movie theater

   HINT Look closely at who is telling the passage. Who is the I who tells the passage?

2. What would you need to change to make this passage have a third-person narrator?
   A. change I to you
   B. change she to I
   C. change I to he
   D. change she to you

   HINT A third-person narrator talks about what happens in the passage, but is not actually a character in the passage.
Setting is when and where a story takes place. It is easy to figure out the setting when the narrator tells you where the characters are and when the events are happening. Look at this example.

It was a hot, summer night. The year was 1918. Sara was sweating under her sheets. Mosquitoes swarmed around her head. “I hate mosquitoes,” she said. No one heard her. She was alone in her dark bedroom.

What is the setting of this story? First, ask yourself where the story takes place. In this example, the story takes place in Sara’s bedroom. She is in her bed, under her sheets. Next, ask yourself when it takes place. In this example, it is the year 1918. It is nighttime during summer.

Sometimes the stories you read will not tell you exactly where and when they happen. You will have to figure this out yourself. Look at this example.

Joseph pulled suddenly on the reins. The horses stopped quickly, creating a cloud of desert dust. Joseph hopped off the stagecoach. He walked slowly toward the bridge and noticed the broken wooden planks. Joseph lifted his cowboy hat and wiped the sweat off his brow. “We’re going to have to find another way to cross the river,” he thought to himself.
What is the setting of the story? The narrator does not tell you exactly when and where the story takes place. You know that Joseph is driving a stagecoach, so the story happens in the past. You know that the story takes place in a desert because the horses created a “cloud of desert dust.” What else can you figure out about the setting?

Details are added throughout a story to build the setting. Sometimes, an author will use the same setting in different stories. For example, an author may write about several students who go to school at Stoneybrook Elementary. The characters and plot events change, but the setting remains the same. To figure out the setting from the details given, ask yourself these questions.

### Questions About Setting

<table>
<thead>
<tr>
<th>Questions to Ask</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are the people wearing?</td>
<td>People in different times and places wear different kinds of clothes.</td>
</tr>
<tr>
<td>What is the weather like?</td>
<td>Weather may tell you what season it is.</td>
</tr>
<tr>
<td>What tools or machines do people use?</td>
<td>Older machines show that a story takes place in the past. Newer machines suggest a story takes place in the present. Machines that do not yet exist show that the story takes place in the future.</td>
</tr>
<tr>
<td>How do the people talk?</td>
<td>The words characters use can be clues about when and where they live.</td>
</tr>
<tr>
<td>What are the people doing?</td>
<td>Some activities are not common anymore, like having sword fights or writing with feathers.</td>
</tr>
</tbody>
</table>
Thinking It Through

Read the following paragraph, and then answer the questions that follow.

Emily looked at the sky and decided to go for one more swim. The sun would be setting soon, so she didn’t have much time. She ran across the sand and splashed her way into the ocean.

What is the setting? How can you tell?

HINT To answer this question, use details. Think of a place where you find sand and the ocean.

Now think of a winter setting. What would the air feel like? What would the trees look like? Describe your setting to a partner.
Read the passage and answer the questions.

Sarah watched the kite sail high into the blue sky. She tugged on the line and tried to make the kite move from side to side. In the distance, she heard a train whistle. She looked behind her and saw her older brother, Richard, approaching by the wheat fields. He was driving the horse and buggy. Sarah reeled in her kite. “I’m going to get Pa from the train station,” Richard said. “You need to get water from the well.” Sarah watched the horse move slowly up the hill.

1. Where does the passage take place?
   A. a city
   B. a train station
   C. the country
   D. the seaside

   **HINT** Use details and think about where Sarah and Richard could be.

2. The passage MOST LIKELY takes place
   A. in the present.
   B. in the 1800s.
   C. in the future.
   D. about 50 years ago.

   **HINT** Think about what Richard is driving.
Getting the Idea

A plot is a series of events in a story. Most stories have a beginning, middle, and end. Each of these sections of a story is important to the plot. In the beginning, you learn about the characters and where the story takes place. You also find out the main problem of the story. The middle is the longest part, where most of the action happens. You see how the characters try to solve the problem. In the end, the main problem in the story is usually solved.

A plot can be simple or difficult. Here are some examples of a story’s plot:

- A girl practices for a singing contest and wins.
- A man learns to swim after being afraid of the water since he was a child.
- Children think an empty lot near their house is ugly, so they plant a garden there.
- A girl learns how to build a machine that can travel through time.

When you think about the plot of a story, focus on the main events that happen. Details are also added to a plot to make the story more interesting. Details might tell why something happened or how a character feels.
A **conflict** is a problem the characters in the story have. A plot also includes the **resolution**, or answer, to the conflict. Look at this example.

Max wanted to bake a cake for his wife’s birthday. But he ran out of eggs for the cake. Max didn’t know what to do! His wife was coming home in a few hours. He had an idea. Max called his friend Jonah and asked him if he could borrow some eggs. Jonah came by with the eggs and helped Max bake the cake.

The problem is that Max did not have enough eggs to bake a cake. His solution was to call his friend to borrow eggs. Sometimes the conflict in the plot is not as simple as Max’s problem. Some stories may have more than one conflict and more than one resolution.

In many books, the plot can be full of twists and turns. A character may change as a result of the plot. A boy who is shy at the beginning may become someone others look up to at the end. Or a woman who is mean or angry in the beginning may become nice and friendly at the end. The author of a book series may use parts of the same plot throughout the series.
Thinking It Through

Read the following paragraph, and then answer the questions that follow.

Candace was walking to school. She remembered that she had left her lunch on the kitchen table. At school, all she could think about was the sandwich her mom had made. Her stomach grumbled. At lunch, her friends noticed that she wasn’t eating. Candace told them what happened. Jamie gave Candace half of her sandwich. Alex gave Candace an apple. Brian gave her a granola bar.

What is the problem or conflict? How is the conflict resolved?

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

______________________________________________________________________

HINT Reread the last few sentences to see how the problem is solved.

DISCUSS Tell about a personal experience that is similar to the one described in the paragraph.
Read the passage and answer the questions.

When the Hernandez family moved into a new house, the twins, Juan and Marcos, argued about who would get the bigger bedroom. Mr. Hernandez told them to “work it out.” At first they tried a staring contest, but Juan cheated. Then, they tried to see who could run up and down the stairs faster, but both of them claimed to win. When Mrs. Hernandez checked to see what all the noise was about, she saw the twins wrestling on the ground.

“Enough!” she yelled. “Whoever unpacks the most boxes gets the bigger room. Ready! Set! Go!”

1. What is the problem in the passage?
   A. The Hernandez family moves into a new house.
   B. Juan and Marcos have a race.
   C. Juan and Marcos both want the bigger room.
   D. Mrs. Hernandez makes the twins unpack boxes.

2. How do the twins solve the problem?
   A. They have a staring contest.
   B. They have a race.
   C. They wrestle.
   D. Their mom has them unpack boxes.

HINT Who helps to solve the problem?

HINT Ask yourself, “What is the passage about?”
Literal language means exactly what it says.

It is raining a lot out there.

The sentence simply states that it is raining.

Nonliteral language does not mean exactly what it says.

It’s raining cats and dogs.

This sentence is an idiom. An idiom is a figure of speech. Cats and dogs are not really coming from the clouds.

Idioms are one kind of nonliteral language. Nonliteral language adds interest to someone’s writing. Suppose someone says, “Cut it out!” You know she is not telling you to use scissors. She is telling you to stop doing what you are doing. She is using an idiom.

Here are some common idioms and their meanings.

<table>
<thead>
<tr>
<th>Idiom or Phrase</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>The man blew his top.</td>
<td>The man was very angry.</td>
</tr>
<tr>
<td>You are chicken.</td>
<td>You are afraid to do that.</td>
</tr>
<tr>
<td>Janice wants to hit the hay.</td>
<td>Janice wants to go to bed.</td>
</tr>
<tr>
<td>Let’s shoot the breeze.</td>
<td>Let’s talk.</td>
</tr>
<tr>
<td>He was all ears.</td>
<td>He was listening.</td>
</tr>
<tr>
<td>I can see the light.</td>
<td>I understand.</td>
</tr>
<tr>
<td>Go the extra mile.</td>
<td>Do the extra work.</td>
</tr>
<tr>
<td>They didn’t see eye to eye.</td>
<td>They didn’t agree.</td>
</tr>
</tbody>
</table>
Idioms cannot be fully understood by just looking at the words by themselves. Sometimes other sentences will help you find the meaning of an idiom. Look at these two examples.

The crowd became silent as the curtain went up. The host of the talent show approached the microphone. “I’m proud to introduce my friend, Ray. Give him a hand!” he announced.

Nikki and Jason watched as their father hammered the nail into the wall. He then walked into the garage and tried lifting the heavy shelf. “Jason, can you give him a hand?” Nikki asked.

The idiom *give him a hand* means something different in the two paragraphs. In the first example, *give him a hand* means “to applaud or clap your hands.” In the second example, *give him a hand* means “to help.” When you see idioms in passages, make sure to use the context of the sentence or paragraph to find the meaning.
Thinking It Through

Read the following paragraph, and then answer the question that follows.

Darcie and her parents were driving in the country to see her cousins. It was raining buckets. Darcie’s parents were singing songs, but they ran out of steam. The rain came down harder. Darcie didn’t want to break the silence, so she held her tongue. “I don’t want Dad to bite my head off,” she thought.

Underline three idioms. What do the idioms mean?

Idioms cannot be fully understood by just looking at the words by themselves. Use the other sentences to help you.

Create a new sentence using an idiom you learned in this lesson. Share your sentence with the class.
Read the passage and answer the questions.

At the city track meet, Marcus began feeling nervous. He had felt a bit under the weather all week. While everyone was stretching, Marcus kept blowing his nose.

“Marcus, are you ready to get this show on the road?” his coach asked. Marcus nodded. He walked to the starting line and tried to focus. Marcus looked ahead and stared at the finish line.

1. The phrase under the weather means
   A. happy.
   B. sick.
   C. cold.
   D. scared.

   HINT Use the other sentences to help you choose the best answer.

2. What does the phrase get this show on the road mean?
   A. to watch a show
   B. to go traveling
   C. to wait for a bus
   D. to get started

   HINT Reread the last paragraph. Think about what is going on.
Literature is made-up writing that entertains its readers. Three kinds of literature are stories, drama, and poetry.

A **story** is literature that has characters, setting, and a plot. A story is written in sentences and paragraphs.

Once there lived a farmer and his two sons. Every day, the boys helped their father in the field. They worked hard all day long.

Literature can be separated into parts. Stories are separated into chapters. A **chapter** is a section of a story. In some stories, the chapters have numbers or names. When you open up a book, look at the first few pages to find its **table of contents**. This is the list of chapters and page numbers in the book.

- Chapter 1: The Beginning .......... page 4
- Chapter 2: A New Friend .......... page 18
- Chapter 3: What a Mess! .......... page 29

Another kind of literature is a drama. A **drama** is a piece of writing meant to be acted out. It is written with stage directions and dialogue. **Stage directions** show what the characters do. They are written in italics. **Dialogue** is what the characters say.

*(Mr. Lau walks into the diner.)*

WAITRESS: Good afternoon, sir. Would you like a table?

MR. LAU: Yes, thank you.
Dramas can also be divided into acts and scenes. An **act** is a group of connected scenes. A **scene** takes place in one location.

**Act II**

**Scene 1**

*(*Ariel and Steve wait for the bus at a bus stop.*)*

ARIEL: Here comes the bus!

STEVE: Finally! I’ve been here for twenty minutes!

**Scene 2**

*(*Ariel and Steve are on the bus. It is raining.*)*

STEVE: The bus got here in the nick of time.

ARIEL: We just beat the rain!

**Poetry** is written in lines and uses creative language. Poems often include rhythm and rhyme. **Rhythm** is a pattern of sounds in a line. **Rhyme** happens when two or more words end with a similar sound.

Shirts, pants, sweaters, and socks
Pencils and paper, and a box of rocks,
Three kinds of plants, and my turtle Pete—
No wonder I can’t keep my room neat!

Poetry is separated into stanzas. A **stanza** is a group of lines. Stanzas are set apart by spaces. The following is a stanza from Lewis Carroll’s poem “Of Alice in Wonderland.”

A boat, beneath a sunny sky,
Lingering onward dreamily
In an evening of July;

Chapters, scenes, and stanzas build on earlier parts. Later chapters usually relate back to the earlier ones to help tell a complete story. In dramas, each scene continues from the last one and helps to move the plot along. In poetry, each stanza helps to build the meaning and message of the poem.
Thinking It Through

Read the following sentences, and then answer the questions that follow.

I woke up this morning with one thing in my head.
I rubbed my eyes hard and rolled out of bed.
Today is the day I like more than the rest.
Today is my birthday, the day I love best!

What kind of literature is this passage? How do you know?

With a partner, write two new lines for this poem. Be sure they rhyme. Present your lines to the class.

HINT: This passage uses rhythm and rhyme.
“Chapter 2: Pebbles Is Stuck!”

Hassan stared up at the tree and frowned. His new kitten, Pebbles, had been stuck up in that old oak tree in front of his house for what seemed like hours.

“Come on down, Pebbles!” cried Hassan. “You can do it!”

Pebbles just looked down at him with her eyes wide open. She was terrified to be up in that tree! How did she even get up here?

1. What kind of literature is this passage?
   A. drama
   B. poem
   C. stanza
   D. story

   **HINT** This passage is written in sentences and paragraphs.

2. What is this section called?
   A. an act
   B. a chapter
   C. a stanza
   D. a scene

   **HINT** Stories have chapters, dramas have acts and scenes, and poems have stanzas.
Different Kinds of Stories

Getting the Idea

There are different kinds of stories. Some stories were told long ago and were passed from generation to generation. These stories were originally spoken out loud and not written or read.

A myth is a story about the distant past that is used to explain why the universe works the way it does. People with unusual powers often appear in myths. Myths are stories that were told before science was able to explain why things in nature happen. Myths show people and events as symbols of other things. People do not claim that a myth is a true story.

A legend is a story set in a real historic time. Legends are told as if they really happened and as if the characters really lived. Some legends are based on real people who have been made more than human over time.

A folktale is a story that is passed down from one person to another over time. Magical events sometimes happen in folktales. They may also explain how something was made.

A fairy tale often includes magic. It also usually sets good characters against evil ones. The characters often include kings, queens, princes, and princesses. Fairy tales often start with “Once upon a time,” and they often end with “They lived happily ever after.”

A fable is a story that often has animals as characters and teaches a lesson.
Most stories have meanings beyond their settings, characters, and plots. Their morals or lessons are called themes. A **theme** is a story’s message. It can be a lesson about life. It can also be a lesson about how people behave. The theme holds the story’s elements together. It is the focus of the whole story. It is usually easy to find the theme in a fable, myth, or folktale. They are meant to teach lessons and morals.

Common themes include the following:

- Do the right thing.
- Be true to your friends.
- Overcome your fears.
- Get along with others.
- Family is more important than money.
- Giving is more important than receiving.

Sometimes the theme is not clearly stated. The reader has to find the theme by thinking about events and clues in the story. It may appear only as an idea that repeats throughout the story. For example, the theme might focus on the importance of courage or the value of friendship.

When you read stories, think about the theme, or greater meaning of the story, and what the author is trying to say. A story about a kitten that is afraid of water might have a theme about fears. A story may also have more than one theme.
Thinking It Through

Read the following passage, and then answer the questions that follow.

A cat and a mouse were playing in a field one day. The cat saw something shiny in the dirt. He picked it up and showed it to the mouse. It sparkled like a diamond. The mouse grabbed it from the cat and held it up to the sun. The cat tried to take it away from the mouse, but the mouse ran away with it. The cat chased the mouse. As the mouse ran, he dropped the gem into the river. The cat was so angry at the mouse that they never played together again.

What kind of story is this passage? What is the theme of the story?

HINT Who are the main characters? Think about what the author is trying to say.
Read the passage and answer the questions.

A long, long time ago, before trees had leaves, a man was walking through the forest. It was a very hot summer day. The hot sun blazed down on everything. After a while, the man could walk no longer in the terrible heat. He stopped to take a drink of water from his canteen. All around him, he noticed thousands of green butterflies on the forest floor. They were so hot from the sun that they could no longer fly. The man felt sorry for the butterflies. He decided to share some of his water with them. The butterflies were so grateful to the man that they flew up into the trees and blocked out the sun. This is how leaves were created.

1. This story is an example of
   A. a fable.
   B. a fairy tale.
   C. a legend.
   D. a myth.

2. What is the theme of the story?
   A. Good deeds are often rewarded.
   B. Forgiveness is an important lesson.
   C. Hard work pays off in the end.
   D. Do not be afraid of butterflies.
Getting the Idea

There are many tools to help you understand what you read. When you read, you often see different kinds of pictures. An illustration is a drawing. Illustrations are included to help you understand a passage.

Illustrations are used in different ways. They might have the same information as the passage. An author might use an illustration to help you picture a setting. An illustration might be used to show what a character looks like. Illustrations might also be used to show important events in the plot. Sometimes they add information to the passage. Either way, you need to know how to read them. Otherwise, you might not understand the passage completely. Look at this example.

Sondra went to the front window and slowly opened the curtains. Red and orange leaves covered the sidewalk. As she was about to close the curtains, she saw three white ghosts running behind a witch.

Without the illustration, you might think the passage is a ghost story. However, look at the illustration below the passage. This helps you know that the passage is set on Halloween. When you see an illustration with a passage, think about how it relates to the passage. Illustrations can help you better understand what you read.
Illustrations can also help the writer set the mood of the story. **Mood** is the overall feeling created by a text. For example, for a story that takes place on a stormy night, an illustration might show trees blowing, flashes of lightning, and a deserted old house—all of which contribute to a mood of unease and worry. An illustration of a character can add to the mood of a story, too. For example, a picture of a smiling runner crossing the finish line of a race can add a lot to the writer’s description of her victory. Together, the text and art create a mood of excitement and joy.

Another type of picture you may see with a passage is a map. A **map** is a drawing of an area of land or water. It shows where certain places or things are located. Some maps include more details than others. For example, the map below just shows the shapes of the different states.

Other maps might include the names of rivers, lakes, roads, and even particular buildings. Authors may include a map to show where a passage takes place. Some passages include treasure maps the characters must use to find the treasure.
Amanda was walking down the beach when she saw a bottle sticking out of the sand. There was a piece of paper inside. Amanda stuck her finger inside, but she couldn’t take the paper out. Amanda found a twig on the ground. She stuck the twig in the bottle and tried to fish the paper out. After a few minutes, she finally got the paper out. Amanda unrolled the paper and was shocked at what she saw.

Which new illustration would help you better understand this paragraph?
Read the passage and answer the questions.

Arthur and Tania walked downtown. Arthur carried a sign while Tania carried a bag. They stopped at a corner in front of the library. Tania put her bag down and zipped it open. She grabbed a clipboard and a pen. Arthur held up his sign. People started gathering around Arthur and Tania. An elderly woman approached Tania and smiled. The woman read Arthur’s sign and signed Tania’s clipboard.

1. Why did the author choose the illustration in this passage?
   A. to show downtown
   B. to show the crowd
   C. to show the library
   D. to show what Arthur and Tania are doing

2. Which new illustration would help you better understand this passage?
   A. a picture of the elderly woman
   B. a picture of the crowd
   C. a picture showing the clipboard
   D. a picture showing what Arthur’s sign says

**HINT**
Think about how the illustration and the passage work together.

**HINT**
What new information could another illustration give you?
Getting the Idea

To **compare** things means to tell how they are alike. To **contrast** things means to tell how they are different. Readers and authors frequently compare and contrast various features of passages, such as main ideas, themes, characters, settings, plot, style, and so on. A writer often writes about similar characters in different stories. For example, Beatrix Potter wrote many stories about rabbits. A writer may also write about the same character in different stories. Sir Arthur Conan Doyle wrote many books about the character Sherlock Holmes.

When a reader compares and contrasts passages, he or she looks at the similarities and differences. Comparisons focus on the things that the passages share. Contrasts focus on differences. Read the two passages below.

### Andrew the Artist
Andrew was a very good artist. He spent all his free time painting. Andrew painted before school, after school, and during the weekends. He drew large pictures of fruit. Andrew didn’t have many friends. He liked spending his time painting in his room.

### Maria the Athlete
Maria was the captain of her swim team. All of her teammates looked up to her. She was always encouraging everyone. Swimming was Maria’s life. She practiced every day. Her team was the best in the city. Everyone liked Maria. She was very outgoing and loved being around her many friends.
How are Maria and Andrew alike? How are they different? Both Maria and Andrew are very hard workers. They are also both good at what they do. Maria is athletic. Andrew is creative. Maria has a lot of friends and likes to spend time with them. Andrew likes to paint alone in his room. Comparing and contrasting passages helps a reader better understand the characters in each one.

Readers can also compare and contrast the settings in different passages. Look at the examples below.

**Burning Desert**

The blazing sun beat down on the red desert sand. For miles, there was nothing but sand and dry desert brush. The wind blew hard every now and again, kicking up dust and sending the brush tumbling.

**Full Moon, Empty Town**

A crumpled brown bag blew in the wind. Down the empty street, a streetlamp flickered and buzzed in the night. All the windows were dark and boarded up. Behind the empty brick building, the full moon began to rise.

How are the settings alike? How are they different? Both the desert and the city have no people. It is night in the city and sunny in the desert.

Readers can also compare and contrast the plots in different passages. Comparing and contrasting passages will help a reader better understand each one. This is because comparing and contrasting helps a reader to think about the information in different ways.
Thinking It Through

Read the following paragraph, and then answer the questions that follow.

Mona and her twin, Lisa, went to the library on a rainy afternoon. Mona went straight to the magazines. She liked reading about her favorite actors. Lisa looked at the poetry books. Lisa picked up a couple of books and went to look for her sister. They sat down at a table together and read while the rain fell outside.

How are the sisters alike? How are they different?

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

_____________________________________________________________________

HINT Look for similarities and differences before answering the questions.

Retell this story in your own words. Present your retelling in a group.
Lesson 10: Compare and Contrast Literature

Read the passages and answer the questions.

The Bat Cave
by Tom Fromme

Steve and Tom walked slowly into the dark cave. Tom pointed his flashlight into the darkness. Suddenly, a large, black bat flew straight toward the two boys. Tom panicked and dropped his flashlight. The boys listened as the flashlight tumbled down the rocks and splashed into some water. Steve fumbled for his flashlight in total darkness. His knees shook as he reached into his backpack. Steve finally found the flashlight. He pointed the flashlight deep into the cave and then pointed it quickly back to Tom. He could tell by Tom’s face that it was time to head back outside.

Blackout!
by Tom Fromme

Geraldine sat in her living room and read her book. Outside, the storm grew stronger. The raindrops sounded like pebbles tossed against the window. Thunder shook the house. Suddenly, the lights flickered and went out. Geraldine got up from her chair and walked slowly in the dark. She opened all the drawers in the kitchen, searching for the flashlight.

Geraldine found the flashlight. But when she turned it on, the bulb was so dim that she could barely see in front of her. Geraldine calmly looked around the kitchen for candles and matches.
1. How are the three characters alike?
   A. They are all in a cave.
   B. They are all afraid of bats.
   C. They all like to read books.
   D. They are all in the dark.

   **HINT** Compare the characters to see how they are the same.

2. How are the three characters different?
   A. Steve and Tom are scared, but Geraldine is calm.
   B. Steve and Geraldine are calm, but Tom is scared.
   C. Steve and Tom are calm, but Geraldine is scared.
   D. Geraldine and Tom are scared, but Steve is calm.

   **HINT** How is Geraldine different from Steve and Tom?

3. How are the two passages different?

   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________
   ________________________________________________________________________

   **HINT** Think about the characters, settings, and plots.
Ask and Answer Questions

Getting the Idea

You should ask yourself questions when you read informational texts to help better understand what you read. The major questions to ask yourself are who, what, where, when, why, and how.

Look at the list below for some examples of questions you should ask yourself.

- Who or what is the passage about?
- What does the title tell me about the passage?
- What is the main idea of the passage?
- Where do the events occur?
- When do the events occur?
- Why did the author write this passage?
- Why did the author include certain details?
- Does the passage include any diagrams, charts, or other illustrations?
- How do the diagrams, charts, or illustrations help my understanding?
- Are there any words I should look up in a dictionary?

After asking questions, you should skim ahead and scan the rest of the passage to try to find the answers to your questions. When you skim, you quickly read the passage and focus on the general idea. When you scan, you look for key words or terms to find specific information. Scanning is useful for finding dates, names, terms, and places.
In 1860, a man named William Hepburn Russell came up with the idea of a mail service called the Pony Express. The Pony Express riders rode on horseback across the western part of the United States to deliver mail. People in California were able to get mail from people in Missouri in only ten days. Before that, the quickest way to deliver mail was by stagecoach. Stagecoaches went from Missouri to Texas and then on to California. The trip by stagecoach took about twenty-five days.
Thinking It Through

Read the following paragraph, and then answer the question that follows.

The White House is where the president of the United States and first lady live and work. It was built between 1792 and 1800. There are 132 rooms. The president’s office in the White House is called the Oval Office.

Which questions should you ask yourself as you read?

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

HINT Look for names and dates.

What else would you like to know about the White House? Do some research in the library or online. Then report your findings to the class.
Rosa Parks: An American Hero

Rosa Parks has been called heroic, strong, and dedicated. Do you know why? She did something amazing on December 1, 1955. It happened in the African American community of Montgomery, Alabama. Rosa Parks, who was African American, was riding a city bus. She sat in a seat in the front of the bus. At the time, African Americans were allowed to sit only in the back of the bus. The bus driver told her to give her seat to a white passenger. When Rosa Parks refused, she was arrested. After that, thousands of people stopped riding buses in Montgomery. What happened next? On November 13, 1956, the United States Supreme Court ruled that buses that separated people based on race were illegal. Rosa Parks won!

1. Based on the title, this passage will be about
   A. riding a bus.
   B. the Supreme Court.
   C. Rosa Parks getting arrested.
   D. Rosa Parks and her heroism.

   **HINT** Pay careful attention to the information in the title. How is Rosa Parks described?

2. Which question is answered by the passage?
   A. What was the name of the bus driver?
   B. When did the Supreme Court rule in favor of Rosa Parks?
   C. Where was Rosa Parks going on the bus?
   D. On which side of the bus was Rosa Parks sitting?

   **HINT** Reread the passage. Remember, the answer is often written right in the passage.
Getting the Idea

People write informational texts for different reasons. Say you are reading an article about whales. The author may include many interesting facts about whales that show how amazing and beautiful these animals are. Another article about whales may take a different approach. In this second article, the author explains how whales are threatened because they get caught in traps and nets used by fishermen. Here, the author expresses anger about such practices, and he or she wants to persuade you, the reader, to feel the same way.

In both of these articles about whales, the author has a point of view. The author’s **point of view** is his or her opinion and feelings toward the subject. In the first article, the author believes whales are fascinating creatures. In the second, the author believes they are in danger and need help. Both articles are about whales, but each author’s point of view on the subject is very different. When you are reading a passage, it is important to think about the author’s point of view. Look at the details in the text and decide what the author thinks about the topic. This is his or her point of view. How does the topic make the author feel? Happy? Angry? Excited? Proud?

Also think about your own feelings and opinions about the topic as you read. Do you have the same point of view as that of the author?

Keeping the point of view in mind will help you understand what you are reading. Ask yourself these questions:

- Why is the author writing the text?
- What is the author’s purpose?
- Is the text meant to entertain?
- Is the author informing me about something?
- Is the author trying to persuade me to do something?
Read the passage below. As you read, think about the author’s point of view.

Martin Luther King Jr. helped fight for the rights of African Americans. He believed it was wrong to treat people differently because of the color of their skin. He argued that all citizens of our country should have the same rights. To help convince others, he led marches and spoke out for what he believed in. His powerful words inspired millions of people. Martin Luther King Jr. was even arrested for speaking out. In 1968, he was killed by someone who did not have the same beliefs. Today, we celebrate Martin Luther King Jr. for his bravery and beliefs. And we honor him with a national holiday every January.

Ask yourself these questions about the passage. They will help you determine the author’s point of view.

Who was Martin Luther King Jr.?
What details about Martin Luther King Jr. does the author include?
What did Martin Luther King Jr. fight for?
Why do we celebrate him?
How does the author feel about Martin Luther King Jr.?
Do you feel the same as the author? Why or why not?

Identifying the author’s point of view will give you a deeper understanding of the author’s message, or what he or she is trying to convey. It may also spark your own interest in the topic, and lead you to want to learn more information about it.
Thinking It Through

Read the paragraph below. Then answer the question that follows.

You might think that stinky skunks would want to stay away from other animals, but that’s not true. Skunks are not afraid of most predators. Predators are too busy trying to stay away from *them*. Predators know what might happen if they mess with a skunk! They might get sprayed with a stinging, stinking liquid. The liquid comes from the scent glands under the skunk’s tail. Skunks also don’t need to try to disguise themselves. The skunk’s black and white colors stand out. Enemies can make no mistake about who they’re dealing with.

What does the author think about skunks?

What did you learn about skunks that you did not already know? Share your ideas with the class.

HINT: Think about words the author uses to describe skunks and their predators.
Read the paragraph and answer the questions.

Global warming is something that affects everybody. It’s important to take care of your environment. Every little bit helps. Here are some things you can do in your neighborhood.

- Change your light bulbs. Ask your parents to use compact fluorescent light bulbs instead of regular bulbs.
- Recycle. Put out a recycling bin at your house and in your classroom.
- Use less water. Turn off the faucet when you brush your teeth and try to take shorter showers.
- Plant a tree. Trees help absorb carbon dioxide and other harmful elements in the air. Trees also make the oxygen that we breathe.
- Drive less. Walk or ride your bike as much as you can. Also use public transportation.

Talk to your family about trying some of these ways to help our environment. One person can make a difference, but more can make a bigger difference!

1. Why did the author write this text?
   A. to persuade the reader to protect the environment
   B. to entertain the reader with a story about the environment
   C. to educate the reader about ways to help the environment
   D. to encourage the reader to plant a tree

2. How does the author feel about taking care of the environment?
   A. Mainly, adults should do their part, not kids.
   B. The more people who help, the better.
   C. It is not as important as some people think it is.
   D. One person cannot make a big difference.
Getting the Idea

The **main idea** of a passage is the most important point the author wants you to understand. It is what the passage is mostly about. You can usually figure out the main idea if you ask yourself, “What is this passage about?” Sometimes the author even puts the main idea in the title or in one sentence of the passage.

**Supporting details** are the sentences that support, or back up, the main idea. Supporting details can be information such as names, places, and descriptions that help readers understand the main idea. These details help explain the main idea. For example, read this passage:

A long time ago in America, people learned only what they needed to know to survive. For men, this often meant learning a trade, like making shoes. For women, this meant learning to cook, sew, and raise children. Children went to school for only a few years just to learn the basics. Today, most Americans stay in school at least through high school. Many Americans go on to get a college education.

The diagram below shows the main idea and supporting details.

```
Main Idea
Education in colonial America was much different than today.

Supporting Detail
Men learned a trade.

Supporting Detail
School was limited.

Supporting Detail
Today people stay in school through high school.

Supporting Detail
Today many students attend college.
```
When you read informational texts, pay attention to the main idea of the passage. You should also note the details supporting the main idea. Not all details in a passage support the main idea. It is your job as a reader to identify the main idea and its supporting details. Read the passage below.

Mark Twain is one of America’s most famous writers. His real name was Samuel Clemens. He was born in Missouri in 1835. Missouri was part of the Southern states during the Civil War. When he was eighteen, Mark Twain left Missouri and worked as a printer in different cities. He wrote *The Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*.

What is the main idea of the passage? Mark Twain is one of America’s most famous writers. Which details support the main idea? Mark Twain’s real name was Samuel Clemens. He was born in Missouri. He was born in 1835. He wrote *The Adventures of Huckleberry Finn* and *The Adventures of Tom Sawyer*.

Reread the fourth sentence in the passage. Does it support the main idea? No. The passage is about Mark Twain, not about Missouri. The sentence should be removed.

When you read, ask yourself questions about the passage. Why did the author include certain details? What is the passage about? These questions will help you identify the main idea and important details.
Lesson 13: Main Idea and Supporting Details

Thinking It Through

Read the following paragraph, and then answer the question that follows.

The Pennsylvania Railroad Company was set up in 1846. Originally, it was supposed to run between Harrisburg and Pittsburgh. At first, it only had freight trains, which carried goods and supplies. Then, in 1848, it began running a passenger train. The company grew quickly. By 1856, the Pennsylvania Railroad went to Chicago, Illinois. After the Civil War, it went to Washington, D.C., St. Louis, Missouri, New York City, and other large cities. By 1910, the Pennsylvania Railroad’s tracks covered 10,000 miles.

What is the main idea of this passage?

_____________________________

_____________________________

_____________________________

_____________________________

HINT The main idea is what the passage is mostly about.

DISCUSS Discuss your answer with a partner.
Read the passage and answer the questions.

Does leap year mean we leap all year? No, it means there is one extra day, February 29, added to the calendar. Leap years happen only every four years. Why do we have leap years? They make the calendar work. There are 365 days in a year. Those 365 days mark the time it takes Earth to complete its trip around the sun. But the actual time it takes Earth to make the trip is 365 and one-quarter days. After four years, the calendar is off by one full day. To correct the problem, a leap day is added once every four years.

1. What is the passage mainly about?
   A. leap year
   B. the calendar
   C. Earth
   D. the sun

   **HINT** Reread the passage. Look at each answer choice. What does the author want you to learn?

2. Which of the following is NOT a supporting detail from this passage?
   A. There are 365 days in a year.
   B. A leap day is added once every four years.
   C. After four years, the calendar is off by one day.
   D. It takes Earth twenty-four hours to complete a day.

   **HINT** One of these choices was not in the passage. Look back and decide which choice includes new information.
Getting the Idea

When you read texts, you may notice certain patterns in the sentences and paragraphs. Texts can be organized in different ways.

A text can be organized by time order, or sequence. A sequence is an order of events. Words like first, next, then, before, after, later, and finally all help to tell the order of events. When events happen at the same time, words like while, as, and at the same time can give you clues about sequence. Some texts, like recipes and instructions, need to be organized by sequence because they show specific steps. A recipe must be followed in the correct order for the food to cook or bake correctly and taste good. Look at this example.

Here are suggested directions for making blueberry muffins.

- First, have an adult preheat the oven to 350 degrees.
- Then, place paper liners in cup sections of a muffin pan and set aside.
- Next, in a large bowl, mix together butter, eggs, salt, and sugar. In a separate bowl, blend flour and baking powder. Sift flour mixture into butter mixture a little at a time, alternating with milk, until flour mixture and milk are thoroughly blended into butter mixture. Add vanilla, and mix well. Gently mix in blueberries.
- Finally, pour batter into muffin cups, and place on center oven rack. Bake for 25 minutes or until toothpick comes out clean when inserted in center of muffin.

Other texts, like texts about people or events in history, are organized by sequence to help show you the order of events. They usually show a beginning, a middle, and an end. As in the example above, pay attention to sequence words such as first, then, and next.
Another way of organizing a text is by comparing and contrasting. To compare things means to show how they are alike. To contrast things means to show how they are different. Words such as however, like, unlike, and although can give you clues about comparing and contrasting. Read this paragraph.

Apples and oranges are two kinds of fruit. Apples are usually red, yellow, or green in color and have thin skin. Oranges are orange in color. Like apples, oranges grow on trees. Unlike apples, oranges have thick skin. Although they are different, they both taste good and are good for you.

Comparing and contrasting help authors talk about two or more things and show how they are similar or different. Authors can also talk about one thing and compare and contrast over time to see how it has changed.

Authors will also sometimes organize a text by cause and effect. This shows how one event makes another event happen. A cause makes something happen. An effect is the result of a cause.

Mark woke up late for school. He hurried out the door and forgot his umbrella. Later that day it rained hard. Mark got wet on his way home. The next day, Mark woke up with a cold.

The first cause in the paragraph is that Mark forgets his umbrella. What is the effect? He gets wet when it rains later that day. Getting wet is also a cause. What is the effect? He wakes up the next morning with a cold.
Thinking It Through

Read the following sentences, and then answer the questions that follow.

This healthful snack is easy to make. First, mix yogurt and blueberries. Next, mix in almonds. Last, sprinkle granola on top.

How is the text organized? How do you know?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

HINT What clue words do you see that tell you about the text organization?

DISCUSS Tell a partner what you did to get ready for school today. Describe your activities in the order you did them. Use words such as first, then, next, and last.
Can you tell the difference between a moth and a butterfly? Both insects have wings. They both have antennae, or long, skinny feelers, on their heads. They both drink nectar from flowers. But there are ways to tell the two apart. Unlike butterflies, moths have thick antennae that look like feathers. Most butterflies have long, smooth antennae. Moths also have bigger, fuzzier bodies. Moths fly mostly at night. Butterflies fly mostly during the day. Like moths, butterflies rest by landing on leaves or flowers. However, they rest in different ways. Butterflies hold their wings up and against each other when they rest. Moths flatten their wings out.

1. How is the text organized?
   A. by sequence
   B. by comparing and contrasting
   C. by cause and effect
   D. by alphabetical order

2. Which clue word helps you figure out how the text is organized?
   A. thick
   B. wings
   C. unlike
   D. night

HINT: What is the focus of this passage? How does the author arrange the information in the passage?

HINT: Reread the passage. What clue words do you see?
Authors organize information to make it easier for readers to understand a passage. **Text features** are elements of informational texts that help readers find information. For example, a **title** tells you the name of a passage. The name often hints at what the passage will be about. A **heading** is a word or phrase that comes before a paragraph or section of a passage. Usually this information tells what the paragraph or section is about. Read this passage.

### Ants

#### What Ants Look Like
Ants are **insects**. They have three main parts to their bodies: the head, thorax, and abdomen. They have two eyes, a pair of antennae, strong jaws, and six legs. Ants come in different colors like yellow, brown, red, or black.

#### Where Ants Live
Ants live in **colonies**. The queen ant spends most of her life just laying eggs. The workers take care of the nest. The soldiers protect the colony. Most ants live in nests. The nests are underground or under a rock.

You probably noticed that some of the text in the passage looks darker than the rest of the words. This is **bold print**. Often, as in the passage above, titles and headings are shown in bold print. Key words or phrases are put in bold print to help them stand out and show that they are important. Authors also use topic sentences to help readers. **Topic sentences** are sentences that tell the main idea of a passage or paragraph. They are usually first in a paragraph.
Web sites and computer programs have special features that help readers locate information quickly. Look at the sample Web site below.

An **electronic menu** lets you move around to different Web sites or different sections of a Web site.

A **key word** is usually a topic such as *gray whales*. When you type these words into a search engine’s search window, different Web sites will appear that may have the information you are looking for.

A **hyperlink** is a word or phrase that you can click to jump to a new document, Web site, or section. Hyperlinks, or links, are usually blue and underlined.

An **icon** is a picture or symbol that you can click on.
A grasshopper is an insect. Insects that jump and have wings are called grasshoppers. Grasshoppers have three pairs of legs and two pairs of wings.

Types of Grasshoppers
There are many types of grasshoppers. Some are long-horned. Some are short-horned. Some are pygmy. Long-horned grasshoppers have long feelers. Short-horned grasshoppers have short feelers. Pygmy grasshoppers are the smallest.

What would be the BEST heading for paragraph 1? Why?

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A good heading will state the main idea of a paragraph or section. Read paragraph 1 again. What is it mainly about?
His Young Life
Riley “B.B.” King was born September 16, 1925, in Mississippi. He liked music. Blues guitarists were his favorites. In 1946 he moved to Memphis, Tennessee.

Why the Name B.B.?
King played his music live at a radio station. Sometimes he was called “Beale Street Blues Boy.” Then he called himself “Blues Boy.” The name was shortened to “B.B.”

Who Was Lucille?
King was playing guitar in a hall. Two men got into a fight. The next day he found out the two men were fighting over a woman named Lucille. Since then he’s named every one of his guitars Lucille.

1. Which of these would be the BEST title for this passage?
   A. Lucille
   B. Tennessee Blues
   C. Blues Guitarists
   D. B.B. King

   HINT: Reread the passage. Remember, the title often hints at what the passage will be about.

2. The heading at the top of paragraph 1 tells the reader
   A. the paragraph is about the name “B.B.”
   B. the paragraph is about men fighting.
   C. the paragraph is about Lucille.
   D. the paragraph is about B.B.’s young life.

   HINT: Pay attention to the information of each separate paragraph. Do the headings do a good job telling the information that is in them?
When you read informational texts, pay attention to what type of words are used. They are not written the way we speak every day. Likewise, you would rarely use these special words in a conversation. For example, in a social studies text, you may learn about where a country is located, based on *latitude* and *longitude*. However, you would not use the words *latitude* and *longitude* in a conversation, such as when telling someone where a store is located.

The language, or words, you read will change depending on the *subject*, or area of study. Each subject will use words that have meanings that are special to that subject. You will come across many words that you will not know. The words are usually in bold print and appear in a glossary at the end of the text. A *glossary* is a list of words and their meanings.

Sometimes, you will come across a word you know being used differently. That is because sometimes the same word will have different meanings. Think about the word *pound*. When you read a science text, the word *pound* might mean “a unit of measure for weight.” But when you read social studies texts, the word *pound* might mean “money used in England.”
Read these two passages.

**Our Solar System**

Our solar system is made up of the sun and eight planets. The planets all revolve around the sun. It takes 365 days for Earth to make a complete *revolution* around the sun.

**The American Revolution**

The American Revolution took place during the last half of the eighteenth century. The thirteen colonies in North America joined together to break free from the British Empire. The colonies did not have any members in Great Britain’s Parliament. They felt that Great Britain, then, had no right to rule them. They wanted a change, or a *revolution*.

The two passages are very different, both in subject and in language. The first passage is a science text that talks about our solar system. The second passage is a social studies text about the American Revolution. Notice that the word *revolution* is used differently in both passages. In the first passage, *revolution* stands for the movement of a planet going around the sun. In the second passage, *revolution* stands for a change. The same word can have very different meanings and uses in different subjects.

Even an English language arts text uses its own special vocabulary. For instance, in a language arts text you can learn about *capitalization, punctuation, nouns, pronouns, verbs, adjectives, adverbs, sentence structure, subjects, objects,* and *predicates.*
Read the following paragraph, and then answer the questions that follow.

**Economics** is the study of how people choose to use resources. Many economic choices involve goods and services. **Goods** are items that people buy or sell, such as a book, a car, or a computer. **Services** are work done for other people for a fee. Doctors, lawyers, teachers, and chefs all provide services.

Why are some words in bold? In what subject area would you study these words?

HINT In which subject would you learn about history, government, and economics?

Based on what you learned in the passage, think of some other goods and services you use. Share your ideas with a partner.
Coached Example

Read the passage and answer the questions.

If you hold a ball with your hand and drop it, it falls to the ground. The force of gravity acts on the ball. **Gravity** is the force that pulls two **objects** toward each other. The force of gravity acts on all objects on Earth. All objects on Earth are pulled toward its center. Without gravity, everything on Earth would float away. Gravity holds Earth in its orbit around the sun, too. Without gravity, Earth would not travel around the sun.

1. What does the word **gravity** mean?
   A. the pull of Earth
   B. the pull of one object on another
   C. the force of Earth
   D. the force of the sun

   **HINT** Subject-area words are often defined in the text.

2. What does the word **objects** mean as it is used in this passage?
   A. disagrees
   B. words that receive the actions of verbs
   C. things
   D. goals or purposes

   **HINT** Replace the word **objects** with each answer choice in the sentence. Which makes sense?
Illustrations, Photos, and Maps

Getting the Idea

Authors use illustrations, photos, and maps in informational texts. Some science and social studies passages would be very difficult to understand without illustrations, photos, or maps.

Illustrations are used in different ways. They might have the same information as the passage. Authors might use illustrations to help you picture the setting of a historical event. Illustrations might be used to show what a person looks like. They might show what an animal looks like.

Informational texts will sometimes use diagrams. A **diagram** is a picture with labels. Diagrams are very helpful in showing parts of things or showing how things work. Look at the diagram below.

The human respiratory system is the part of the body that allows people to breathe. It can be difficult to understand how it works. The diagram shows what the respiratory system looks like. It has lines that point to the different parts. Diagrams often include captions. A **caption** is a short title or description that tells what a diagram, illustration, photo, or map is about. The caption for the diagram above is “Respiratory System.”
Informational texts will also sometimes use photos. Like illustrations, photos are used to help readers. A **photo** is a picture that shows people, places, and things described in a passage. Pay special attention to the captions below photos. Authors will use the captions to describe the photo or describe the context of the photo. Sometimes the captions include information that is not in the passage.

![The Wright brothers were the first to fly a powered plane.](image)

You may also see maps with passages. A **map** is a drawing of an area of land or water. It shows where certain places or things are located.

**The United Kingdom**

![Map of the United Kingdom](image)
Read the following sentences, and then answer the questions that follow.

Many insects have four stages in their life cycles: egg, larva, pupa, and adult. The pictures show changes in the life cycle of a butterfly.

Egg → Caterpillar (larva) → Pupa

Which new illustration would help you better understand these sentences? Why?

[HINT] Reread the sentences and look at the pictures. There are four stages, but only three pictures.

Where would you place your new picture on the page? What word would you write below the picture? Share your answers in a group.
Read the passage and answer the questions.

General Cornwallis was a leader of British soldiers during the Revolutionary War. By the summer of 1781, American troops managed to force General Cornwallis and his army to Yorktown, Virginia. Cornwallis became trapped between the American army and the French navy in Chesapeake Bay. Cornwallis ran out of food and supplies by the middle of October. General Cornwallis and his troops surrendered.

1. Why did the author choose the illustration in this passage?
   A. to show Yorktown
   B. to show the battle between the French and British navies
   C. to show the French naval fleet
   D. to show Cornwallis surrendering and the end of the battle
   HINT: How do the illustration and the passage work together? Read the caption below the picture.

2. Which of the following would be the BEST addition to this passage?
   A. an illustration of the French navy
   B. a photo of Yorktown
   C. a map showing where the American, French, and British troops were located
   D. an illustration of George Washington
   HINT: What new information could another illustration give you?
Getting the Idea

When you compare and contrast across texts, you look at the similarities and differences in the texts. Comparisons focus on the things that the texts share. Contrasts focus on differences. Comparing and contrasting across texts will help you better understand each text. You can think about the information in the texts in different ways. Read these examples.

Andrew Jackson

Andrew Jackson was the seventh president of the United States. Unlike the presidents who came before him, Jackson was not born into a rich home. He was born in a log cabin in South Carolina and grew up on the frontier. He did not have much education. Later he taught himself law and became a judge. He was also known for his success on the battlefield. A soldier nicknamed him “Old Hickory,” after the hickory tree known for its hard, tough wood.

Jimmy Carter

James “Jimmy” Carter was the thirty-ninth president of the United States. He was born and raised in southwest Georgia. Carter was the first president born in a hospital. He was a very gifted student who loved to read. After high school, Carter attended college. He joined the navy and served for several years. After the navy, Carter became a peanut farmer, a state senator, and a governor.
Both of the passages are about presidents of the United States. How are Andrew Jackson and Jimmy Carter alike? How are they different? Jackson did not have much of an education, while Carter attended college. They both served in the military, but Carter never went to battle. How else are they alike? How else are they different?

You can also compare and contrast the main ideas in different texts. Look at the examples below.

There are many different types of beverages that people drink, including juice, soda, and milk shakes. However, the best type of drink for you is water. Drinks such as juice, soda, and milk shakes contain a lot of sugar, which has been shown to promote tooth decay. Water contains no sugar and no calories. Water also promotes healthy growth and helps your body function. So the next time you are thirsty, try a nice big glass of water!

Health experts believe that people are eating too much junk food today. They also think that it is important for people to develop healthy eating habits at a young age. What foods should we include in our diet? We should eat fruits, vegetables, and whole grains, such as whole-wheat bread and brown rice. We should also eat foods with calcium, such as milk, yogurt, and cheese. What foods should we avoid? We should not eat junk food, such as potato chips and candy bars. Junk food contains too much fat and sugar.

How are the passages alike? How are they different? Eating and drinking in a healthy way are the topics of both passages. Both passages are trying to persuade readers to eat and drink healthier. How else are they similar? How else are they different? You can look for clue words such as both, neither, like, unlike, and however.
Lesson 18: Compare and Contrast Informational Texts

Thinking It Through

Read the following paragraphs, and then answer the questions that follow.

Some animals live with people. These are called *domestic* animals. Dogs and cats are domestic animals. They eat meat. Animals that eat meat are called *carnivores*.

Horses and cows are domestic animals. They do not have sharp teeth. They do not eat meat. Animals that do not eat meat are called *herbivores*.

How are the two paragraphs alike? How are they different?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

HINT Look for clue words in each paragraph.

The word *herbivore* means “plant-eater.” What are some plant foods that horses and cows eat? Share your ideas with a partner.
The Ostrich

The ostrich is the world’s largest land bird. In fact, it is the world’s largest bird. It is found only on the hot continent of Africa. An ostrich eats mainly vegetation and insects. An adult male ostrich can grow to be nine feet tall! That’s three feet taller than an average adult male human. An ostrich can weigh more than 300 pounds. Of course, since this kind of bird is so large, it is unable to fly. However, an ostrich can run as fast as forty-five miles per hour. Its legs are so strong that it can deliver a powerful and even deadly kick when it feels it is in danger.

The Emperor Penguin

The emperor penguin is the largest kind of penguin. This seabird cannot fly, but it is an excellent swimmer. Most emperor penguins live in Antarctica where the weather is very cold. However, a thick layer of fat and feathers keeps them warm. Another way these birds stay warm is by huddling in groups. These smart penguins take turns moving to the center of the group where it is warmest. Emperor penguins can also be very playful. They enjoy running, hopping, jumping, and sliding down hills on their bellies.
1. How are the ostrich and the emperor penguin alike?
   A. They both like cold weather.
   B. They are both fast swimmers.
   C. They both like hot weather.
   D. They are both unable to fly.

   **HINT** Compare the ostrich and the emperor penguin to see how they are the same.

2. Which of the following is one way these two passages are different?
   A. Only the first passage uses numbers as supporting details.
   B. Only the second passage talks about what the animals eat.
   C. Only the second passage uses numbers as supporting details.
   D. Only the second passage talks about where the animals live.

   **HINT** Reread the passages. Think about the details in the passages.

3. How are the ostrich and the emperor penguin different?

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   **HINT** Reread the passages. Think about how the two animals are different.
Write a Response to Literature

Getting the Idea

Writing a response to literature means telling what you think about a poem, story, or drama. You write to tell your ideas, thoughts, and opinions about what you read. You need to back up your response with details and examples, or text evidence, from the passage.

When you respond to literature, you need to always keep the passage in mind. Pay special attention to the details of characters, settings, and events. These details will be important for a strong response. What actions characters take and why they take these actions are both important. Think about how the setting affects the way characters behave. Here are some examples of details to look for:

<table>
<thead>
<tr>
<th>Features of Literature</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>character</td>
<td>thoughts, dialogue, actions</td>
</tr>
<tr>
<td>setting</td>
<td>location (place), time (past, present, future), conditions (weather)</td>
</tr>
<tr>
<td>plot</td>
<td>events, reasons events happen, results of events</td>
</tr>
</tbody>
</table>

A reader’s response to literature is personal. That means there usually isn’t a right or wrong response. However, you need to support your response with evidence from the text.
Often, you are given a writing prompt in order to respond to literature. Start by writing your response to the question first. Then write three or four details and examples from the text that back up your response. Finally, write a conclusion to sum up your response.

When you plan your response, you can use a graphic organizer, such as a web. Imagine you had to write about a character who found a wallet on a bus. The writing prompt instructs you to write about what the character is like. Your completed web might look like this:

```
Dialogue
“I don’t think it is right to keep this wallet I found.”

Response
The character Mary is an honest and thoughtful person.

Thoughts
Mary thought, If I lost my wallet, I hope someone would return it.

Actions
Mary asked her mother to give the wallet to a police officer.
```

Notice that the response is in the center of the web. This is the most important part of your answer to the writing prompt. The outer circles contain details and examples from the text that support your response. As you write your response, a web like this will help you organize your own ideas as well as details from the passage.
Read the following paragraphs. Then answer the questions.

1. As Janet cut up the tomatoes, juice squirted all over the counter. She just ignored the mess she was making. *It’s too hard to be neat*, Janet thought. When Lisa saw the filthy kitchen, she groaned. Javnet said, “If I have time, I might clean up later.”

What do you think about Janet’s character?

________________________________________

________________________________________

________________________________________

**HINT** Remember that your response is your idea or opinion about what you read. Think about Janet. What words from the story help you understand what she is like?

2. Paul shrank in his chair. Mr. Olsen was assigning speech topics for History Day. *I know I’ll faint if I have to talk in front of the whole school*, thought Paul. Paul raised his hand. He asked, “May I make a poster instead of speaking, Mr. Olsen?”

What text evidence helps you understand what Paul is like?

________________________________________

________________________________________

________________________________________

**HINT** Write details from the text about Paul’s thoughts, actions, or words.
Getting the Idea

**Persuasive writing** tries to convince the reader to agree with the author’s opinion. An **opinion** is usually based on the author’s feelings or beliefs. A writer uses facts to support his or her opinion. A **fact** is information that is true and can be proved.

Persuasive writing usually

- talks about the topic directly.
- gives a clear main opinion on the topic.
- gives readers facts to back up opinions.
- gives readers reasons why they should believe or want something.
- asks the reader for an action or a response.
- uses linking words or phrases such as *for instance*, *in order to*, and *in addition* to connect opinions and evidence.
- includes a **conclusion**, which is a sentence or section that sums up the writer’s opinion.

An editorial is an example of persuasive writing. Read this paragraph.

(1) Dog owners must think about other people.  
(2) There are laws that state a dog must be on a leash.  
(3) Some dog owners in the park let their dogs run around free. (4) This must end. (5) I think dog owners need to stop breaking the law and keep their dogs on leashes. (6) Keeping dogs on leashes keeps everyone safe. (7) If you see dog owners letting their dogs run free, you should remind the owners to stop breaking the law. (8) Dog owners must think about others’ safety.
Sentence 1 tells about the topic. It tells the reader the main idea. It gives an opinion. Sentences 2 and 3 give the readers facts. Some dog owners are breaking laws. Sentences 4 through 6 state the author’s point of view and provide reasons that support the opinion.

In this case, the author believes that the laws should not be broken in order to keep everyone safe. In sentence 7, the author asks the reader for an action or a response. The author asks the readers to talk to dog owners who are breaking the law. Sentence 8 is the concluding statement. It restates the author’s opinion and sums up the reasons.

There are many steps to writing. Once you have chosen your topic, you must think about your opinion on the topic. Is the topic something you agree or disagree with? Why or why not? You need to think of reasons based on facts. A graphic organizer is a good way to sort out your thoughts. Graphic organizers are visual aids. One type of graphic organizer is called a web. A web has a main topic in the center and ideas about the topic in circles or ovals around it. Look at the web below based on the paragraph you read on the last page.

Notice that the center of the web is the main idea. The surrounding ovals are filled with facts and opinions that support the idea at the center of the web.
Coached Example

Read the following paragraphs. Then rewrite each one so that the opinion is clearer.

1. The bike lane on Grand Street ends before it reaches downtown. There is no sidewalk. People park their cars on the street. It might be a good idea to put a bike lane going all the way downtown. But where would people park their cars?

HINT You can take a position for or against a new bike lane, but you must be clear about what that position is.

2. Some people want to turn the empty lot on Fischer Street into a shopping center. Other people want to turn it into a park. A new vegetable market would be nice. But the city doesn’t have enough parks. There are a lot of people who would like a new park.

HINT The writer sounds like he or she is leaning toward a new park, but the position is not clear. How could you rewrite the opinion so that it is clearer?
21 Write an Informational Piece

Getting the Idea

Informational writing is nonfiction that gives facts. It must have a topic that is clearly defined. All of the facts in the writing should help support the main idea, or topic.

A topic sentence is a sentence that tells the central idea of a paragraph or passage. The topic sentence is usually included at the beginning of a passage. A topic sentence makes the main idea clearer to the reader. When writing about a main idea, include as many details as possible. Remember, details should always support the main idea.

Good writing should also have transition words. Transition words are words that help readers connect ideas. Next, then, after, also, another, more, and finally are examples of transition words.

Details should be written in an order that makes sense. There are different ways to organize texts. Some passages will compare and contrast things or ideas. Some passages include information in the order that events happen.

An informational piece ends with a conclusion. A conclusion restates and sums up the main idea.

Informational writing can be found in many places. Textbooks, encyclopedias, newspapers, and magazines are examples of informational writing.
There are many steps before writing an informational essay, report, or article. Once you have chosen your topic, you must think about your main idea and your topic sentence. Then, you need to think about all the details you want to include.

A graphic organizer is a good way to sort out your thoughts. For example, suppose that you need to do a report on Clara Barton. Think about your topic sentence first. Then, think about details that will support the main idea.

![Graphic Organizer]

Notice that the center of the web has the main idea. The surrounding ovals are filled with supporting details. Remember that the information in your graphic organizer can later change. The important thing is to get all of your thoughts and notes organized.
Read the following paragraphs. Then answer the questions.

1. Amelia Earhart liked airplanes. She was the first woman to cross the Atlantic Ocean by airplane and the first woman to make a solo flight across the Atlantic. Amelia Earhart was the first person to fly alone from Honolulu to California.

How can you rewrite the first sentence to make the main idea of the paragraph clearer?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**HINT** Remember, a topic sentence tells the central idea of a paragraph or passage. Look at the supporting details. What main idea do they support?

2. Sharks are hunters that are very good at getting food. They use their sense of smell to find food. Most animals have only lower jaws that can move. Sharks’ bodies can sense tiny vibrations in the water. This helps them to locate their prey.

Which detail does NOT support the topic sentence?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

**HINT** Reread the paragraph. What is the main idea of the paragraph? Which sentence does not belong in the paragraph?
Narrative writing tells a story. A story has a plot, a setting, and characters. It also has a point of view.

A plot is a series of events that has a beginning, middle, and end. A plot includes what the characters say and do. A plot also includes a conflict, or problem, the characters in the story have. A plot also includes the resolution, or answer, to the conflict.

Setting is when and where a story takes place. The setting tells you where the characters are. It also tells you when they do things. A narrative should include details about the setting. Narrative details can help paint a picture for the reader. Look at these two examples.

Joe walked into the building and ordered a slice of pizza.

The smell of garlic and cheese greeted Joe as he walked through the red door. The afternoon sun cast an orange glow through the front window, drawing Joe’s eyes to the freshly baked pizzas on the wooden counter. Joe watched the steam rise from the melting cheese and ordered a slice.

By describing details, the second example paints a clearer picture of the setting.

A character is a person, animal, or other creature in the story. A narrator is the person who tells the story. Sometimes the narrator is outside the story. Sometimes the narrator is a character in the story. Sometimes the narrator is the main character. Other times, the narrator is a minor character who spends time with the main character.
When you plan your story, you need to think about characters, setting, and plot. Once you figure out your characters and setting, you can use a graphic organizer to plan out your story. A **sequence chart** shows the order of events.

For example, let us look at Joe and the pizza. Think about your plot and how you want to develop it. Joe ordering a pizza could be the beginning of a story. Joe not having any money to pay for the pizza could be the problem. Look at the sequence chart.

| Joe orders pizza but doesn’t have any money. | Joe goes outside. He sees Lisa. | Lisa asks what’s wrong. | Lisa buys pizza for herself and Joe. |

Notice how the sequence chart shows how the events are related in order. The first box is the beginning and it introduces the problem. The middle boxes show the plot developing. The last box is the ending with a happy resolution.
Read the following paragraphs. Then answer the questions.

1. Al’s cat was playing outside when the neighbor’s dog began barking. Dogs like barking at squirrels and joggers. The cat ran up a tree. Al climbed the tree to bring his cat down.

   Which sentence does NOT help the plot develop?

   ___________________________
   ___________________________
   ___________________________
   ___________________________
   ___________________________

   **HINT** Remember, a plot has a beginning, a middle, and an end.

2. Mariah walked out of school and over to the bike rack. Her bike was gone! The lock was on the ground. She knew it had been stolen.

   What would make a good ending to the passage?

   ___________________________
   ___________________________
   ___________________________
   ___________________________
   ___________________________

   **HINT** Reread the passage. What would solve the problem?
A writer does not usually hand in his or her first try at writing. A **draft** is one of the first versions of a writer’s work. A writer may make more than one draft before he or she is ready to hand in the work.

A writer can revise a draft to make it better. When you **revise** a draft, you make corrections and changes to it. Sometimes a teacher gives good advice about how to revise writing. You may also ask a classmate or friend to read your draft.

When reviewing a draft, you should look at the organization as well as the details of the writing.

**Organization**
Each paragraph should have a topic sentence, or main idea. All of the details in that paragraph should be about that topic. Look for transitional words with ideas in an order that makes sense. There should be clear connections between ideas in the same paragraph. Get rid of any ideas in a paragraph that do not belong. Check to see if they belong in another paragraph. Make sure your sentences are in the right order.

**Details**
Check for good, clear details that support the main idea. Add the details that best help your reader understand your topic sentence. Give reasons and examples to support it. Use the five senses (sight, sound, touch, smell, taste) when these fit your topic sentence. Do not just repeat the topic sentence in different ways. Develop it by giving details.
When you **edit**, you fix mistakes in grammar, spelling, capitalization, and punctuation. You make sure sentences are written clearly and correctly.

Check the final draft against earlier drafts. Make sure all of the mistakes are corrected. Be sure to include all the necessary changes that a teacher requests. Pay attention to spacing between words, sentences, and paragraphs. Read the following example of a draft.

To make a tambourine, you will need two strong paper plates, a stapler or glue, a hole punch, string, small jingle bells, and markers. First, staple or glue the paper plates together facing each other. **Staplers were first invented in the 1800’s.** Finally, decorate your tambourine. Next, use the hole punch to make holes around the edges. Then use the string to tie a jingle bell to each hole. String also has lots of other uses. It’s time to make some music!

The first thing you might notice is the sentence that is crossed out. Some sentences do not add anything to a passage. They are not needed and should be removed. Do you see any other sentences that need to be removed?

Are the sentences in the correct order? Look at the transition words in the paragraph. The sentence “Finally, decorate your tambourine” should be moved to later in the paragraph. Whenever you finish writing, make sure to spend the time to revise and edit.

You can use a computer program to type the final draft. When your final draft is ready, you can publish it. To **publish** means to let others read your work. You can print out your final draft or you can e-mail it to your teacher.
Read the following sentences, and then answer the questions that follow.

Richard is a firefighter. Last week he ran into a burning building and rescued three young children. Then he put out the fire. Later, Richard went home and ate dinner. Richard loves being a firefighter.

Which detail does NOT belong in the passage? Why?

Reread the passage. Look for the detail that has nothing to do with the rest of the paragraph.

Use the text and the illustration to add a new detail to the paragraph. Discuss your ideas in a group.
Lesson 23: Revise, Edit, and Publish

Coached Example

Read the passage and answer the questions.

School was canceled because of a big snowstorm. Jeremy thought, “I can earn some extra money by shoveling driveways.” After breakfast, Jeremy got the shovel and knocked on his neighbor’s door. Jeremy ate a bowl of oatmeal and thought of which neighbors to ask. Mr. Hernandez told Jeremy he could shovel the sidewalk and the driveway. Mr. Hernandez and his family came from Mexico. After Jeremy finished shoveling, Mr. Hernandez paid Jeremy ten dollars.

1. Which sentence is in the wrong order in the passage?
   A. “School was canceled because of a big snowstorm.”
   B. “After breakfast, Jeremy got the shovel and knocked on his neighbor’s door.”
   C. “Mr. Hernandez told Jeremy he could shovel the sidewalk and the driveway.”
   D. “After Jeremy finished shoveling, Mr. Hernandez paid Jeremy ten dollars.”

2. Which sentence does NOT belong in this passage?
   A. “Jeremy ate a bowl of oatmeal and thought of which neighbors to ask.”
   B. “Mr. Hernandez told Jeremy he could shovel the sidewalk and the driveway.”
   C. “Mr. Hernandez and his family came from Mexico.”
   D. “After Jeremy finished shoveling, Mr. Hernandez paid Jeremy ten dollars.”

HINT: Reread the passage. Make sure that sentences are in the correct order.

HINT: Remember, details not related to the passage need to be taken out.
There are many different kinds of writing. There will be times when you are asked to explain something, such as the difference between crocodiles and alligators or the life of a famous artist. For this kind of writing you need to gather facts by doing research. When you do research, you get facts and information from resources.

A resource is any material that helps a writer find information. When writing, it is important to use trustworthy resources. You do not want to write a research report based on opinions or incomplete facts. There are many resources in a library. There are books, encyclopedias, magazines, journals, and videotapes. There are also computers. A computer can help you research Web sites and use CD-ROMs. Computers are very helpful for finding information.

When you do research, you need to keep track of all the resources you use in your writing. A bibliography is a listing of the resources used for a written project. Here are some sample bibliographic entries.

**A Book by a Single Author**


**(Author) (Title of work) (City) (Publisher) (Year)**

**A Book by More Than One Author**


**(Authors) (Title of Work) (City) (Publisher) (Year)**

**A Magazine Article**


**(Author) (Title of Article) (Title of Magazine) (Date) (Pages)**
As you read the resources, you take notes. The final step before you write is to organize your notes. There are different ways to organize your notes. One way is an outline. An **outline** lists your ideas in the order you plan to write about them. An outline will help to keep track of main ideas and facts that have been gathered. An outline can look something like this.

**Topic: Ice Skating**

I. History of Ice Skating
   A. When did people first ice skate?
   B. How was skating in the past different from today?

II. Ice Skating Today
   A. Where do people skate?
   B. What equipment is needed?

III. Skating as a Career
   A. What are the Olympics?
   B. History of ice skating in the Olympics
   C. How do people skate as a career?

Notice the topic of the research paper is written at the top. Each Roman numeral (I, II, III) gives a main idea. Each capital letter under each main idea states a fact that supports the main idea.
Thinking It Through

Read the following bibliographic entries, and then answer the questions that follow.


Based on the bibliography, what is the topic of the research report? How do you know?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

HINT Reread the entries. What do they have in common?
Coached Example

Read the passage and answer the questions.

Our class went to the library today. We have to write a research report about any topic we want. I am going to write mine about bicycling. There were a few books and magazine articles on the topic. I also looked at Web sites on the computer.

Here’s what my bibliography looks like so far.


1. What resources did the author NOT look for in the library?
   A. books
   B. Web sites
   C. videotapes
   D. magazine articles

   HINT Reread the passage. Which resource was not mentioned in the passage?

2. What does the bibliography include?
   A. a list of writers who like bicycling
   B. a list of Web sites about bicycling
   C. a list of resources the writer uses to make a report
   D. a list of resources the writer would like to read

   HINT Think about what a bibliography is used for.
Getting the Idea

**Noun:** names a person, place, or thing.
**Abstract noun:** names an idea (friendship).
**Singular noun:** names one person, place, thing, or idea (book, box, penny).
**Plural noun:** A singular noun becomes plural in different ways: -s is added to the end of the word (books), -s becomes -es (boxes), and -y becomes -ies (pennies).
**Irregular plural noun:** does not follow plural rules (mouse becomes mice).

**Pronoun:** a word that stands for a noun (I, you, he, she, it, we, you, they).

**Verb:** a word in a sentence that shows action or state of being.
**Past tense verb:** shows an action that already happened. *I ran.*
**Present tense verb:** shows an action that happens now. *I run.*
**Future tense verb:** shows an action that has not happened yet. *I will run.*
**Irregular verb:** does not end in -d or -ed in the past tense. *(to be/was/were; run/ran; drink/drank).*

**Adjective:** a word that describes a noun or a pronoun. *Blue flowers dotted the field.*
**Comparative adjective:** describes two things *(bigger or more curious).*
**Superlative adjective:** compares more than two things *(biggest or most curious).*
Thinking It Through 1

Read the following sentences. Write them correctly on the lines provided.
If the sentence is correct, write “correct as is.”

1. The girl read two good book.

   HINT Add -s to a noun to make it plural.

2. My sister am tall.

   HINT Is the correct form of to be used?

3. Dad order Chinese food last night.

4. I am the tallest boy in the class.

5. The National League is oldest than the American League.

6. The big is world.
Adverb: a word that describes a verb, an adjective, or another adverb. Amy skipped happily down the road. Adverbs answer the questions: How? When? Where? How much?

Comparative adverb: compares two actions. John ran faster than Joshua.

Superlative adverb: compares more than two actions.

Mae studied hardest./The most delightfully decorated cake won the prize.

Subject-verb agreement: A verb must agree with the subject of a sentence. If the subject is singular, the verb ends with -s. If the subject is plural, the verb does not end with -s. A dog barks. Birds sing.

Antecedent: the word the pronoun replaces. The pronoun must agree with its antecedent in number, gender, and person.

Sentence: a complete thought with a subject, a verb, correct capitalization, and proper punctuation.

Simple sentence: has a subject and a verb and states a complete thought. Ali’s favorite color is blue. Her sister likes red.

Compound sentence: expresses more than one complete thought. It is made up of two or more simple sentences. Ali’s favorite color is blue, but her sister likes red.

Coordinating conjunction: joins two parts of a sentence or two clauses (and, or, but, or so).

Complex sentence: sentence with a dependent clause and an independent clause. A dependent clause has a subject and a verb but does not express a complete thought. An independent clause can stand alone. Many years passed before women had the right to vote.

Subordinating conjunction: connects a dependent clause to an independent clause (after, although, because, before, if, since, until, when).
Thinking It Through 2

Read the following sentences. Write them correctly on the lines provided.

1. We outside played.

   **HINT** Adverbs answer *how, when, where, and how much*. In this case, the adverb answers *where?* An adverb usually comes after the verb.

2. The Smiths lives around the block from us.

3. I ate the most saltiest soup on Friday.

4. Jane hit a home run, and then it ran around all the bases.

Read the following sentences. Change the simple sentences into complex sentences.

5. The stairs were steep. We climbed them anyway.

6. Stuffing was everywhere. The dog chewed on the teddy bear.
When we speak in English, we usually use an informal form of English that includes slang and idioms. However, when we write, we use a standard, formal form. When you write dialogue in a story, you can use informal English to make the characters seem real. Word choice can have an effect on how the writing sounds. Read the lines of dialogue below.

**Formal:** “Excuse me, but I will not wait all day,”
Roger complained.

**Informal:** “Hey, I ain’t gonna hang around all day,”
Roger complained.

When you write, make sure that your word choices do not vary, or change, too much. In a science report about ants, use *insects*, not *bugs* or *critters*. However, use the word *bug* rather than *insect* in a short story. When you write, be descriptive. Instead of describing something as *big*, use the words *enormous* or *gigantic*. Read this paragraph.

**Last weekend, I attended Jack’s birthday celebration. We consumed cake and ice cream. There were numerous fun competitions. Jack was very happy.**

The paragraph describes a birthday party. There are words in the paragraph that are too formal for describing a birthday party. You can replace words that are related with *synonyms*, or words that have similar meanings. Read the revised paragraph below.

**Last weekend, I went to Jack’s birthday party. There were many fun games. Jack was very happy.**

When you write, make sure you use effective word choices.
Lesson 25: Grammar and Usage

Thinking It Through 3

Read the following sentences. Change the formal sentences into informal sentences. Change the informal sentences into formal sentences.

1. The enormous recreational area was occupied by many people.

2. The doctor explained that she was under the weather.

3. Some scientific problems are not so simple.

4. Abigail’s family is trying to eat better, so they established a garden in their backyard.

5. “Greetings on this morning, Mother!”

6. The video games no longer absorbed her attention.
Getting the Idea

When you write, it is important to spell words correctly. **Spelling** is the correct order of letters in words. Sounding out a word will help you spell it correctly.

When you see a word, such as *fish*, your brain breaks it down by the sound each letter or letters stand for: /f/ /i/ /sh/. Then it puts the sounds together to help you read the word. The way letters join together in a word changes the way the word sounds. When a vowel is between two consonants, the vowel has a short sound. Listen to the vowel sounds in *mat*, *rod*, and *pin*. When an *e* is added to the end of each word, the first vowel makes a long sound: *mate*, *rode*, and *pine*. Notice that the *e* at the end of the word is silent. Knowing spelling patterns like these helps you sound out new words.

Words can also be grouped into word families. **Word families** are made up of words with spellings and sounds in common. There are many word families. The chart below shows a few.

<table>
<thead>
<tr>
<th>-ake</th>
<th>-ail</th>
<th>-ack</th>
</tr>
</thead>
<tbody>
<tr>
<td>awake</td>
<td>fail</td>
<td>back</td>
</tr>
<tr>
<td>bake</td>
<td>jail</td>
<td>crack</td>
</tr>
<tr>
<td>cake</td>
<td>mail</td>
<td>hack</td>
</tr>
<tr>
<td>fake</td>
<td>nail</td>
<td>lack</td>
</tr>
<tr>
<td>make</td>
<td>pail</td>
<td>pack</td>
</tr>
<tr>
<td>mistake</td>
<td>rail</td>
<td>quack</td>
</tr>
<tr>
<td>shake</td>
<td>snail</td>
<td>rack</td>
</tr>
<tr>
<td>take</td>
<td>tail</td>
<td>snack</td>
</tr>
</tbody>
</table>
Lesson 26: Spelling Patterns

Thinking It Through 1

Read the following sentences. Write them correctly on the lines provided. If there are no mistakes, write “correct as is.”

1. Amy stepped on a nail on the hiking trale.

HINT Look for two words that end with the same sound.

2. The red leaves by the laik looked fake.

HINT Pay attention to the sounds of the words.

3. The old shack had a large crack on the side.

4. Before Natasha saw the fossils, she wanted to explore the cavs.

5. Mom rod in the back seat with me.

6. Dad decided to ask a guide for directions.
The best way to learn to spell is to practice writing and to check spellings in a dictionary. There are many rules involved in spelling words correctly. The chart below includes some spelling rules that you may or may not know.

### Spelling Rules

<table>
<thead>
<tr>
<th>Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Many common words have a silent (c).</td>
<td>science, scissors, scent</td>
</tr>
<tr>
<td>Many common words have a silent (h).</td>
<td>what, when, where, why, while, white, whether</td>
</tr>
<tr>
<td>Many common words have a silent (l).</td>
<td>would, could, should, calm, palm, calf, walk, talk</td>
</tr>
<tr>
<td>Many common words have a silent (w).</td>
<td>write, wrong, wrist</td>
</tr>
<tr>
<td>In most words, (i) comes before (e).</td>
<td>grief, thief, friend, relief</td>
</tr>
<tr>
<td>If (e) and (i) come after (c), then (e) comes before (i).</td>
<td>receive, ceiling</td>
</tr>
<tr>
<td>The letter (e) also comes before (i) when these letters make a long (a) sound.</td>
<td>neighbor, weigh, vein</td>
</tr>
<tr>
<td>The letter (q) is always followed by the letter (u).</td>
<td>quiet, quite, quit, quarter, quick, queen, question, equal</td>
</tr>
</tbody>
</table>

Some words do not follow regular spelling patterns. Words like high, through, and dough end with gh, but you do not pronounce these letters. The word machine sounds like MA-SHEEN. The \(ch\) is pronounced like sh. The letter \(i\) in machine sounds like a long \(e\). The word mustache also has the \(ch\) pronounced like sh.
Thinking It Through 2

Read the following sentences. Write them correctly on the lines provided. If there are no mistakes, write “correct as is.”

1. Dad left his briefcase on the kitchen table.

   **HINT** In most words, i comes before e.

2. Jenna and Robin used chalk to draw on the sidewalk.

   **HINT** Even if a letter is silent, it still needs to be spelled out.

3. Pablo painted a scenic portrait of a sunset.

4. Grandma cut the brownies into squares.

5. We bought whipped cream to put on the ice cream.

6. I like to take a ride in a horse-drawn sleigh.
Getting the Idea

If you see a word you do not know while reading, you can look it up in a dictionary. Sometimes, you can find the word’s root. A **root word** is the main part of a word. To find the root of a word, look for the shorter word hidden inside it. If you can identify the root in one word, then you can determine the meaning of another word with the same root. For example, the root *terra* means “earth or ground.” So when you see the words *terrain* and *territory*, you know they are related to earth or the ground.

Adding letters to the beginning or end of the root word makes it a new word. A **prefix** is a group of letters added to the beginning of a root word. A prefix changes a word’s meaning. The chart below shows some common prefixes and their meanings.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Example</th>
<th>New Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>dis-</td>
<td>opposite, not</td>
<td>disobey</td>
<td>to not obey</td>
</tr>
<tr>
<td>mis-</td>
<td>wrong</td>
<td>mishear</td>
<td>to hear wrongly</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>preview</td>
<td>to view before</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>rebuild</td>
<td>to build again</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>unkind</td>
<td>not kind</td>
</tr>
</tbody>
</table>

Adding a prefix to a root word does not usually change the spelling of the root word. Look at the examples below.

- **un-** + happy = unhappy
- **re-** + read = reread
- **pre-** + write = prewrite
- **mis-** + speak = misspeak
- **dis-** + like = dislike
Lesson 27: Prefixes and Suffixes

Thinking It Through 1

Read the following sentences. Write them correctly on the lines provided. If there are no mistakes, write “correct as is.”

1. The security guard would not let us renter the museum.

   HINT Adding a prefix to a root word does not usually change the spelling of the root word. Look for a prefix in the sentence.

2. The twins always dissagree about everything.

   HINT Look for a word that has a prefix. Make sure there are no extra letters.

3. Anna was unnable to carry the box.

4. Julian made only one mistake on the quiz.

5. The two puppies looked very dissimilar.

6. Kathleen wanted to preeheat the oven before baking her cookies.
A **suffix** is a group of letters added to the end of a root word. Like a prefix, a suffix changes a word’s meaning. To figure out the new word’s meaning, join the meaning of the root word with the meaning of the suffix. Look at some common suffixes.

### Words with Suffixes

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
<th>Example</th>
<th>New Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>capable, worthy of</td>
<td>likable</td>
<td>capable of being liked</td>
</tr>
<tr>
<td>-ed</td>
<td>in the past</td>
<td>walked</td>
<td>to walk in the past</td>
</tr>
<tr>
<td>-er</td>
<td>more</td>
<td>bigger</td>
<td>more big</td>
</tr>
<tr>
<td>-est</td>
<td>most</td>
<td>tallest</td>
<td>the most tall</td>
</tr>
<tr>
<td>-ful</td>
<td>full of</td>
<td>wonderful</td>
<td>full of wonder</td>
</tr>
<tr>
<td>-ish</td>
<td>to have a quality</td>
<td>foolish</td>
<td>like a fool</td>
</tr>
<tr>
<td>-less</td>
<td>without</td>
<td>thoughtless</td>
<td>without any thought</td>
</tr>
<tr>
<td>-ly</td>
<td>in a certain way</td>
<td>slowly</td>
<td>in a slow way</td>
</tr>
<tr>
<td>-ness</td>
<td>a state or quality</td>
<td>goodness</td>
<td>full of good</td>
</tr>
<tr>
<td>-y</td>
<td>full of, state of being</td>
<td>furry</td>
<td>having a lot of fur</td>
</tr>
</tbody>
</table>

Sometimes the spelling of the root word is not changed when adding a suffix: `care + -ful = careful`. But sometimes the spelling of the root word changes when certain suffixes are added. For example, `happy` becomes `happi` when adding `-ness`. There are many different spelling rules concerning suffixes and root words. Look at these examples.

- study + -ed = studied
- destroy + -ed = destroyed
- fancy + -ful = fanciful
- rely + -able = reliable
- force + -ible = forcible
- wide + -er = wider
- wide + -ly = widely
- note + -able = notable
- stop + -ing = stopping
- admit + -ed = admitted
- ship + -ing = shipping
- ship + -ment = shipment
- chew + -y = chewy
- scare + -y = scary
Lesson 27: Prefixes and Suffixes

Thinking It Through 2

Read the following sentences. Write them correctly on the lines provided. If there are no mistakes, write “correct as is.”

1. Angela made carless mistakes on the test.

   ____________________________________________________________

   **HINT** Sometimes, adding a suffix to a root word does not change the spelling of the root word.

2. Grandma bakeed a pie for my birthday.

   ____________________________________________________________

   **HINT** If a word ends with a silent e, drop the e when the suffix begins with a vowel.

3. Jane hurryed home to watch her favorite show.

   ____________________________________________________________

4. Joe was hopeful for the future.

   ____________________________________________________________

5. Dave was a bit jumpey at the dentist’s office.

   ____________________________________________________________

6. The noisy bookstore was not a good place to study.

   ____________________________________________________________
Getting the Idea

**Capitalization** means using capital, or uppercase, letters for the start of a word. The rest of the word is written in lowercase letters.

Capital letters should be used at the beginning of the first word in a sentence. The first word of every sentence begins with a capital letter. Look at these examples.

- The wagon is on the sidewalk.
- What would you like for dinner?
- My first soccer game is tonight.
- After lunch, we are going for a hike.
- Look out!

The first word in direct quotations also begins with a capital letter.

- Lauren asked, “Do you want to borrow a pencil?”
- Emily said, “Ice cream sundaes are my favorite.”
- Chris yelled, “Watch out for the tree!”
- “But I don’t want to go swimming,” Jimmy said.
Read the following sentences. Write them correctly on the lines provided. If there are no mistakes, write “correct as is.”

1. our front yard needs to be cleaned.

   **HINT** The first word in a sentence should begin with a capital letter.

2. His mom asked, “would you like some broccoli?”

   **HINT** Remember, the first word in direct quotations begins with a capital letter.

3. “You must lock your bikes over there,” the store manager said.

4. at night, the forest can be scary.

5. at the assembly, the fire department told us, “during a fire drill, you must be silent.”

6. The turtle was crossing the road. We stopped and helped it get across safely.
Capital letters should also begin names of people, places, and things. For example, the first letter of a proper name is capitalized, such as *George Washington*. Look at the chart.

**Capitalization Rules**

<table>
<thead>
<tr>
<th>Capitalize</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>both first and last names of people</td>
<td>Abraham Lincoln</td>
</tr>
<tr>
<td></td>
<td>Barack Obama</td>
</tr>
<tr>
<td></td>
<td>George Smith Jr.</td>
</tr>
<tr>
<td>names of streets, cities, states, and countries</td>
<td>123 East Oak Street</td>
</tr>
<tr>
<td></td>
<td>Louisville, Kentucky</td>
</tr>
<tr>
<td></td>
<td>Paris, France</td>
</tr>
<tr>
<td></td>
<td>United States of America</td>
</tr>
<tr>
<td>geographical names</td>
<td>Atlantic Ocean</td>
</tr>
<tr>
<td></td>
<td>Niagara Falls</td>
</tr>
<tr>
<td>names of holidays</td>
<td>Memorial Day</td>
</tr>
<tr>
<td></td>
<td>New Year’s Day</td>
</tr>
<tr>
<td>days of the week, months</td>
<td>Tuesday</td>
</tr>
<tr>
<td></td>
<td>November</td>
</tr>
</tbody>
</table>

All of the important words in a title start with a capital letter. Look at the examples below.

*Treasure Island*

*Twenty Thousand Leagues Under the Sea*

“The Road Not Taken”

Finally, the word *I* is always capitalized. Read the following sentences.

I do my homework as soon as I get home.

Jenny and I study together.
Lesson 28: Capitalization

Thinking It Through 2

Read the following sentences. Write them correctly on the lines provided. If there are no mistakes, write “correct as is.”

1. The president lives in the white house.

   HINT Remember that all parts of specific place names need to be capitalized.

2. My dog needed to go outside, so I grabbed the leash.

   HINT The pronoun / should always be capitalized.

3. arlington cemetery is where soldiers are buried.

4. My sister won, and I couldn’t believe it!

5. The Giving Tree is my favorite book.

6. Her grandma lives in San francisco.
Getting the Idea

**Punctuation** is the use of marks that help you read a sentence. End marks appear at the end of sentences. They show what type of sentence you are reading. There are three different kinds of end marks: the period (.), the question mark (?), and the exclamation point (!).

A **period (.)** is the most common kind of end mark. It is used at the end of a statement or a command. Here are some examples.

- I am excited for the weekend.
- Please feed the cat tonight.

A **question mark (?)** is used at the end of a question. A question asks something. Here are some examples.

- Who owns this book?
- What city is the capital of New York?

An **exclamation point (!)** is used at the end of a sentence that shows surprise or excitement. Here are some examples.

- I won the race!
- What a great house this is!
Lesson 29: Punctuation

Thinking It Through 1

Read the following sentences. Write them correctly on the lines provided. If there are no mistakes, write “correct as is.”

1. Wow? That was the best firework show I’ve ever seen?

   [HINT] Question marks are used when someone asks a question. Does the above sentence appear to be a question?

2. That tree branch is going to hit us.

   [HINT] Which punctuation mark shows excitement or surprise?

3. Franco broke his toe?

4. Did you hear that noise?

5. Julie had to spit out her gum in the trash.

6. Do you have to babysit on Saturday!

   [HINT]
A comma (,) is a mark that breaks up a sentence to help make it clearer. Here are some other ways to use commas.

### Comma Uses

<table>
<thead>
<tr>
<th>When to Use a Comma</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>In a list</td>
<td>I need to call Malcolm, Phil, Marion, and Sarah.</td>
</tr>
<tr>
<td>In a direct address</td>
<td>Javon, please clean your room.</td>
</tr>
<tr>
<td>Between the day and year in a date</td>
<td>July 4, 1776</td>
</tr>
<tr>
<td>Between the name of a city and state</td>
<td>Trenton, New Jersey</td>
</tr>
<tr>
<td>Between the name of a city and country</td>
<td>London, England</td>
</tr>
<tr>
<td>In letters</td>
<td>Dear Grandma, I had a fun time at your house last weekend.</td>
</tr>
<tr>
<td></td>
<td>Love,</td>
</tr>
<tr>
<td></td>
<td>Bobby</td>
</tr>
</tbody>
</table>

**Quotation marks (“ “)** show when someone speaks. They are often used with a comma. **Dialogue** is what a character says. The dialogue is put inside the quotation marks.

> “Did you remember to call Julia?” Dina asked.
> “Yes,” Mark replied. “I called her this morning.”

An **apostrophe (’)** shows possession. Add ’s to a singular noun or a plural noun that does not end with s. Add ’ to a plural noun that ends with s.

That is Ken’s pen.

The children’s toys were all over the floor.

The teacher hung up the students’ artwork.
Lesson 29: Punctuation

Thinking It Through 2

Read the following sentences. Write them correctly on the lines provided. If there are no mistakes, write “correct as is.”

1. I must bring my socks, toothbrush and camera.

HINT In a sentence that lists things, a comma should follow each item but the last.

2. “Always” stick together on field trips, the teacher said.

HINT Quotation marks should begin when someone starts speaking and end when the person is done speaking. A comma usually indicates the end of dialogue.

3. Allison, may I borrow an eraser?

4. The womens’ shoes were the same.

5. The Constitution was adopted on September 17, 1787.

6. My grandpa likes to play chess checkers backgammon and twenty questions.
Multiple-meaning words are words that are spelled the same but have more than one meaning. Another name for multiple-meaning words is homonyms. Homonyms are words that are spelled and said the same but have different meanings. Look at the chart below.

### Multiple-Meaning Words

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Other Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>bear</td>
<td>an animal</td>
<td>to go in a direction</td>
</tr>
<tr>
<td>blue</td>
<td>color</td>
<td>feeling sad</td>
</tr>
<tr>
<td>bright</td>
<td>shining</td>
<td>smart</td>
</tr>
<tr>
<td>fair</td>
<td>a show</td>
<td>playing by the rules</td>
</tr>
<tr>
<td>pet</td>
<td>an animal</td>
<td>to stroke</td>
</tr>
<tr>
<td>place</td>
<td>a location</td>
<td>to put</td>
</tr>
</tbody>
</table>

Sometimes multiple-meaning words are spelled the same, but are pronounced differently. These words are called homographs. Homographs are words that are spelled the same but said differently. They also have different meanings. Here are some examples.

### Homographs

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Other Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>close</td>
<td>nearby</td>
<td>to shut</td>
</tr>
<tr>
<td>object</td>
<td>a purpose or goal</td>
<td>to be against</td>
</tr>
<tr>
<td>minute</td>
<td>a measure of time</td>
<td>very small</td>
</tr>
</tbody>
</table>
Other words in a sentence help give the correct meaning of a multiple-meaning word. **Context clues** are hints you get from other words in the sentence or another sentence. When you use context clues, you think about how the word is used in the sentence or paragraph.

I painted my room *blue* yesterday.

I was feeling *blue* yesterday.

In the first sentence, *blue* means “a color.” In the second sentence, *blue* means “sad.”

You can figure out a word’s meaning by carefully looking at the words around the unknown word. Read this sentence and look for clues in the context around the word *inferno*.

By the time the firefighters arrived, the little campfire had grown into a blazing inferno.

What is an inferno? Reread the first part of the sentence.

By the time the firefighters arrived

What does this tell you? It tells you that firefighters were there. This tells you that the word *inferno* has something to do with fire. Now look at the second part of the sentence.

the little campfire had grown into a blazing inferno

The second part of the sentence says that the little campfire grew. It also tells you that the fire was blazing. That means that it was very large and strong. So from this, you can figure out that the word *inferno* means “a big, strong fire.”

You may also look in a glossary or dictionary to find a word’s or phrase’s exact meaning.
Rodney wanted to go to the ice cream shop. But he had to help his dad in the garden. His dad promised that they would get a root beer float and a sundae after the lawn was cut. Rodney couldn’t wait!

What does the word float mean in the paragraph? What words helped you understand the meaning of float?

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HINT You can figure out the meaning of the word float by using context clues.

DISCUSS Where else have you heard the word float? What other meanings does float have? Discuss your ideas in a group.
Read the passage and answer the questions.

Many plants grow from seeds. Seeds hold all the parts of a new plant inside them. But seeds cannot grow well if they are too close to the plant that made them. The seeds and the plant compete, or fight, for the light, water, and food they need. So seeds need to journey away from the plant. How do they travel? Some seeds travel by wind. When wind blows, the seeds fly and traverse, or move across, great distances.

1. What does close mean as it is used in the passage?
   A. near
   B. to shut
   C. to move
   D. open

   *HINT* Think about other words that would make sense in place of the underlined words.

2. What does traverse mean in the passage?
   A. blow
   B. fly
   C. move across
   D. great distance

   *HINT* To use context clues, look for other words in the sentence that are near the word *traverse.*
Lesson 1
Thinking It Through
Answers will vary. Sample answer: What is the story about? Who is the narrator? Where is the story taking place? Is the alien friendly? How big is the spaceship? What does the spaceship look like?

Coached Example
1. A
2. B

Lesson 2
Thinking It Through
Answers will vary. Sample answer: Jimmy is a hard worker who was determined to play baseball.

Coached Example
1. D
2. B

Lesson 3
Thinking It Through
Answers will vary. Sample answer: I know that the story has a third-person narrator because the character is not in the story. There is no I in the story.

Coached Example
1. B
2. C

Lesson 4
Thinking It Through
Answers will vary. Sample answer: The passage takes place at a beach in the late afternoon. The passage talks about swimming in the ocean. Emily didn’t have much time to swim, so the sun was probably close to setting.

Coached Example
1. C
2. B

Lesson 5
Thinking It Through
Answers will vary. Sample answer: Candace leaves her lunch at home, and she is hungry. Candace tells her friends, and they all give her something to eat.

Coached Example
1. D
2. B

Lesson 6
Thinking It Through
Answers will vary. Students should choose any three of the following idioms. Sample answer: “Raining buckets” means it’s raining hard. “Ran out of steam” means lost energy or got tired. “Break the silence” means to interrupt a period of silence. “Held her tongue” means to stay silent or not speak. “Bite my head off” means someone speaks angrily to me.

Coached Example
1. B
2. D

Lesson 7
Thinking It Through
Answers will vary. Sample answer: I know this is a poem because it is written in lines that rhyme and uses rhythm.

Coached Example
1. D
2. B

Lesson 8
Thinking It Through
The story is a fable because it has animal characters that act like people and has a lesson. The theme is, “Don’t take what doesn’t belong to you.”

Coached Example
1. D
2. A

Lesson 9
Thinking It Through
Answers will vary. Sample answer: The contents of the paper Amanda discovers would help me better understand the paragraph.

Coached Example
1. D
2. D
Lesson 10
Thinking It Through
The sisters both like to read. The sisters like different things to read. Mona likes reading magazines. Lisa likes reading poetry.

Coached Example
1. D
2. A
3. Answers will vary. Sample answer: The stories have different settings. The first story takes place in a cave, and the second story takes place in a house. The boys in the first story are scared, and they run out of the cave. Geraldine remains calm.

Lesson 11
Thinking It Through
Answers will vary. Sample answer: What is this passage about? Who does the passage talk about? Where did the president live before 1792? How many of the 132 rooms are bedrooms? What is the first lady’s office called? Where is the Oval Office located?

Coached Example
1. D
2. B

Lesson 12
Thinking It Through
Answers will vary. Sample answer: The author thinks skunks are stinky and tough. Skunks can take care of themselves.

Coached Example
1. C
2. B

Lesson 13
Thinking It Through
Answers will vary. Sample answer: The Pennsylvania Railroad Company grew from freight trains to popular passenger service between 1846 and 1910.

Coached Example
1. A
2. D

Lesson 14
Thinking It Through
Answers will vary. Sample answer: The text is organized by sequence. The passage has words like first, next, and last.

Coached Example
1. B
2. C

Lesson 15
Thinking It Through
Answers will vary. Sample answer: What is a Grasshopper? The first paragraph describes what a grasshopper is and its physical structure.

Coached Example
1. D
2. D

Lesson 16
Thinking It Through
Answers will vary. Sample answer: The words economics, goods, and services are bold because they are words I would find in a glossary. I would study these words in social studies.

Coached Example
1. B
2. C

Lesson 17
Thinking It Through
Answers will vary. Sample answer: A picture of an adult butterfly would help illustrate the complete life cycle. It is difficult to know what the adult stage looks like without an illustration.

Coached Example
1. D
2. C

Lesson 18
Thinking It Through
Answers will vary. Sample answer: Both paragraphs tell about domestic animals; however, the first paragraph tells about meat eaters, and the second paragraph tells about plant eaters.

Coached Example
1. D
2. A
3. Answers will vary. Sample answer: The ostrich lives in a hot climate, while the emperor penguin lives in a cold climate and is able to swim.

**Lesson 19**

**Coached Example**

1. Answers will vary. Sample answer: Janet is careless and messy.
2. Answers will vary. Sample answer: Paul is shy and nervous. Paul shrinks in his chair. He thinks he might faint if he has to give a speech. He comes up with a good solution to his problem.

**Lesson 20**

**Coached Example**

1. Answers will vary. Sample answer: The bike lane on Grand Street ends before it reaches downtown. There is no sidewalk. People park their cars on the street. It would be a good idea to put a bike lane going all the way downtown. People will have to park their cars on other streets or in parking lots. But the city should definitely extend the bike lane.
2. Answers will vary. Sample answer: Some people want to turn the empty lot on Fischer Street into a shopping center. But I think the city should turn it into a park. The city doesn’t have enough parks. There are a lot of people who would like a new park.

**Lesson 21**

**Coached Example**

1. Answers will vary. Sample answer: Amelia Earhart was a famous pilot who set many records.
2. Most animals have only lower jaws that can move.

**Lesson 22**

**Coached Example**

1. Dogs like barking at squirrels and joggers.
2. Answers will vary. Sample answer: “Back to taking the bus,” thought Mariah.” OR “Mariah called the police.” OR “Mariah walked home.”

**Lesson 23**

**Thinking It Through**

“Later, Richard went home and ate dinner.” The sentence does not help develop the plot.

**Coached Example**

1. B
2. C

**Lesson 24**

**Thinking It Through**

Answers will vary. Sample answer: The topic is brown bears because the two book titles name this animal.

**Coached Example**

1. C
2. C

**Lesson 25**

**Thinking It Through 1**

1. The girl read two good books.
2. My sister is tall.
3. Dad ordered Chinese food last night.
4. correct as is
5. The National League is older than the American League.
6. The world is big.

**Thinking It Through 2**

1. We played outside.
2. The Smiths live around the block from us.
3. I ate the saltiest soup on Friday.
4. Jane hit a home run, and then she ran around all the bases.
5. The stairs were steep but we climbed them anyway.
6. Stuffing was everywhere because the dog chewed on the teddy bear.

**Thinking It Through 3**

1. The big park was full of people.
2. The doctor explained that she was ill.
3. Some scientific problems are complex.
4. Abigail’s family is trying to eat better, so they planted a garden in their backyard.
5. “Good morning, Mom!”
6. The video games no longer interested her.

**Lesson 26**

**Thinking It Through 1**

1. Amy stepped on a nail on the hiking trail.
2. The red leaves by the lake looked fake.
3. correct as is
4. Before Natasha saw the fossils, she wanted to explore the caves.
5. Mom rode in the back seat with me.
6. correct as is
Thinking It Through 2
1. Dad left his briefcase on the kitchen table.
2. Jenna and Robin used chalk to draw on the sidewalk.
3. correct as is
4. Grandma cut the brownies into squares.
5. correct as is
6. I like to take a ride in a horse-drawn sleigh.

Lesson 27
Thinking It Through 1
1. The security guard would not let us reenter the museum.
2. The twins always disagree about everything.
3. Anna was unable to carry the box.
4. correct as is
5. correct as is
6. Kathleen wanted to preheat the oven before baking her cookies.

Thinking It Through 2
1. Angela made careless mistakes on the test.
2. Grandma baked a pie for my birthday.
3. Jane hurried home to watch her favorite show.
4. correct as is
5. Dave was a bit jumpy at the dentist’s office.
6. correct as is

Lesson 28
Thinking It Through 1
1. Our front yard needs to be cleaned.
2. His mom asked, “Would you like some broccoli?”
3. correct as is
4. At night, the forest can be scary.
5. At the assembly, the fire department told us, “During a fire drill, you must be silent.”
6. correct as is

Thinking It Through 2
1. The president lives in the White House.
2. My dog needed to go outside, so I grabbed the leash.
3. Arlington Cemetery is where soldiers are buried.
4. correct as is
5. correct as is
6. Her grandma lives in San Francisco.

Lesson 29
Thinking It Through 1
1. Wow! That was the best fireworks show I’ve ever seen!
2. That tree branch is going to hit us!
3. Franco broke his toe.
4. correct as is
5. correct as is
6. Do you have to babysit on Saturday?

Thinking It Through 2
1. I must bring my socks, toothbrush, and camera.
2. “Always stick together on field trips,” the teacher said.
3. correct as is
4. The women’s shoes were the same.
5. correct as is
6. My grandpa likes to play chess, checkers, backgammon, and twenty questions.

Lesson 30
Thinking It Through
The word float means a type of dessert or soda fountain treat. The words root beer, ice cream shop, and sundae help you figure out the meaning.

Coached Example
1. A
2. C