Practice Coach PLUS

Coached Instruction Supplement

English Language Arts 4
## Contents

<table>
<thead>
<tr>
<th>Lesson</th>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lesson 1</td>
<td>Story Details</td>
<td>4</td>
</tr>
<tr>
<td>Lesson 2</td>
<td>Summarize</td>
<td>8</td>
</tr>
<tr>
<td>Lesson 3</td>
<td>Elements of Fiction</td>
<td>12</td>
</tr>
<tr>
<td>Lesson 4</td>
<td>Point of View</td>
<td>16</td>
</tr>
<tr>
<td>Lesson 5</td>
<td>Understanding Poetry and Drama</td>
<td>21</td>
</tr>
<tr>
<td>Lesson 6</td>
<td>Compare and Contrast Literature</td>
<td>25</td>
</tr>
<tr>
<td>Lesson 7</td>
<td>Text Details</td>
<td>30</td>
</tr>
<tr>
<td>Lesson 8</td>
<td>Main Idea, Supporting Details, and Summary</td>
<td>34</td>
</tr>
<tr>
<td>Lesson 9</td>
<td>Relationships between Events</td>
<td>38</td>
</tr>
<tr>
<td>Lesson 10</td>
<td>Reading in the Subject Areas</td>
<td>42</td>
</tr>
<tr>
<td>Lesson 11</td>
<td>Text Structures</td>
<td>46</td>
</tr>
<tr>
<td>Lesson 12</td>
<td>Primary and Secondary Sources</td>
<td>50</td>
</tr>
<tr>
<td>Lesson 13</td>
<td>Opinion and Evidence</td>
<td>55</td>
</tr>
<tr>
<td>Lesson 14</td>
<td>Charts, Diagrams, and Timelines</td>
<td>59</td>
</tr>
<tr>
<td>Lesson 15</td>
<td>Compare and Contrast Informational Texts</td>
<td>63</td>
</tr>
<tr>
<td>Lesson 16</td>
<td>Compare and Contrast Texts Across Genres</td>
<td>68</td>
</tr>
<tr>
<td>Lesson</td>
<td>Topic</td>
<td>Page</td>
</tr>
<tr>
<td>---------</td>
<td>------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>17</td>
<td>Writing Opinions</td>
<td>73</td>
</tr>
<tr>
<td>18</td>
<td>Writing Informational Texts</td>
<td>76</td>
</tr>
<tr>
<td>19</td>
<td>Writing Narratives</td>
<td>79</td>
</tr>
<tr>
<td>20</td>
<td>Responding to Literature</td>
<td>82</td>
</tr>
<tr>
<td>21</td>
<td>Responding to Informational Text</td>
<td>85</td>
</tr>
<tr>
<td>22</td>
<td>Revising, Editing, and Publishing</td>
<td>88</td>
</tr>
<tr>
<td>23</td>
<td>Research and Resources</td>
<td>92</td>
</tr>
<tr>
<td>24</td>
<td>Grammar and Usage</td>
<td>96</td>
</tr>
<tr>
<td>25</td>
<td>Capitalization and Spelling</td>
<td>100</td>
</tr>
<tr>
<td>26</td>
<td>Punctuation</td>
<td>104</td>
</tr>
<tr>
<td>27</td>
<td>Determining Word Meanings</td>
<td>108</td>
</tr>
<tr>
<td>28</td>
<td>Root Words and Affixes</td>
<td>112</td>
</tr>
<tr>
<td>29</td>
<td>Synonyms and Antonyms</td>
<td>116</td>
</tr>
<tr>
<td>30</td>
<td>Similes and Metaphors</td>
<td>120</td>
</tr>
<tr>
<td>31</td>
<td>Idioms, Adages, Proverbs, and Allusions</td>
<td>124</td>
</tr>
</tbody>
</table>

**Answer Keys** ................................................................. 128
Getting the Idea

When you read a story, you get information about people, places, and things. Stories tell about characters, such as what they do, where they live, and what they look like. A detail is a specific piece of information. Details help you to understand the things contained in stories. The chart below shows some different types of story details.

<table>
<thead>
<tr>
<th>Type of Story Detail</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>names of places and characters</td>
<td>Mario visited his aunt in Austin, Texas.</td>
</tr>
<tr>
<td>dates and time</td>
<td>The storm arrived on Tuesday evening.</td>
</tr>
<tr>
<td>descriptions of places</td>
<td>Yellow sunflowers grew in the grassy field.</td>
</tr>
<tr>
<td>things characters say and do</td>
<td>Keisha shouted, “Let’s play tag!”</td>
</tr>
<tr>
<td>things the narrator tells you</td>
<td>Jake was the best player on the team.</td>
</tr>
<tr>
<td>facts in a story</td>
<td>He reminded her of our first president, George Washington.</td>
</tr>
</tbody>
</table>

To find the details in a story, it is often helpful to ask yourself some questions after reading. For example, read the following paragraph.

Eva put on her blue coat, grabbed her knapsack, and rushed out the front door. It was 7:45 a.m. She and her mom walked as quickly as they could. Ten minutes later, Eva arrived at Bellmore Elementary School for her first day of fourth grade.
By asking yourself the following questions, you can find the details in the story. What is the girl’s name? Eva. What is the color of her coat? Blue. What time is it when she leaves her house? 7:45 a.m. Where is she running to? Bellmore Elementary School. What grade is she in? Fourth grade. The author uses many kinds of details to help you understand the people, places, and things in the story.

The details in the story about Eva tell you even more. They support larger ideas that are not directly stated in the story. When you use details in the story along with your own knowledge and experience to figure out things for yourself, you make an inference. An inference is an educated guess about something that most likely or probably is true. For example, the passage says that Eva rushed out the front door and ran as fast as she could. Based on those details and your own experience, you can infer that she is late for school. You also read that she grabbed her coat. You can use that detail to infer that it is probably chilly outside.

Another way to better understand a story is to make a simple diagram. A web is a diagram that shows an important story idea and the details that help you to understand that idea. The web below is about Dorothy, a character in The Wizard of Oz.

The details are shown in the four outer circles. Each detail gives you a piece of information about Dorothy, such as where she lives and where she travels in her dream. A web can be used for all types of details—characters, places, and events. A web will help you sort and organize information from a story. Seeing the details in a diagram can also help you make inferences about what you read.
Thinking It Through

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

Javier stood quietly and watched a small sparrow land on the branch of a magnolia tree. The brown-and-white bird tilted its head back and began to whistle a beautiful song.

What does the sparrow look like? What is the sparrow doing?

HINT What details does the author give about the size and color of the bird? Is the sparrow in flight, or is it doing something else?

DISCUSS With a partner, continue the scene by coming up with more story details. What does the birdsong sound like? Are there other birds? Does the bird fly off?
Coached Example

Read the passage and answer the questions.

As a child, Rochelle would sit in the living room and listen to her mother play the piano every evening. She began to take lessons as a teenager. She would practice two hours every day after school. For the first hour, she would practice her music scales. For the second hour, she would practice learning songs. Rochelle loved the smooth feel of the piano keys beneath her fingers. Each of the eighty-eight black-and-white keys had its own special sound. At night, she would often fall asleep listening to recordings of music by her favorite composers, Mozart and Beethoven. Rochelle liked to dream that, one day, she would play just like the pianists on the recordings.

1. Rochelle will MOST LIKELY continue to practice every day because
   A. she knows she can be a world-famous pianist.
   B. she loves everything about piano playing.
   C. she wants to be a better pianist than her mother.
   D. it helps her relax and fall asleep at night.

   HINT What inference can you make about Rochelle's interest in practicing the piano? Look for the answer choice that makes the most sense.

2. Which detail shows that Rochelle is dedicated to playing the piano?
   A. Rochelle loves the feel of the piano keys.
   B. Rochelle’s piano has eighty-eight keys.
   C. Rochelle practices the piano every day.
   D. Rochelle loves to listen to Mozart.

   HINT Which detail supports the idea that Rochelle works hard to learn how to play the piano?
Getting the Idea

One way to better understand a text—and to explain to others what the text is about—is to summarize what you have read. A **summary** is a brief description of a longer work, such as a story, poem, or novel. A summary can also be used for other types of writing, such as a drama. A **drama** is a play that is performed on stage.

A summary states only the most important ideas and details. If you were summarizing a movie, you would not list every single event or mention every character’s name. You would tell only about the important characters and events. Read this story. As you read, think about how to summarize it.

Yesterday, my dad and I drove to the beach to try out our new dragon kite. The sun was shining, and big clouds drifted across the breezy sky. Gulls circled and squawked overhead. We assembled the kite on the sand. “Here you go, son,” Dad said as he handed me the roll of string attached to the kite and lifted the kite into the air. The red-and-black dragon rose into the sky. I held on tightly as the kite zigzagged back and forth. Suddenly, a gust of wind snapped the kite from the string. We watched our flying dragon grow smaller and smaller as it drifted out of sight.

You could summarize the story as follows:

A father and son lose their kite when the wind snaps it from its string.

This is a good summary because it tells you the main idea and important details of the story. Less important details, such as the weather, the gulls, or the color of the kite, do not belong in the summary.
**Theme**

When you write a summary of a story, you must look for the most important ideas and details. Summarizing can also help you to figure out a story’s theme. The theme is the central idea or message of a story. Some stories state their themes directly. For example, in fables and fairy tales, the theme usually appears at the end as a moral, or lesson that the author wants to teach.

However, not all stories have themes that are directly stated as morals. Some themes take a bit of work to discover. As with summarizing, to determine a story’s theme, first identify the most important characters, events, settings, and ideas. Then look for a common idea or message that connects these parts. You may ask questions as you are reading to help you. For example:

- What are the main qualities of the characters? (honesty, intelligence, selfishness, humor)
- How do these qualities affect the events in the story?
- What are the actions of the characters?
- How do these actions affect the outcome of the story?
- Does the setting, or where the story takes place, affect the events of the story? How?

Read the following poem.

The robin wakes before the sun
And circles fast the muddy field;
While lazy others snooze away,
He finds his tasty morning meal.

A good summary of the poem would be: A robin finds his food in the early morning.

The theme, or main message, of the poem is: The early bird is the one who catches the worm.

Notice how the summary and theme are related. They express a similar idea.
The curtain opens to show the crafts workshop in a community center. Mr. Anand’s pottery class has begun. Six students sit at their pottery wheels.

PABLO: (cups his hands around a moist mound of clay, which is spinning on the wheel) I ruined it again! Every time I try to lift up the sides, I knock it out of shape.

MR. ANAND: (walks over to Pablo and puts his hands on the spinning clay) You’re moving your hands too quickly. Take your time. Feel the shape you want to achieve.

PABLO: (puts his hands back on the mound of spinning clay) Wow, slowing down really works. This vase is going to be a nice height and perfectly smooth.

Write a 1–2 sentence summary of this drama. What is the theme of this drama?

A drama is written in dialogue, which is the words the actors speak. As you summarize this drama, choose only the most important details. Think about how Pablo’s actions affect the outcome of the drama.

What is the theme of this short drama? Discuss with a partner.
Read the poem and answer the questions.

The Guide

James walked around a bend of shore,
What lay ahead was known no more.

Strange faces shaped in windy clouds;
Dark feathers circling, cawing loud.

Two shells he spied beached side by side
And pleaded each to be his guide.
The small one had lived but a year
And whispered nothing in his ear.
The old one spoke of distant lands
And returned James to familiar sands.

1. Which sentence BEST summarizes the poem?
A. James looks at birds circling in the sky.
B. James watches the clouds changing shape.
C. James listens to the sound of the ocean in a shell.
D. James finds a shell that helps him find his way home.

2. Which sentence BEST states the theme of the poem?
A. With age comes knowledge and experience.
B. The wind is a powerful force.
C. Some shells last longer than other shells.
D. Getting lost is fun and exciting.

HINT What are the main events that take place in the poem?
Fiction is writing that describes made-up people and events. Fiction includes stories, fables, fairy tales, poems, dramas, and novels. Just as an artist uses things like shapes and colors to create a painting, a writer uses a number of elements to create a work of fiction. Character, plot, and setting are the main elements of fiction.

Characters are the main actors in a story. They can be people, animals, or other creatures. Like people in real life, characters in stories have inner qualities or character traits. A character might be funny or serious, brave or cowardly, selfish or generous. Sometimes an author will directly describe a character’s traits. Other times you must look at details, such as what a character says, does, or thinks, to figure out what he or she is like as a person. For example:

“Next Tuesday is soccer tryouts,” Coach Breyer announced at the end of gym class. “The competition will be tough.”

Alex pumped his fist in the air and dribbled his soccer ball back to the locker room. “I can’t wait for those tryouts,” he thought to himself.

The author does not say that Alex is very confident, but you can figure it out from the way he pumps his fist in the air. He seems eager to try out for the team.

Characters also have motivations, or reasons for the ways they act. Specific details provide clues about a character’s motivation. Read this example.

Each day, after school, Julie studied her multiplication tables. She thought of how proud she would feel if she got an A on the upcoming math test.

Julie’s motivation for studying is that she wants to get an A on the math test. And the reason she wants an A is so that she can feel proud.
**Plot** is the series of events that happen in a story. A plot begins with a period of rising action. **Rising action** refers to the events in a story that lead to a conflict. A **conflict** is a problem that the main character must solve. Some stories contain more than one conflict. The **climax** is when the conflict reaches its most exciting point. It is when the character is just about to solve the problem. The final part of the plot is the resolution. A **resolution** is how the conflict or problem is solved.

Read the following passage.

Max made a sharp turn on his skateboard as he neared the top of the hill. Suddenly, one of the wheels popped off. Max tried to balance on the wobbling board as he sped downhill. He was just about to crash into a fence when he jumped off the board and landed on soft grass.

During the rising action, Max turns and a wheel pops off his skateboard. The conflict is Max’s effort to keep his balance. The climax is when Max is just about to crash. And the resolution is when Max lands on the grass.

**Setting** is where and when a story takes place. The setting might be stated directly, or you may have to figure it out from the details in the story. Settings may change as the story unfolds.

The sound of the crashing waves grew fainter as I walked on. Soon the shells and pebbles gave way to the dry crunch of pine needles beneath my feet. All around, wind hissed through the branches.

It is not directly stated in the passage, but you can guess from the details that the narrator is walking from the seashore into a forest.
Thinking It Through

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

All afternoon, Louis paddled his oar against the rough waters of the river. His arms and back ached. Finally, he turned to his brother Pete in the back of the canoe. “Can you give me some help for a change?” Louis asked.

“What?” Pete said, lifting his headphones from his ears as he looked up from reading his comic book.

“Never mind,” Louis said, shaking his head as he paddled on.

How would you describe Pete’s character?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

HINT At the end of the story, Louis shakes his head. What does this detail tell you about how he feels?

DISCUSS What is the setting of the story? With a group, discuss whether the setting is a good one to reveal the character traits of the two brothers. Could a different setting have worked as well?
Coached Example

Read the passage and answer the questions.

Jamar lifted his violin to his chin, and then he grinned. He had never felt better prepared for a concert. The air hummed with the sounds of people taking their seats in the auditorium. From where he sat on stage, he could hear the audience rustling behind the thick velvet curtain. Jamar tried not to notice Oscar, who was sitting next to him. Oscar’s twitching had started to get on Jamar’s nerves. If Oscar had practiced as he should have, he’d have nothing to worry about. “Boy, I’ll be glad when this is over,” Oscar whispered. Jamar ignored him. He looked at his sheet music and waited for the band leader’s signal to begin.

1. Where does this passage take place?
   A. in a classroom
   B. in an auditorium
   C. at a park
   D. on a roof

   HINT Which details tell you about the setting of the passage?

2. What is Jamar’s motivation for ignoring Oscar?
   A. He doesn’t want to get in trouble.
   B. He doesn’t hear him.
   C. He wants to annoy him.
   D. He wants to focus on his playing.

   HINT What does Jamar do after ignoring Oscar?
When you read a story, someone is telling it to you. A narrator is the person who tells the story. Point of view is the perspective, or view, from which the narrator tells the story. Most stories are told in either first-person or third-person point of view.

In first-person point of view, the narrator is a character in the story. The words I and we are used. Read this example.

I walked onto the pitcher’s mound and faced the batter. He took a couple of practice swings and then looked straight at me, waiting for the pitch. As soon as I threw the ball, I knew it would be a strike. He swung and missed as the ball sailed right over the plate!

The narrator is a character (the pitcher) and is represented by the word I.

Second-person point of view is rarely used in fiction. Here, the narrator speaks directly to the reader, making you part of the passage. Read this example.

Open the box and remove the fan. Be sure to take off the plastic wrap before you plug in the machine.

In third-person point of view, the narrator tells the story without actually being in it. The story uses words such as he, she, it, and they. When the narrator knows only the thoughts and feelings of a single character, the point of view is third-person limited. Read this example.

Robby felt scared as the Santa Maria heaved back and forth in the stormy waves. He knew Captain Jones had calmly steered the ship through worse storms. Still, he felt uneasy, and he sensed the other passengers were also afraid.
The narrator is outside of the story. He knows only the thoughts and feelings of Robby. Those of the other characters—Captain Jones and the passengers—are told only through Robby’s eyes.

In some stories, the narrator knows about all of the characters’ thoughts and feelings. This is called **third-person omniscient** point of view. Read this example.

Dexter lay in bed. He wanted to go outside and play in the snow, but he had a cold. His mother asked him to drink some orange juice. She was glad he was resting. She hoped he would feel better in the morning.

Again, the narrator is outside of the story. But this time, he knows the thoughts and feelings of **all** of the characters—both Dexter and his mother. Notice that the narrator uses the words *he* and *she*.

Comparing and contrasting the point of view from which different stories are told can change how you think about the narrator and characters. A story told from first-person point of view gives you a very personal look at a character’s (the narrator’s) thoughts and feelings. However, it is only the way one character views the story. A story told in third-person point of view might seem less personal, but you may get a broader view of the characters.

The chart below shows the different points of view and their features.

<table>
<thead>
<tr>
<th>First-Person</th>
<th>Third-Person Limited</th>
<th>Third-Person Omniscient</th>
</tr>
</thead>
<tbody>
<tr>
<td>Told by one character in the story</td>
<td>Told by narrator outside of the story</td>
<td>Told by narrator outside of the story</td>
</tr>
<tr>
<td>Narrator is <em>I</em>, <em>me</em>, <em>we</em>, <em>us</em></td>
<td>Narrator uses <em>he</em>, <em>she</em>, <em>it</em>, <em>they</em>, and <em>them</em></td>
<td>Narrator uses <em>he</em>, <em>she</em>, <em>it</em>, <em>they</em>, and <em>them</em></td>
</tr>
<tr>
<td>Narrator relates personal view</td>
<td>Narrator knows thoughts and feelings of single character</td>
<td>Narrator knows thoughts and feelings of all characters</td>
</tr>
</tbody>
</table>
Thinking It Through

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

I felt scared as I inched toward the edge of the diving board. The pool below seemed so far away. I took a deep breath and closed my eyes. I had done this a hundred times before, and I knew that I needed to stay calm. I raised my arms over my head, bent down, and sprung off of the board. For a moment, I felt nothing as I fell through the air. Then I plunged into the pool with a loud splash and rose back to the surface with a wide smile.

Which point of view is used in the passage? How does this point of view help you to understand the thoughts and feelings of the diver?

HINT
The narrator uses the word I in the passage. What does this tell you about the point of view?

DISCUSS
With a partner, discuss how the passage would be different if it were told from a third-person limited point of view.
Coached Example

Read the passages and answer the questions.

Cutting Wood

“Good day to make a fire,” Grandpa said, looking out the window at the gray winter sky. “I’ll need to cut some wood.”

“Can I help?” I asked.

“Sure, Calvin,” he said. “You’re old enough now to handle a saw.”

We grabbed our coats and walked to the garage. I felt excited when he handed me a saw and a pair of gloves. I had wanted to learn how to use a saw for some time. We walked to the woodpile outside. Grandpa placed a log on an old stump, which he used as a sort of worktable. He moved the saw back and forth across the log. Soon, the sawed half dropped to the ground.

“Now you try,” he said, placing another log on the stump and handing me the saw. I pressed the blade on the log and tried to push the saw. The blade jerked and jammed in the wood.

“I can’t do it,” I said, feeling my excitement turn to disappointment.

“You’re trying too hard,” Grandpa said. “Let the tool do the work.”

I relaxed my grip on the handle, and sure enough, the saw moved easily through the wood. When the log fell in half, I felt proud. “I did it!” I said.

Fishing at Night

Ned led the way through the dunes to the ocean. He knew that his grandson, Anthony, had never been to the shore at night, and he wanted to make sure that he didn’t get lost on the way.

The full moon hung low over the ocean as they reached the water’s edge. Ned tied a hook to Anthony’s line and put on a piece of bait. He enjoyed teaching Anthony new things and felt that his grandson really loved spending time with him. He baited his own line and showed Anthony how to cast out beyond the waves. He watched Anthony struggle with his first few casts, but knew that he would get the hang of it.

A few hours later, Ned waded into the surf to net Anthony’s first fish. As he handed Anthony the beautiful sea trout from the net, he remembered the excitement of catching his first fish many years ago.

He watched Anthony hold the fish up in the moonlight. He knew that his grandson would remember this day for the rest of his life.
1. Which point of view is used in “Cutting Wood”?
   A. first-person
   B. second-person
   C. third-person limited
   D. third-person omniscient

   **HINT** The words give you clues to the point of view. Which word is used to represent the narrator in “Cutting Wood”? Who is telling the story?

2. Which statement BEST describes the similarity between the narrators of the stories?
   A. Both narrators are characters in the stories.
   B. Both narrators tell mostly about one character’s feelings.
   C. Both narrators watch the story events from outside of the stories.
   D. Both narrators know about the thoughts and feelings of all the characters.

   **HINT** In third-person limited, the narrator has limited knowledge of the characters’ thoughts and feelings.

3. Write how Anthony feels at the end of “Fishing at Night,” using the first-person point of view.

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   **HINT** What words might Anthony use to express his feelings about catching the fish?
Prose, poetry, and drama are different kinds of writing. In prose, one sentence follows another. Sentences are grouped in paragraphs. Examples of prose include chapter books and newspaper articles. 

Poetry is written in lines. Lines are grouped in stanzas, or verses.

The paragraph and poem below both tell about the same topic. What differences do you see?

<table>
<thead>
<tr>
<th>Prose</th>
<th>Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td>Last night, I tried to finish my math assignment on the couch. I was having a hard time concentrating because all I could hear was the sound of my dog snoring.</td>
<td>Papers strewn about my lap, A dog’s snoring fills the room, Making the earth tremble. Soon it’s nine o’clock, The time continues to pass. Will my homework be ready For tomorrow’s class?</td>
</tr>
</tbody>
</table>

Poets use the sounds of words in creative ways. For example, many poems include rhyme. Words that rhyme end with the same sound. The rhyming words in a poem often appear in a pattern at the ends of lines. In the poem below, green and between rhyme.

I’m glad the sky is painted blue,  
And the earth is painted green,  
With such a lot of nice fresh air  
All sandwiched in between.

A poem also has a rhythm created by the stressed and unstressed syllables in the poem. If there is a pattern to the rhythm, the pattern is called meter. Read the poem aloud. The stressed syllables are shown in
bold print. In this poem, almost every other syllable is stressed. Lines 1 and 3 each have four stressed syllables, and lines 2 and 4 each have three stressed syllables. This pattern gives the poem its rhythm.

Like a short story or novel, a drama tells a story. It includes characters, a setting, and a plot. However, a drama is written so that people can put on a play. It begins with a **cast of characters** that lists the characters who appear in the play. It includes a description of the **setting**. This description tells the director, set designers, and actors what the stage should look like. A drama includes stage directions and dialogue. The **stage directions** are written in *italic* print. They tell the actors what to do. **Dialogue** is the words the actors speak.

A **scene** is a part of a drama. Read this drama about unfinished homework and a snoring dog.

**CAST OF CHARACTERS**

*Ruben*

*Mom*

*Tag, the family dog*

**Scene One**

*In dim lights, we can see a living room. On one end of the couch, Tag, a dog, is curled up asleep. On the other end sits Ruben, in his pajamas. Paper is scattered around him, and a textbook is open. The snoring of the dog and the ticking of a clock grow louder and louder until Ruben speaks.*

**RUBEN:** *(to himself)* If only Tag would stop snoring! Then maybe I would be able to think straight.

*(The snoring of the dog and the ticking of the clock can still be heard, but more softly. Mom enters. She is wearing pajamas.)*

**MOM:** Ruben! Why are you still up? It’s getting late.

**RUBEN:** *(pushing his book and papers to the floor)* I can’t figure out this math homework!
Thinking It Through

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

excerpted from

Songs of Innocence
by William Blake

Piping down the valleys wild,
Piping songs of pleasant glee,
On a cloud I saw a child,
And he laughing said to me:

“Pipe a song about a Lamb!”
So I piped with merry cheer.
“Piper, pipe that song again;”
So I piped: he wept to hear.

What characteristics of poetry can you find in this poem? Give three examples.

HINT
Read the poem aloud. Do you hear any rhymes? Do you hear a beat, or rhythm?

DISCUSS
With a partner, take turns reading the poem aloud to each other. Does it become easier to understand the more you hear it? Does it get easier to read aloud?
Coached Example

Read the drama and answer the questions.

CAST OF CHARACTERS
Jenny
Tanya

Scene One
The backdrop shows a meadow with hills and trees. Jenny enters pulling a wagon holding a giant pumpkin. Tanya enters and meets Jenny in the center of the stage.

TANYA: Jenny, where on Earth did you find that pumpkin?
JENNY: (grinning with pride) In my garden!
TANYA: You mean you grew that thing?
JENNY: I sure did! And I’m taking it to Grandma’s house. Now that I’ve grown the biggest pumpkin that Hillsdale has ever seen, we’re going to bake the biggest pumpkin pie that Hillsdale has ever seen.
TANYA: Ooh! I want to see that! And then I want to eat it!
(The two girls exit together.)

1. The setting of this scene could BEST be described as
A. a city sidewalk.
B. Grandma’s kitchen.
C. the country.
D. a schoolyard.

HINT The description of the setting is given before the dialogue.

2. How does Jenny feel about the pumpkin?
A. proud
B. frightened
C. embarrassed
D. curious

HINT Read the stage directions as well as the dialogue.
Getting the Idea

When you think about the ways that passages are alike and different, you compare and contrast. When you compare, you look for ways in which passages are alike. When you contrast, you look for ways in which they are different.

When you compare and contrast, pay attention to the plot, or the series of events in a story. Look at the setting, too. Does one story take place in the city and one in the country? And of course, look at the characters. Are there similarities or differences in the appearance or personality of the characters? What problem does each character have to solve?

Theme is another basis for comparison. A theme is the central idea of a story. Often, it is a lesson about life. Take the story “Cinderella,” for example. This fairy tale is told around the world. If you were to compare two different Cinderella stories, you would find that they share similar themes. These are: Good things come to those who wait and Kindness is usually rewarded. However, you would soon see that the stories differ in several ways.

Read this passage from a classic version of “Cinderella” that most American readers know.

Cinderella wore old, tattered clothes, while her stepmother and stepsisters had lovely clothes and lived comfortably. But no matter how mean her stepmother and stepsisters were, Cinderella was always cheerful. Even the little animals loved to be near her. She made friends with the mice and birds, and sewed outfits for them to wear.
Now read this passage from “Yeh-Shen,” a version of the story that is told in China.

The stepmother did not like Yeh-Shen, for she was more beautiful and kinder than her own daughters. She gave Yeh-Shen the worst jobs to do. Yeh-Shen’s only friend was a fish with golden eyes. Each day, the fish came out of the water to be fed by Yeh-Shen. The young girl had little food for herself, but she was always willing to share with her friend the fish.

A good way to compare and contrast the passages is with a Venn diagram, like the one below.

In this Venn diagram, the differences between the stories are shown in the outer parts of the circles. The similarities are shown in the overlapping middle part. Readers of this story in America and China—and in many other countries, too—will learn about a kind young girl who, despite her difficulties, finds true happiness. Although the specific details of the stories differ, the themes are the same.

Graphic novels are another form of literature that expresses theme. A graphic novel tells a story using graphics, or art, as the main focus. Speech balloons show dialogue, thought bubbles show characters’ thoughts, and boxes include narration.
Thinking It Through

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

A lion used his big paw to catch a mouse. The mouse was afraid of the lion. He promised the lion that if he were set free, he would someday repay the lion. The lion laughed at him. How could a mouse ever help him? He was amused, so he let the mouse go. Many weeks later, the lion stepped on a thorn that stuck in his paw and would not come out. The mouse grasped the thorn and pulled it out. The lion was very thankful.

What is the theme of this passage?

HINT What lesson do you think the lion learned from his experience with the mouse?

DISCUSS In a group, discuss why this passage would work well as a graphic novel.
Read the passages and answer the questions.

Santosh’s Elephant

The sun was just beginning to rise over the small village where Santosh lived. Santosh woke up with a nervous feeling in his stomach. He walked out the door of his house and headed slowly toward the forest nearby. When he arrived at the clearing, he stood there for a few moments and wiped the sleep from his eyes. While he had helped his father wash and feed the elephants many times, today would be his first time riding one by himself. He knew his father and other villagers would be traveling with him. Still, for some reason, Santosh felt anxious about the journey. Was he skilled enough to handle an elephant? His palms were moist, and there was a lump in his throat. He looked up at the female elephant that he would be riding behind his dad through the twisting jungle trail that lay ahead. She seemed to loom over him, larger than any animal he had ever seen.

A Mountain Journey

FINALLY, I’M OLD ENOUGH TO RIDE ON MY OWN!

KAYLA CHECKED THE ROUTE AGAIN. SHE WAS READY.

KAYLA’S BROTHERS HAD CAMPED OVERNIGHT IN THE MOUNTAINS. SHE WAS PLANNING TO MEET THEM AT LOOKOUT POINT.

LET’S START OUR ADVENTURE!
### Lesson 6: Compare and Contrast Literature

1. The themes of the passage and the graphic novel are similar because they both involve
   - A. spending time outdoors.
   - B. experiencing something for the first time.
   - C. traveling far from home on your own.
   - D. taking care of large animals.

   **HINT** The theme is the central idea of a story. Notice how Santosh and Kayla each react to what is planned for the day.

2. How do the story and the graphic novel show the plot?
   - A. The story doesn’t have a plot, only a character description. The graphic novel tells what happens in a paragraph.
   - B. The story describes what is happening by using images and words. The graphic novel uses only words to describe the plot.
   - C. The story tells what is happening by using words. The graphic novel uses images and words to describe the plot.
   - D. The story is told through dialogue. The graphic novel is told through thoughts and images.

   **HINT** What makes graphic novels unique and exciting to read?

3. While the passage and the graphic novel are set in different places, they have some things in common. Compare and contrast them, using specific details in your answer.

   ![Comparison Table](image)

   **HINT** Look for details that describe where the stories take place, the feelings and actions of the characters, and the events of the plots.
Getting the Idea

When you read **nonfiction**, you learn factual information about people, places, and things. Think about the many types of information contained in textbooks, encyclopedias, and newspaper articles. Informational texts tell about people, animals, plants, and many other things—what they are, what they do, what they look like. Details are specific pieces of information in a passage. They help you understand what the passage is about. Details can be descriptions, names, dates, and even actions.

All informational texts contain details. The chart below shows some of the different kinds of details you should look for when reading nonfiction.

<table>
<thead>
<tr>
<th>Type of Text Detail</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>names of people and places</td>
<td>Abraham Lincoln was born in Hardin County, Kentucky.</td>
</tr>
<tr>
<td>dates and time</td>
<td>Lincoln was born on February 12, 1809.</td>
</tr>
<tr>
<td>descriptions of places</td>
<td>Lincoln’s family moved to a part of Indiana that had many bears and other wild animals.</td>
</tr>
<tr>
<td>things people say and do</td>
<td>In his Gettysburg Address, Lincoln said that “government of the people, by the people, for the people, shall not perish from the earth.”</td>
</tr>
<tr>
<td>facts</td>
<td>Abraham Lincoln was the sixteenth president of the United States.</td>
</tr>
</tbody>
</table>
One way to identify important details in a text is by asking yourself questions after you read. Read this passage.

In 1541, the Spanish explorer Hernando de Soto became the first European to see the Mississippi River. More than a hundred years later, the French explorer René-Robert de La Salle led an expedition to the Mississippi River. La Salle claimed all the land bordered by the great river for King Louis XIV of France and named the area Louisiana.

Now, think about what you just read. There are several questions you could ask to help you understand the passage. For example, how did Louisiana get its name? The passage tells you it was named after King Louis XIV. Was this the first time Europeans had been in the area? The answer is no. The passage says that Hernando de Soto, an explorer from Spain, was the first European to see the Mississippi River. As you can see, the writer uses many types of details in the passage to help you understand what happened, who was involved, and when things occurred.

Some of the details in the passage support ideas that are not mentioned specifically. Using text details and your own prior knowledge to make a guess is called making an inference. For example, the writer did not state the exact date of La Salle’s expedition to the Mississippi, but enough information is given for you to make a reasonable guess at the date. The writer says that de Soto explored in 1541, and that La Salle explored more than a hundred years later. So, you can infer that La Salle made his journey around the middle of the 1600s.

Here’s another inference to try. The writer says that Hernando de Soto was the first European to see the Mississippi. You already know that Native Americans lived all over North America before the Europeans arrived. The writer does not say it, but you can infer that Native Americans were living where de Soto explored, and that he most likely met some of them. By putting all the text details together and making inferences, you can get a fuller picture of what the passage is about.
Thinking It Through

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

Michigan and Florida are in different parts of our country. Florida is in the south. It is warm in most of Florida most of the year. Sometimes it is very hot. This allows farmers to grow crops such as oranges and coconuts. Michigan is in the north. It has four seasons with great ranges in temperature. It is hot in the summer, and cold and snowy in the winter. Autumn is a beautiful time in Michigan. The leaves on the trees change colors and then fall to the ground. Many fruits are grown in Michigan from spring to fall, such as blueberries, apples, and cherries.

The passage states that Michigan and Florida have different weather. How does the climate affect what grows in these areas? Use details from the text to support your answer.

HINT: What does the author write about the weather in each state, and the seasons during which certain crops can grow?
Coached Example

Read the passage and answer the questions.

Some sea creatures are among the world’s greatest travelers. Pacific salmon are hatched in rivers, but they return to the sea to grow to full size. After a few years, they journey hundreds of miles to return upstream to the place where they were born. There, they hatch eggs.

The European eel travels even farther and goes in the opposite direction. Unlike the salmon, which hatch in freshwater rivers, this eel comes to life in the salt water of the northern Atlantic Ocean. The very young eels travel 4,000 to 5,000 miles to Europe. They take two years to make the trip. In the freshwater of European rivers, they grow slowly. It can take them thirty years to grow to full size! When they are ready to hatch eggs of their own, they make the journey across the Atlantic in the other direction.

1. What sentence from the passage BEST supports the idea that Pacific salmon are among the world’s “greatest travelers”?
   A. “The very young eels travel 4,000 to 5,000 miles to Europe.”
   B. “After a few years, they journey hundreds of miles to return upstream to the place where they were born.”
   C. “When they are ready to hatch eggs of their own, they make the journey across the Atlantic in the other direction.”
   D. “In the freshwater of European rivers, they grow slowly.”

2. The European eel MOST LIKELY lays its eggs in
   A. European rivers.
   B. Pacific rivers.
   C. salt water.
   D. freshwater.

Hints:
- Read the text closely, keeping in mind that you are looking for detailed information about salmon.
- Use details in the passage to infer where the eels most likely end up when it is time for them to lay their eggs.
The main idea of a passage is what the passage is mostly about. It is the most important point that a writer makes in the article. The main idea can often be stated in one sentence. For instance, the main idea in a paragraph about bicycle safety may be to wear a helmet.

Recognizing main ideas is important. To figure out the main idea of a text, it is often helpful to ask questions. For example, you might ask yourself: What point does the writer focus on most? Are any points repeated? Are any points stressed with strong language?

Writers need more than a main idea to make their point about a topic. A supporting detail is a fact, example, or other piece of information that strengthens or backs up the main idea. Think about the paragraph about bicycle safety. If the main idea of a paragraph is to wear a bicycle helmet, a supporting detail might be that bicycle helmets are designed to protect riders’ heads.

Read this passage. Then try to figure out the main idea and supporting details.

The manta ray is one of the most graceful animals in the ocean. Although it is very large—about twenty feet across at the widest point—it gets around easily. With its large, triangular wings, the manta ray can move fast. It pushes itself through the water easily. When other sea creatures try to attack it, it rarely gets caught. The manta ray travels smoothly and safely through the sea.
Making a diagram is a good way to identify the main idea and supporting details. Look at this diagram about the manta ray. The main idea is at the top, and the supporting details are below it.

```
Main idea
The manta ray is graceful.
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- **Detail 1**: It moves very fast.
- **Detail 2**: It pushes itself through the water easily.
- **Detail 3**: It rarely gets caught.

**Summary**

Another way to understand informational texts is to summarize what the author has written. Your summary should state only the main idea and the most important supporting details. Read this passage.

Population is all the people living in a certain area. The world’s population is uneven. Some places, such as the United States, are densely populated. That means a lot of people live there. The climate makes it easy for people to live and work. Other places are less populated and have few people. One example is northern Canada. The cold climate makes it difficult for people to live there.

Here is a good summary of the passage.

The world’s population is uneven. Some places have a lot of people, while other places have fewer people.

When you read, first look for the main idea, and then look for the important details. The title of a passage might give you a clue to the main idea, so that is a good place to start.
Since its creation, radio has had an important place in American life. Today, the United States has more radio broadcast stations than any other country. The United States has more than six thousand FM stations and almost five thousand AM stations. Brazil comes in second, with far fewer stations. Many people think of the United States when they think of radio. Although radio was first used in England, daily broadcasting began in America. People now in their seventies still remember a time before television. Back then, families would gather around the radio each night to listen to news or stories.

What is the main idea of this passage?

Reread the first sentence of the passage. Does the rest of the passage support it? Try to state the main idea of the passage in one complete sentence.

With a partner, discuss the passage. Identify a detail that is not important in supporting the main idea.
Coached Example

Read the passage and answer the questions.

Libraries are amazing places. Every library has books on thousands of subjects. Each book is full of information, and each piece of information is something to learn. In fact, some people call libraries “temples of learning.” People can learn about almost anything at the library. Music fans can learn about different kinds of music. Farmers can learn about planting crops. Doctors can learn about medicine. Lawyers can learn about the law. Each book has its place on a shelf. This is because libraries are extremely well organized. Libraries also have helpful and knowledgeable librarians on staff. These librarians are there to answer readers’ questions and to help solve problems. It’s easy to see why so many people, young and old, like to spend time at the library.

1. The main idea of this passage is
   A. libraries have many books.
   B. libraries are well organized.
   C. libraries are amazing places.
   D. each book has its place.

   **HINT** Look for a big, general idea, rather than a small detail.

2. Which statement from the passage is a supporting detail?
   A. “Every library has books on thousands of subjects.”
   B. “In fact, some people call libraries ‘temples of learning.’”
   C. “Libraries are amazing places.”
   D. “It’s easy to see why so many people, young and old, like to spend time at the library.”

   **HINT** Supporting details strengthen the passage’s main idea.
Getting the Idea

Most of the informational passages you read are written in a certain order, or sequence. For example, take the events leading up to America becoming an independent country. Our country’s first conflict with Britain came before the second event for a reason, and the second event came before the third event for a reason. Finally, the problems became so great that America declared its independence from Britain.

Chronology is another word for historical sequence. When history writers put events into chronological order, they are placing those events in the order in which they happened. But listing a series of events in chronological order is not enough—it is only telling the reader what happened. To truly teach the reader something about history, the writer should also tell why something happened.

Read this passage.

Yellowstone was our country’s first national park. Congress passed a bill creating it in 1872. Then, Congress opened more parks in other areas of the country. People saw that an agency was needed to run the growing park system. The National Park Service was created in 1916.

The paragraph tells the events that led up to the creation of the National Park Service. The events are in chronological order. The paragraph also tells you why the National Park Service was needed.

Events in a science text are related to each other in a similar way. They must also happen in a certain sequence, or order. Read about the process of photosynthesis on the following page.
Lesson 9: Relationships between Events

Green plants make their own food using a process called photosynthesis. First, plants take in sunlight. Plants use the energy from the sun to break down the water and carbon dioxide. The plant also takes in water from the soil and carbon dioxide from the air. Plants use the sugar as food. Finally, they release the oxygen into the air. Then, these materials are put together in a new way to make sugar and oxygen.

Sound confusing? That’s because the steps in the process are out of order. The sequence needs to be fixed in order for the text to make sense. The plant needs to take in water and carbon dioxide before it can break them down. And if you see the word finally, it signals an event that should come last. Time-order words such as first, next, then, and finally can help you understand the sequence of events.

Now read the correct version of the passage.

Green plants make their own food using a process called photosynthesis. First, the plant takes in sunlight. The plant also takes in water from the soil and carbon dioxide from the air. Next, plants use the energy from the sun to break down the water and carbon dioxide. Then, these materials are put together in a new way to make sugar and oxygen. Plants use the sugar as food. Finally, they release the oxygen into the air.

Now the passage makes sense. You can understand the steps in the process. Pay attention to the order of events and steps in a process when you read about history or science. Doing so will help you to better understand what you read.
Thinking It Through

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

Many Native American groups in North America planted Three Sisters gardens. The “three sisters” were corn, beans, and squash. These three crops were planted together in the same small plot of earth to help them grow. This “cooperation” among crops is still used today. First, corn seeds are planted in a small mound. When the corn is about six inches high, it is time to plant the beans. About a week after the beans have sprouted, it is time to plant the squash. The corn provides a stalk for the beans to climb up. And the beans provide nutrients, or food, for the soil. As the squash grows, its leaves spread out, which prevents weeds from competing for the available nutrients and sunlight.

Which of the vegetables should be planted first? Why?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

HINT: What do the beans need for support?

DISCUSS

In a small group, come up with a list of everyday things that you do, in school and at home, that require steps in a process. Share them with the class.
Coached Example

Read the passage and answer the questions.

In 1920, Earle Dickson was working for a medical supplies company called Johnson & Johnson. Dickson’s new wife, Josephine, was just learning how to cook. She often cut her fingers while making meals. So, Earle came up with a plan. He got some tape and gauze and a pair of scissors. He cut small rectangles of gauze and stuck them on pieces of tape. After that, whenever Josephine got a cut, she could easily use a ready-made bandage.

Soon after making his homemade bandages, Dickson showed them to the managers at his company. They liked the idea so much that by 1921, they were selling the bandages. They also promoted Dickson to vice president of the company. By 1924, Johnson & Johnson was manufacturing boxes of Band-Aid® brand adhesive bandages for Americans to buy and keep in their medicine cabinets.

1. What did Earle Dickson do right before showing the bandages to Johnson & Johnson?
   A. He became vice president.
   B. He came up with a plan.
   C. He cut pieces of gauze and put them on tape.
   D. He taught his wife how to cook.

2. Why did Earle Dickson decide to make bandages at home?
   A. He couldn’t get them at work.
   B. His wife frequently cut herself.
   C. He wanted to impress his co-workers.
   D. He was working on various inventions.

HINT Look for clue words that help you figure out the sequence of events.

HINT Review the passage for details on why Dickson came up with the idea.
When you are reading a textbook, you will probably come across words you do not know. Each subject you study in school—science, social studies, history—uses its own special keywords and terms. Often, new terms will appear in bold print or highlighted another way. That means that you can find the word’s meaning in the book’s glossary. A glossary is a section at the back of a textbook that includes an alphabetical list of all the new words in that book and their definitions.

Read the following passage.

During the Revolutionary War in America, muskets were not very accurate. American and British soldiers stood in long lines and fired large numbers of lead balls at one another. Army leaders hoped that the deadly shots would make holes in the enemy line.

The word muskets appears in bold print. That means it will be defined in the book’s glossary. For example, the entry might look like this:

musket a heavy shoulder gun carried by foot soldiers

Sometimes, you may come across a word you do not recognize that is not in bold print. That means it is not in the glossary. So, you can use a dictionary to look for a definition. Think of a dictionary as a huge glossary, containing many more words. Often a dictionary will list the definitions for all the different meanings of a word, whereas a glossary might have only the definition that fits the meaning of the word as it is used in a book.

Sometimes, a word can have more than one meaning, depending on the kind of text where it is used. In a science book, the word conductor means a material that electricity flows through easily. In a text about music, a conductor is a person who leads an orchestra.
Here’s another example from a science textbook.

Igneous rocks are produced by heat or by a volcano. Igneous rocks can be classified by their texture and composition. Many kinds of igneous rocks contain the minerals quartz and plagioclase.

Now read this passage from a language arts textbook.

Learning how to write a thoughtful composition can be a difficult process. However, if you follow all the steps and you understand what you are supposed to do, composition writing can be simple and fun.

The word *composition* appears in both passages, but it does not have the same meaning in both. Using the context in which the word appears in each passage, you should be able to choose which definition is the right one in each case. Look at the dictionary entry below.

**composition** noun 1. the act or process of composing 2. the general makeup of a material 3. a piece of writing, especially a school exercise in the form of an essay 4. a written piece of music

Using what you know, which definition tells you what *composition* means as used in the science passage? The answer is definition 2. Definition 3 tells you what the same word means in the language arts passage.
Thinking It Through

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

The Oregon-California Trail was an important part of American history. The trail was a 2,000-mile route from Missouri to Oregon and California that allowed the early pioneers to travel to the western United States. The first large wave of pioneers followed the trail in 1843, when roughly 1,000 settlers made the journey at one time.

What does the word pioneers mean in this passage? Where would you look in a textbook containing this passage to find out?

With a partner, find a word in the last sentence that would have a different meaning if you read it in a science text about hurricanes. What would the word mean in the science text?
Lesson 10: Reading in the Subject Areas

Coached Example

Read the passage and answer the questions.

Clouds start with warm, moist air near Earth’s surface. The moisture in the air is in the form of water vapor, or water in the gas state. The warm air rises. As the air rises, it cools.

High in the sky, the air becomes so cool that the water vapor condenses, or changes from a gas to a liquid. The water vapor forms tiny droplets of liquid water. If the air is very cold, the water vapor forms ice crystals. Clouds are made up of billions of droplets or ice crystals, sometimes both.

Cloud droplets form around tiny specks of dust or soot. Cloud droplets are too tiny to fall to Earth. For rain to fall, larger, heavier drops of water must form in clouds. Raindrops form when droplets bump into each other and stick together. It takes millions of droplets to make one raindrop.

1. When water changes from a gas to a liquid, it is called
   A. freezing.
   B. condensation.
   C. melting.
   D. crystallizing.

2. Cloud droplets do not fall as rain because they are too
   A. hard.
   B. large.
   C. small.
   D. sticky.

**HINT** Find the keywords _gas_ and _liquid_ in the passage. What does the passage say about them?

**HINT** Reread the description of how cloud droplets form.
When you read, it is helpful to understand how the writer arranges the information. The way an article or passage is organized is called its **text structure**. There are a number of ways in which writers can organize information.

**Chronological Order**

**Chronological order** is the order, or sequence, in which events happen. History texts are often written using chronology. Read the following passage.

New Mexico has an interesting history. First, Native Americans lived in the area now known as New Mexico. Then, in the late 1500s, the region was ruled by Spain. Next, in the early 1800s, the region became part of Mexico. After that, it came under U.S. control. Finally, in 1912, New Mexico became our forty-seventh state.

Notice the keywords such as *first, then, next, after,* and *finally.* They help you track the events. The dates not only help you to understand the sequence, but also how much time passed between each event.

**Compare and Contrast**

When you **compare**, you show how things are alike. When you **contrast**, you show how things are different. Read the following passage.

Oranges and apples are alike in several ways. They are both fruits, and they both have seeds inside and grow on trees. Apples have a skin that you can eat, but oranges have a rind that you cannot eat. Oranges and apples grow in different climates. Orange trees grow in warmer states like Florida, while apples grow in cooler states like Washington.
Lesson 11: Text Structures

The keywords alike, both, but, and different help you to understand the similarities and differences between the fruits. Other keywords you may see are like, unlike, while, either, same, although, and opposite.

**Cause and Effect**
A cause is why something happens. An effect is what happens as a result of a cause. For example, if you accidentally drop a glass and it falls to the floor, the glass will break. The cause is dropping the glass. The effect is the glass breaking. Read the following passage.

The scientist Isaac Newton was the first person to explain why tides occur. Tides are the rise and fall of large bodies of water, such as oceans. Tides are caused by the moon’s gravity. The gravitational pull of the moon causes the oceans to bulge out toward the moon.

Science texts often use cause and effect to explain why things happen in nature. Look for keywords such as why, cause, because, therefore, as a result, and effect.

**Problem and Solution**
Problem and solution is a text structure in which the problem, or issue, is presented first. Then, the writer tells how the problem was solved. Read the following passage.

Central Park, in New York City, was built in the mid-1800s. Over the years, the park began to decline. By the 1970s, Central Park had become dirty and unsafe. Part of the problem was that the city did not have enough money to run the park. Then, in 1980, a group of citizens formed the Central Park Conservancy. The group raised private funds to restore the park and keep it in beautiful condition.

The writer starts off by telling you the problem: the decline of the park. Then you learn how a group of concerned citizens solved the problem.
Dolphins and porpoises are alike in many ways. Both are mammals that live in the ocean. They have a similar body shape, including a tail fluke. Both animals breathe through a blowhole at the top of their body. But there are many differences between these creatures. Porpoises are smaller than dolphins. Dolphins are usually about six to twelve feet long, while most porpoises are only about four to seven feet long. A dolphin’s nose is often described as a pointed “beak.” But a porpoise’s nose is shorter and rounder, more like a snout. The teeth of a porpoise are flat, while dolphin teeth are usually shaped like cones.

What is the text structure of this passage? Use examples from the passage to explain your answer.

The passage focuses on two kinds of animals. Look for keywords that give you a clue to the text structure.
Coached Example

Read the passage and answer the questions.

Many years ago, the Colorado River flooded almost every spring. In the late 1800s, farmers had settled the land along the lower Colorado River. The floods caused major damage every year. This was a big problem for the farmers who worked near its banks. People tried to control the river. They built irrigation canals and levees to control the water. Nothing worked.

In the early 1900s, the U.S. government found a solution. It would build a dam on the river. This huge structure would stop the flooding and help create a year-round water supply for the people in the area. The government announced in 1931 that the dam would be built. The dam would be 726.4 feet high. The Hoover Dam was completed in 1935. It is located along the border of Arizona and Nevada.

1. In this passage, the MAIN text structure the writer uses is
   A. chronological order.
   B. problem and solution.
   C. comparison.
   D. cause and effect.

   HINT: What situation is described in the beginning of the passage? What do you learn later in the passage?

2. How did the government finally stop the Colorado River from flooding every spring?
   A. It built a dam.
   B. It built an irrigation canal.
   C. It built new farms nearby.
   D. It built a bridge.

   HINT: Reread the passage. Which solution finally worked?
Sources are materials that provide information. You use sources to gather facts and details about topics you wish to learn or write about.

A primary source was written at the time of an event by someone who was there. A primary source is also called a firsthand account. For example, a letter from a soldier who fought in a war is a primary source. The soldier is writing about things he personally experienced. An autobiography is another example. Benjamin Franklin told the story of his life in his autobiography. Other examples are diary entries, interviews, quotes (a person’s exact words), and eyewitness accounts. One way to identify a primary source is to look for the word I. This word means that the writer of the source is reporting his or her own thoughts and experiences.

Read this passage.

When I arrived at the scene, about fifteen people had already gathered near the half-beached whale. Two scientists waded into the water, trying to lead the thirty-foot creature off the bottom and back out to sea. After two hours, the whale began to flap its tail and fins. The scientists gave it a final push, and off it went.

The passage is an eyewitness account by a newspaper reporter (I) on the scene. The reporter is telling about an event that he or she actually observed or witnessed. Therefore, it is a primary source.

Not all primary sources are written works. A photograph can also be a primary source, since it gives direct information about something. Because primary sources are original accounts, their information is usually accurate and reliable.

A secondary source is an account of an event that was not witnessed by the writer. In fact, the writer most likely used information from several primary sources to write his or her account. Secondary sources are useful and important, but they are one step further away than primary...
sources are from the events they describe. Some examples of secondary sources are encyclopedia articles, magazine articles, textbooks, and biographies.

Read this passage.

Kay Harris moved to Greenlawn, New York, in 1996. She took a daytime job in an art supply store. During this time, Kay developed an interest in painting. After work, she would stay up all night painting in her kitchen. Her paintings showed bold splashes of lines and colors. Kay told her friends and family that she was painting images from her imagination. For the next five years, Kay created more than one thousand paintings.

In this secondary source, the writer is not an eyewitness to the events described. The writer simply gives information collected from primary sources. The writer may have interviewed people who knew Kay Harris or read other accounts of Kay Harris, such as her personal diary. Because secondary sources often collect information from more than one primary source, they can be good general sources of information.

The chart below shows examples of primary and secondary sources.

<table>
<thead>
<tr>
<th>Primary Sources</th>
<th>Secondary Sources</th>
</tr>
</thead>
<tbody>
<tr>
<td>eyewitness account</td>
<td>textbook</td>
</tr>
<tr>
<td>diary entry</td>
<td>encyclopedia article</td>
</tr>
<tr>
<td>interview</td>
<td>magazine article</td>
</tr>
<tr>
<td>quote</td>
<td>book review</td>
</tr>
<tr>
<td>autobiography</td>
<td>biography</td>
</tr>
<tr>
<td>letter</td>
<td>almanac</td>
</tr>
<tr>
<td>photograph</td>
<td>atlas</td>
</tr>
</tbody>
</table>
Thinking It Through

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

On May 29, 1953, Edmund Hillary and Tenzing Norgay became the first people to climb Mount Everest, the tallest mountain in the world. Many adventurers had attempted to climb Everest before, but none had reached the top. Hillary and Norgay planned their climb very carefully. They had the support of a great team, and they also used the best equipment. All of these things helped them to succeed.

Edmund Hillary once said, “People do not decide to be extraordinary. They decide to accomplish extraordinary things.” He proved this on Mount Everest. It was truly an amazing achievement.

Does this source provide mainly primary or secondary information? Explain. What part of the source is a primary source?

In a group, discuss what primary sources can provide that secondary sources cannot provide. What can a secondary source supply readers that a primary source could never provide?
Coached Example

Read the passages and answer the questions.

Interview with Rusty Williams

**Interviewer:** When did you begin playing the guitar?

**Williams:** My father gave me a guitar for my sixth birthday. It was love at first sight. I’ve been playing ever since.

**Interviewer:** Who was your first guitar teacher?

**Williams:** His name was Ronnie Jones. He was a fine teacher and showed me all of the basics. After Ronnie, I studied with Brian Wall and Debbie Ray. They taught me how to play blues and jazz. After that, I learned by listening to records.

**Interviewer:** Who are some of your favorite guitarists?

**Williams:** Well, I would say Jimi Hendrix, for sure. I also love Joe Pass.

**Interviewer:** What are your plans for this year?

**Williams:** I’m playing ten concerts in Texas and California. Then, I’m recording some new songs I’ve written for my upcoming album, *Blues Out West*.

**Interviewer:** Good luck with those new songs. I’m a fan, so I can’t wait to hear them!

**Williams:** Thanks!

Rusty Williams

Born on August 15, 1928, in Hazlehurst, Mississippi

American guitarist, singer, and composer who combines jazz and blues to create a unique guitar style

Rusty Williams began playing guitar at age six after receiving a guitar from his father as a present. Williams studied with local guitarists in his youth. He then began listening to the records of Jimi Hendrix and Joe Pass. His first song, *Trembling Blues*, used many of Hendrix’s guitar styles. Later, Williams developed his own style, which is a mix of blues and jazz. His album, *Blues Out West*, has sold more than one million copies since it was released in 2008.
1. The first passage is a primary source because it
   A. tells about a famous person.
   B. uses a person’s actual words.
   C. contains historical facts.
   D. provides useful information.

   **HINT** Look for words such as / to figure out whether a source is primary or secondary.

2. How are the two passages alike?
   A. Both provide an account of someone’s life.
   B. Both report eyewitness events.
   C. Both include quotes from famous people.
   D. Both are based on secondary sources.

   **HINT** What is the topic of both passages?

3. Which passage could have been used as a source for the other passage? Explain.

   Which source reports experiences in Williams’s own words? What makes that source valuable to someone writing about him?
Authors of informational texts make claims about many things. A **claim** is a statement that something—an idea, event, or observation—is true. For example, an author states: “Babe Ruth was the most talented baseball player of all time.” The author is stating this idea as if it is true. However, it may or may not actually be true.

An **opinion** is a personal belief that cannot be proven true. No one can prove that Babe Ruth was the best baseball player; some people may disagree. When stating an opinion, authors often use words like *good, bad, pleasant, awful, and should* to express their feelings. Authors may also use phrases such as *I think, I believe, and in my view* to let you know that they are stating a personal opinion. Read this passage.

Bigelow Park is the most beautiful park in our state. Its wildlife, lakes, and bike paths are more wonderful than any other park has to offer. It also has the best swimming pool and roller-skating rink. There is no better way to spend an afternoon than at Bigelow Park.

Words such as *better, best, most, beautiful, and wonderful* tell you that the author is stating opinions. These are the author’s own feelings about Bigelow Park, and no one else’s. Read the chart below.

<table>
<thead>
<tr>
<th>Examples of Opinions</th>
</tr>
</thead>
<tbody>
<tr>
<td>The dinner that Ted cooked tasted awful.</td>
</tr>
<tr>
<td>I feel that my mom made the right decision.</td>
</tr>
<tr>
<td>People should exercise every day to stay healthy.</td>
</tr>
<tr>
<td>In my view, the umpire made a bad call.</td>
</tr>
</tbody>
</table>
Authors use evidence to back up their claims. Evidence is information used to support a point or claim. One effective type of evidence is fact. A fact is a statement that is always true. Unlike an opinion, you can prove a fact in an encyclopedia or other reliable source. See how evidence affects the claim about Babe Ruth:

Babe Ruth was the most talented baseball player of all time. In 1927, he hit 60 home runs in a single season, a record that lasted for 34 years. When he retired in 1935, Ruth had hit a total of 714 home runs. This major-league record lasted for 39 years.

The facts about the home runs and records are powerful evidence. They can be verified in a book. Together, they make the author’s opinion about Babe Ruth believable and strong.

Another type of evidence writers use is an eyewitness account. An eyewitness account is someone’s firsthand description of an event. For example:

The tornado was the worst storm that ever hit Norwood. “I’ve never seen a storm damage so many houses,” said Mayor Peter Olson.

The writer uses an eyewitness account (Peter Olson’s statement) to support his claim about the tornado.

Finally, a writer could use an expert opinion. An expert opinion is the opinion of an expert or someone who knows a great deal about a topic. For example:

Rain forests are valuable places that should be protected. Scientists at Costa Rica University say that our planet would suffer greatly if the rain forests were cut down.

The writer uses an expert opinion (the opinion of scientists) to support the claim that rain forests should be protected.
Riding a bicycle without a helmet is dangerous. In 2007, nearly 52,000 people were injured in bicycle accidents. More than sixty percent of serious bicycle injuries are head injuries.

What claim does the writer make? What kind of evidence does the writer use to support this claim?

HINT
A claim is often stated at the beginning of a passage. Do you see information in the passage that can be proved?

DISCUSS
With a partner, come up with three opinions and three facts about bicycle riding. Share them with the class.
Seagulls are annoying birds. They are a nuisance and a pest to everything around them. Have you ever heard their squawking and crying? It’s enough to drive a person crazy. They are even annoying to look at. Their feathers are messy, and their splotchy gray and brown color is ugly.

Last week at the beach, I saw an entire flock of seagulls attacking a man and woman who were eating lunch. They waved and yelled at the diving gulls. The gulls kept diving at them. The screaming birds stole their french fries and hamburgers. When the gulls were finished with their stolen meal, they picked from the garbage pails and littered the beach with trash. This is not the first time I’ve seen this happen.

1. Which sentence from the passage is an opinion?
   A. “Seagulls are annoying birds.”
   B. “The screaming birds stole their french fries and hamburgers.”
   C. “The gulls kept diving at them.”
   D. “This is not the first time I’ve seen this happen.”

2. What kind of evidence does the author use in the passage?
   A. expert opinion
   B. scientific facts
   C. eyewitness account
   D. personal views

HINT Which answer choices describe events that actually happened? Which answer tells how the writer feels?
Authors of informational texts often use graphics to convey information. Graphics are visual tools such as charts, graphs, diagrams, and timelines. These visuals help you to better understand a text; they may even give you extra information that is not in the text.

A chart is a graphic that organizes information. Look at the chart below. It uses columns and rows. An author might use this chart about different countries in an article comparing countries of the world.

<table>
<thead>
<tr>
<th>Country</th>
<th>Capital</th>
<th>Flag Colors</th>
<th>Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sweden</td>
<td>Stockholm</td>
<td>blue, yellow</td>
<td>Swedish</td>
</tr>
<tr>
<td>France</td>
<td>Paris</td>
<td>blue, white, red</td>
<td>French</td>
</tr>
<tr>
<td>Poland</td>
<td>Warsaw</td>
<td>red, white</td>
<td>Polish</td>
</tr>
</tbody>
</table>

Each column of the chart has a heading in bold print at the top. The headings tell you what the information in each column is about. To find the capital of France, go to the “Country” column, find France, and then follow the row to the “Capital” column.

A diagram is a simple drawing with labels to make something easier to understand. A diagram may show the different parts of an object. For example, an author might use the diagram on the right to help you to better understand a text that describes the different fins of a fish. The fins help the fish to swim. The fish moves its tail (caudal) fin back and forth to move forward in the water. The dorsal and anal fins, at the top and bottom of the fish, help the fish keep its balance as it swims. And the pectoral and pelvic fins help the fish to steer.
A diagram may also show how something works, how to put something together, or how to play a game. For example, an article that tells about an eruption of a volcano might include this diagram about how volcanoes work:

Look closely at the diagram. It shows how magma beneath the surface of Earth rises up and causes a volcano to erupt. You can read a description of a volcano in a text, but seeing it in a diagram helps you to understand the process even more.

Another kind of graphic tool is a timeline. Authors writing about history and science often use a timeline to show the dates when important events happened. Timelines make it easy for you to see the order in which events take place. For example, an author writing about dinosaurs might include the following timeline to show when different dinosaurs lived.

### Dinosaur Timeline

<table>
<thead>
<tr>
<th>Triassic Period</th>
<th>Jurassic Period</th>
<th>Cretaceous Period</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mussaurus lived</td>
<td>Syntarsus lived</td>
<td>Tyrannosaurus lived</td>
</tr>
<tr>
<td>250 million years ago</td>
<td>205 million years ago</td>
<td>145 million years ago</td>
</tr>
<tr>
<td>65 million years ago</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Time (in millions of years) is shown at the bottom of the timeline. The names of the time periods and dinosaurs appear above. Most timelines show time moving from left to right, or past to recent.
Lesson 14: Charts, Diagrams, and Timelines

Thinking It Through

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

A number of inventions were created during the nineteenth and twentieth centuries. These inventions changed the world. The automobile, airplane, and rocket ship helped us travel faster and farther than ever before.

How does the timeline help you to better understand the text?

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

________________________________________________________________________________________

HINT  Look at the dates on the timeline. Are those dates also in the text? Which invention came first? Which came next?

Would a diagram or a chart have been as effective with this passage about inventions? Why or why not? Discuss it with a partner.
Read the passage and answer the questions.

Most ants live in nests. It is the job of the worker ants to build the nest. The worker ants dig tunnels below the earth. The tunnels lead to rooms called chambers. Each chamber of the nest has its own special purpose. One chamber is built especially for the queen. Another is built for her to lay her eggs. Other chambers are used for storing food. Newborn ants have their own nursery chamber. A single ant nest may be home to millions of ants!

1. What additional information can a reader learn by looking at the diagram?
   A. Ant nests have tunnels.
   B. Some ant nests are built underground.
   C. Ant nests have resting chambers.
   D. Some ant nests are built as mounds.

HINT: Look at the different types of rooms labeled in the diagram.

2. The diagram BEST helps readers understand
   A. the role of the ant queen.
   B. the kinds of food ants eat.
   C. the design and purposes of an ant nest.
   D. the way ant nests differ from other nests.

HINT: What kind of information does the diagram mainly provide?
When you **compare** informational texts, you examine how they are alike. When you **contrast** them, you see how they are different. Comparing and contrasting texts on the same topic often give you a fuller understanding of it. One text can add to the information given by another text on the same topic.

When comparing and contrasting informational texts on the same topic, pay attention to how the texts are organized. Read these two passages.

**Passage 1**

The Battle of the Alamo happened because of a conflict between Texas and Mexico. At the time, Texas belonged to Mexico. Mexico was angry at Texas for taking over their military fort, the Alamo. This caused the Mexican army to attack the fort to try to take it back. The Mexican troops won the battle, but this made Texas fight even harder for its independence.

**Passage 2**

In February 1836, over a thousand Mexican troops arrived in San Antonio. Twelve days later, the troops attacked the Alamo. They climbed the walls of the fort. Twice, the Texas troops inside the fort pushed them back. The Mexican troops attacked for a third time. They entered the fort and defeated the Texas troops in a terrible battle.

Both passages are about the battle of the Alamo. But the first passage explains the causes and effect of the battle. The second passage tells about the events in chronological order.

You might also read about a topic in which each passage is told from a different **point of view**. You can compare and contrast those as well. Read the two passages on the next page.
Passage 1

Working as a professional diver is exciting. I get to see many different underwater fish and plants. My diving suit and equipment are fun to wear. They keep me safe and warm in the chilly deep sea.

Passage 2

Scuba diving is a method of exploring underwater. A scuba diver wears a diving mask that protects the eyes. A scuba tank is worn to provide air for breathing. Scuba divers wear wet suits to keep warm and swim fins to help move through the water.

The first passage is a personal account. The I refers to the diver. The diver gives the reader personal details about his experience underwater. The second passage is not personal. It states facts and gives descriptions of a diving method and diving equipment. Comparing and contrasting the information from both passages give you a fuller understanding of the topic of diving than if you had only read one of them.

Some texts look at the same topic from a different perspective. Perspective is the attitude or feeling of the author toward the topic. Read these two passages.

Passage 1

Dams are helpful. They provide water for farmers. They create new lakes and waterways for boaters. Many dams produce electricity for homes, businesses, and schools.

Passage 2

Cedar Creek Dam caused a lot of flooding. The floodwaters damaged nearby homes, crops, and a wildlife habitat. Now, many fishermen can no longer earn enough money to make a living.

If you had only read the first passage, you might think that dams are always helpful. But in the second passage, you learn that dams may have negative effects, too.
Lesson 15: Compare and Contrast Informational Texts

Thinking It Through

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

Chess is a fun and challenging game. Children and adults throughout the world play chess. Chess players have different ranks. The best chess players are known as grand masters. Next come masters, and after that, experts. Most chess players agree that you need a lot of natural talent to become a grand master.

In 2009, 14-year-old Ray Robson became the youngest American grand master ever. He believes that studying the game hard and playing it every day is the best way for a chess player to improve.

Compare and contrast the information in paragraph 2 of the passage to the information in paragraph 1. How is it similar? How is it different?

Look closely at the types of details given in each paragraph. What kind of information do you learn about in each paragraph?

DISCUSS

With a partner, discuss how the information in this passage could have been presented from a different point of view. From whose point of view could it have been presented?
Read the passages and answer the questions.

Being a Geologist

Being a geologist is hard work, but it is a rewarding job. Mostly, I work outdoors. I climb up and down rocks. I chip off samples. I try to learn how rock and mineral formations were created.

Sometimes I work on a team with other geologists. We might spend weeks in an area looking at the different types of rocks and minerals. We often make maps of what we see. For example, we might show where a bed of limestone meets a layer of hard shale. We trace these rock formations through hills and valleys and fields and wherever they go.

Part of my job is also trying to figure out what kinds of rocks, minerals, and other valuable resources are underground. We look for oil as well as the mineral gold.

Indoors, I work in a lab on my computer. I use computer programs to find out how the earth might have shifted to form rocks. It may look like I’m playing a video game, but this is a real-life game about our planet! Every day, I think how lucky I am to have this job.

The Scratch Test for Mineral Hardness

One way geologists identify minerals is by figuring out their hardness. The scale of hardness goes from 1 to 10. Diamond is the hardest mineral. It is rated 10 on the scale. Talc is the softest mineral. It is rated 1 on the scale. Geologists use a scratch test to rate minerals. If one mineral can scratch another mineral, it is harder than the mineral it scratches.

An easy way to get an idea of a mineral’s rating is to scratch it with a material whose rating is already known. For example, your fingernail has a hardness of 2.5. A penny has a hardness of about 3.5. A steel nail or a piece of glass is about 5.5. Scratch the unknown mineral with each of the known materials and see if any leave a scratch line. If your fingernail leaves a scratch line on the mineral, you know the mineral has a hardness rating of less than 2.5. If the fingernail does not leave a scratch but the penny does, you know the mineral has a hardness rating between 2.5 and 3.5. If only the nail or glass leaves a scratch, the mineral’s rating must be between 3.5 and 5.5. If none of the materials leave a scratch, the mineral has a hardness rating of above 5.5.
Lesson 15: Compare and Contrast Informational Texts

1. How are both passages alike?
   A. Both provide step-by-step instructions.
   B. Both contain information about minerals.
   C. Both give a personal point of view about a topic.
   D. Both organize information by cause and effect.

   **HINT** What types of materials do geologists study?

2. Which statement BEST describes how the two passages are different?
   A. The passages describe topics that are not related.
   B. The passages contain different types of information about related topics.
   C. The passages show different perspectives of the writers.
   D. The passages describe different ways of performing a similar activity.

   **HINT** Pay attention to the kinds of details and descriptions each passage presents.

3. Do you think the information in the second passage gives you a better understanding of the information in the first passage? Explain your answer.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   **HINT** Review the information about point of view. Each passage is told from a different point of view.
Getting the Idea

When you compare and contrast texts, you think about how they are alike and different. Comparing and contrasting texts about the same topic help you get a better understanding of the topic. There are many things to compare and contrast in informational texts. You can compare and contrast how the texts are organized; the details each author uses to support the main ideas; and the author’s purpose, or reason, for writing each text.

Not all informational text is the same—it comes in different genres, or forms. All informational text contains facts, but how the facts are presented varies in different texts. Opinion articles are a type (or genre) of informational text where the author’s purpose is to give an opinion on a subject. A science article, on the other hand, is a genre of informational text where the author’s sole purpose is to give facts. Science articles sometimes use the text structure called compare and contrast to tell why things happen in nature. An opinion article will often use the text structure called problem and solution to tell about a problem or issue and a solution the author believes is correct. Reading two different genres of text on the same topic can help you better understand the topic because you understand the information in different ways. For instance, a reader who has read an objective history of an important event might more easily understand the personal experience of someone who lived through the event.
Read the two passages below about Ghost crabs. Think about how the texts are alike and different.

**Passage 1**

Ghost crabs are a species of crab that live on sandy beaches and dunes around the world. Their tough outer shell is usually a pale gray color that blends in with the sand. They have six legs that extend from the sides of their shell and two long, stalk-like eyes that extend from the top of their shell. Ghost crabs can travel at speeds of up to 10 miles an hour and see 360 degrees around them. During the day, the crabs build long tunnels deep in the sand for shelter. At night, ghost crabs scan the beaches for clams, lizards, insects, and other food. This is how the crabs earned their name “ghost crabs.”

**Passage 2**

As a resident of Town Beach, I am happy that our beach has been renovated. With the new bathhouse, shops, and restaurants along the boardwalk, we have more to offer visitors after a refreshing dip in the ocean. This is great for our local businesses but not great for our ghost crabs. With more people walking the beach, the ghost crab burrows are getting damaged. I want to remind everyone that these crabs live here, too. So next time you are on the beach, please be careful of the ghost crabs’ homes.

The first passage is from a science article that contains facts and details about the ghost crab. The second passage is from a letter written by someone worried about ghost crabs. It states an opinion about the topic. By reading both passages, you will understand more about ghost crabs. In the first passage, you learn why the crabs dig burrows. In the second passage, you learn that when people walk on the beach, they can damage the crabs’ homes. Reading texts of different genres helps you to understand more about ghost crabs’ homes.
Thinking It Through

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

**Passage 1**

Nestled in the middle of Indonesia lies one of Earth’s truly unique features: a set of hills known as the “Chocolate Hills of Bohol.” The “hills” are not actually hills but grass-covered limestone. They are the result of the buildup of limestone that was pushed up from the earth and shaped by rainwater and erosion. There are over 1,270 hills covering an area of 20 square miles. All of the hills share a similar cone shape that gives the landscape a uniform quality. In the summer, when there is less rain, the grass dries and turns brown. The hills look like the chocolate candies called “kisses.”

**Passage 2**

When I was growing up in Bohol, Indonesia, I heard many legends about the Chocolate Hills. One story I had heard told of two angry giants who threw boulders and sand at each other for days. They eventually became exhausted and decided to become friends. When they went back home, they forgot to clean up their mess, and the boulders they left behind became the “Chocolate Hills.” Another story I heard described how a giant named Arogo fell in love with a woman named Aloya. When Aloya died, Arogo cried for days. His tears dried and became the “Chocolate Hills.” If anyone asked me, I would tell the second story—it’s my favorite one.

Write one similarity and one difference between these texts.

Think about the author’s purpose in each text. Why does the author write the first passage? How is the author’s purpose different in the second passage?

How do the genres of both passages help you understand the topic in a deeper way? Discuss with your partner.
Read the passages and answer the questions.

Butterfly Anatomy

The body of a butterfly is divided into three major sections: head, thorax, and abdomen. Each major section contains other parts that play important roles in a butterfly’s survival.

On its head, a butterfly has eyes, antennae, and a proboscis, or nose. A butterfly’s eyes are made up of thousands of tiny structures. The antennae are long and thin and stretch above the butterfly’s head. The antennae give the butterfly a sense of smell. The proboscis is a long, straw-like structure used to suck nectar from flowers.

The thorax is the middle part of the butterfly’s body. The wings and legs are attached to the thorax. A butterfly has four wings. Its forewings are the large wings that grow up from the thorax, and its hind wings are the smaller wings that extend below the thorax. Tiny muscles attach the wings to the thorax and control their movements. Finally, below the thorax is the butterfly’s cone-shaped abdomen.

A Butterfly Display

Entomologists (scientists who study insects) preserve insects to learn about their anatomy. It is important not to destroy the important identifying characteristics of an insect’s body when you prepare it for display. Follow the steps below:

1. Prepare a display box with a plastic foam base to use for pinning and mounting your butterfly.
2. Lay the butterfly faceup on the plastic foam. Gently relax the wings open. Make sure they are pressed flat against the foam.
3. Place a pin through the thorax, or center body part, of the butterfly and into the plastic foam to hold it securely in place.
4. Next, place the butterfly in the freezer for several days until it is completely dry.
5. Place a pin between each of the bases of the forewings.
6. Finally, label your butterfly. Create labels for its antennae, head, wings, thorax, and abdomen. Then secure the display box. Your butterfly display is complete!
1. What topic do both passages discuss?
   A. how butterfly wings function
   B. the body structure of butterflies
   C. preserving butterflies
   D. why butterflies have antennae

   HINT The answer will apply to both passages.

2. What is the main difference between the passages?
   A. One is a science text, and the other is a how-to text.
   B. One is a science text, and the other is an opinion article.
   C. One is a news article, and the other is a science text.
   D. One gives only facts, while the other contains opinions.

   HINT Think about how the author presents the information in each text.

3. Tell how each passage helps you understand more about butterflies.

   __________________________________________________________
   __________________________________________________________
   __________________________________________________________
   __________________________________________________________

   HINT How are the facts and details different in each passage?
Writing Opinions

Getting the Idea

We write to express our ideas, thoughts, and feelings. An opinion is a statement about how you feel about something. Here are some examples of opinions: Our school needs a new gymnasium. Science is the best subject. Everyone should eat cereal for breakfast. Each of these statements is a personal belief. They cannot be proven, and other people may disagree with them.

An argument is piece of writing that states and defends an opinion. The purpose of an argument is to persuade, or convince, your audience to agree with your opinion.

An effective argument takes a clear position on a topic. You begin by stating your opinion or view in a position statement. Suppose you are writing an argument to persuade your school principal to buy new uniforms for the baseball team. Here are two examples of possible position statements for that argument:

<table>
<thead>
<tr>
<th>Strong Position Statement</th>
<th>Weak Position Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Our baseball team’s uniforms need to be replaced because they are worn-out and out of style.</td>
<td>I think our baseball team’s uniforms sometimes look bad, so the team probably needs new uniforms.</td>
</tr>
</tbody>
</table>

The strong position statement takes a definite stand on the issue. The writing is specific and clear. The weak position statement uses words like sometimes and probably. The writer does not seem so sure of his opinion.

After writing your position statement, you need to back up it up with reasons that are supported by facts and details. Finally, provide a concluding statement to sum up your argument.
Use a graphic organizer to help you plan your essay. An outline is a “skeleton” of your essay in list form. In the outline below, the position statement and concluding statement are numbered I and II. You can include as many reasons and details as you want.

I. Our baseball team’s uniforms need to be replaced because they are worn-out and out of style.

A. Uniforms are worn-out.
   1. Some have holes in them.
   2. Some do not fit properly because they are stretched out or shrunken.

B. Uniforms are out of style.
   1. They do not look like most other teams’ baseball uniforms.
   2. The colors of the uniforms do not match the school’s colors.

II. If we want to support our baseball team and give them confidence, then they need great new uniforms!

Think about the style of your writing, too. There is a time for an informal style of writing, which is more relaxed, familiar, and casual. Most people text and e-mail with friends in an informal style. A formal style of writing is more proper, impersonal, and polite. You are trying to convince your audience to agree with your opinion, so remember to write in a formal and respectful tone.

<table>
<thead>
<tr>
<th>Formal</th>
<th>Informal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Please consider getting us new uniforms this year.</td>
<td>You need to get us cool new duds.</td>
</tr>
</tbody>
</table>

Use transitions to achieve a smooth flow of ideas. Use transitional phrases such as in addition and for example to introduce your reasons and details. Use words such as first, then, next, however, and finally to connect sentences and paragraphs. That way, your audience will be able to follow your argument more easily.

Finally, carefully proofread your writing. Check for any errors in grammar, spelling, and punctuation, and be sure to correct them.
Coached Example

Read the position statements below. Then rewrite each one so that the positions are clearer to the reader.

1. I think we should get a hamster for a pet, or maybe a bird. I have always wanted a dog, too.

HINT The writer mentions too many pets. Which pet does the writer really want, and why?

2. I love salad. The cafeteria better give us salad more often.

HINT This writer does not use a formal style. The audience is probably the principal of the school. How should you write for this kind of audience?
The purpose of an informational text is to provide the reader with facts and details about a topic. You read informational texts every day. When you read from your science or social studies textbooks, you are reading informational texts. Newspapers are filled with informational text. You probably also write informational texts in the form of reports for school.

When writing an informational piece, you should begin with a clear statement of your topic, provide facts and details to support that topic, and close with a concluding statement about the information you just explained.

One kind of graphic organizer you can use to help you plan your informational writing is a web. For example, suppose you were planning to write an informative paragraph about the country of Brazil. Your completed web might look like this:

The main topic is shown in the center circle. The subtopics are categories of information about Brazil—its cities, climate, special events, and landscape. They are connected to the main circle. The outer circles contain details about each subtopic.
Lesson 18: Writing Informational Texts

Once you have organized your text, it is time to write. You will probably want to add small details as you put your information into sentences. Your **topic sentence** should clearly state what your paragraph is about. For example, if you write “Brazil is an interesting country in South America,” details should include the specific kinds of weather and the names of the cities.

In longer informational articles, the text is often divided into sections with bold **headings** that say what the section is about. Each paragraph should have a topic sentence that tells what that paragraph is mainly about. Each sentence that follows should provide information that supports the topic sentence. For example, you can use any of the following:

- **Fact**: a true statement about something that can be proved
- **Detail**: descriptive information about a topic
- **Quotation**: specific words said by someone. The speaker’s words are put in quotation marks. For example: President Franklin D. Roosevelt said, “The only thing we have to fear is fear itself.”
- **Example**: something that represents the point you are trying to make. If you were writing about good citizenship, you could include voting as an example.

Connect your facts, details, quotations, and examples with linking words, as shown in the chart below.

<table>
<thead>
<tr>
<th>If you want to show…</th>
<th>use transitions like…</th>
</tr>
</thead>
<tbody>
<tr>
<td>comparison</td>
<td>similarly, also, like</td>
</tr>
<tr>
<td>difference, or contrast</td>
<td>on the other hand, but, however</td>
</tr>
<tr>
<td>examples</td>
<td>for example, for instance</td>
</tr>
<tr>
<td>more examples</td>
<td>in addition to, as well, further</td>
</tr>
</tbody>
</table>

Try to use the vocabulary, or words, that fit the subject area you are writing about. For example, in science, some words might include data or experiments. Data is information. Experiments are tests or trials to prove something. In social studies, some terms might include: population (how many people live in a location), government (the people running a country or state), culture, or transportation.

Watch for any mistakes in grammar, spelling, and punctuation. To pass on correct information to your readers, it is best to write it in the clearest way possible.
Read the paragraphs and answer the questions.

Alligators have long bodies and short legs. Their feet are webbed, which helps them swim. Alligators are fierce hunters who eat only meat.

1. Write a topic sentence for this paragraph.

   A topic sentence tells what the whole paragraph is about.

2. Which sentence does NOT support the topic sentence of the paragraph?

   Think about what the main idea of the paragraph is. Find the sentence that does not relate to that idea.
The purpose of **narrative text** is to entertain the reader with a story. Every novel or story you have ever read is an example of narrative text.

When you write a narrative, you use characters, setting, and plot. The **characters** are the people in your story. The **setting** is where and when your story takes place. The **plot** is the series of events that take place in the story.

A plot includes three main parts: the beginning, where you meet the characters and learn the main problem, or conflict; the middle, where the characters try to solve the problem; and the conclusion, the part where the story ends and you see how the characters did or did not solve the problem.

One way to make your story more interesting is to use **descriptions** of the people and places you are writing about. Vivid descriptions appeal to the reader’s five senses: touch, taste, smell, sight, and hearing. Here are some examples:

<table>
<thead>
<tr>
<th>Sense</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>sight</td>
<td>the lake glittering like a shiny mirror</td>
</tr>
<tr>
<td>smell</td>
<td>the sweet aroma of warm apple pie</td>
</tr>
<tr>
<td>taste</td>
<td>the salty crunch of a pickle</td>
</tr>
<tr>
<td>touch</td>
<td>a sweater as soft as a kitten’s fur</td>
</tr>
<tr>
<td>hearing</td>
<td>music hammering inside my head</td>
</tr>
</tbody>
</table>

When planning a narrative, remember that a plot usually follows a particular order, or **sequence**. Each event comes after the one before. A helpful graphic organizer for this kind of writing is a flowchart. A **flowchart**
shows the order of events in a story from start to finish. A flowchart can be horizontal (left to right) or vertical (top to bottom). Read this flowchart.

Derek and his older brother go to Grandma Lena's house to help bake cupcakes for the bake sale. → There is not enough sugar to bake the cupcakes. → Derek and his brother volunteer to go to the store to buy more sugar. → The boys and Grandma Lena finish the cupcakes in time for the bake sale.

Notice what is written in each box of the flowchart. You can see what happens in each event, or part, of the story. Planning your story on a flowchart first will help you to write it in paragraphs later.

The arrows on the flowchart represent the links from one event to the next. Of course, when you write, you use words instead of arrows to move your narrative along. The chart below shows some sequence words you can use.

<table>
<thead>
<tr>
<th>Sequence Words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>first, once</td>
<td>Derek and his older brother first went to Grandma Lena’s house to help her get ready for the bake sale.</td>
</tr>
<tr>
<td>then, next</td>
<td>Then, they realized there wasn’t enough sugar for the cupcakes.</td>
</tr>
<tr>
<td>finally, at last</td>
<td>Finally, the boys went to the store to buy more sugar.</td>
</tr>
</tbody>
</table>

You can add to your narrative by using dialogue. **Dialogue** is the words that the characters say to each other. Dialogue makes the characters come alive on the page. Notice the use of commas, quotation marks, and capital letters in the following dialogue:

“Would you like a piece of pie?” Grandma asked.

“Yes, please,” Derek replied. “Thank you.”

Be sure your narrative has a conclusion. This is also called the resolution, where mysteries and problems are solved and all loose ends are tied up.
Coached Example

Read the paragraphs and answer the questions.

The house was old. It was on a hill. All the kids in the neighborhood were afraid to go into that house. It always looked like no one was home there.

1. Rewrite this story’s setting using vivid description.

On Saturday, Sara saw Minh at the park. The girls looked at each other for a long time.

“I can’t believe I haven’t seen you all summer!” Minh exclaimed.

“I know,” replied Sara. “What have you been doing these past few months?”

2. Add dialogue to continue the conversation between the characters.

HINT Put quotation marks around the words each character says. End punctuation should be inside the quotation marks.
Responding to literature is something you do frequently in school. You write your opinions, ideas, and feelings about a poem, story, or novel. There are different ways to respond to literature. Book club members discuss what they think about a book, book critics write articles that share their opinions about the plot or characters, and people tell friends whether they should read a book, based on their own response to the story.

When responding to literature in writing, you should keep the passage in mind. For example, you might be asked to write about characters, setting, and plot. You might be asked to write about how a character reacts to an event, or how the setting affects the plot. You could also be asked to compare the figurative language in two poems or the characters in two stories. In your response, you should use details from the text as evidence to describe characters, setting, or events in greater detail. Here are some examples:

<table>
<thead>
<tr>
<th>Feature of Literature</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>character</td>
<td>thoughts, dialogue, actions, reasons for actions, traits, appearance</td>
</tr>
<tr>
<td>setting</td>
<td>location, weather, mood, geography, culture</td>
</tr>
<tr>
<td>plot</td>
<td>events, reasons events happen, results of events</td>
</tr>
</tbody>
</table>

Readers’ opinions on literature are personal, and there usually isn’t a right or wrong response. However, your response needs to be supported with evidence from the text.

A response to literature is often an essay assignment. Frequently, you are given a writing prompt that includes a question about the story. State your response to the question first. In the middle paragraphs, provide two or three of your ideas or opinions on the topic. Support your ideas with text evidence—details and examples from the story. Finally, include a conclusion that summarizes your response. Be sure to keep the tone formal.
When planning your response, one graphic organizer you can use to help you is a **web**. A web can help you organize your ideas and opinions and the text evidence. Suppose you read a story about a family that had to move out of state, and you are asked to write about the main character’s reaction to the news. Your completed web might look like this:

**Dialogue**
"I am never speaking to you again!"

**Response**
The character Melissa overreacted when she heard they were moving.

**Thoughts**
*I’ll run away,* Melissa thought, *or I’ll do something crazy and Mom won’t move.*

**Actions**
Melissa turned and ran to her room, blocking the door with a chair.

The main idea of your response is in the center circle. The text evidence that supports your response is in the outer circles. You may have more circles, depending on how much evidence you can find in the text.

A response to literature combines your ideas and opinions with detailed text evidence. The chart below shows words and phrases that help keep the two separate.

<table>
<thead>
<tr>
<th>Reader’s Response</th>
<th>Text Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think</td>
<td>The text states that</td>
</tr>
<tr>
<td>I feel</td>
<td>I read in the story</td>
</tr>
<tr>
<td>In my opinion</td>
<td>On page 23,</td>
</tr>
<tr>
<td>I believe</td>
<td>In paragraph 3,</td>
</tr>
<tr>
<td>In my view</td>
<td>The following sentence</td>
</tr>
</tbody>
</table>
Marty and Anna loved exploring the nearby woods where trees grew close together, leaving only small patches of blue sky visible. One day, they wandered farther north than ever before and discovered a clearing.

“It’s so peaceful here!” Anna whispered, respecting the silence, and Marty nodded in agreement.

Then they looked up and they saw an old tree house sitting in a huge tree at the clearing’s edge, its weathered wood almost the same color as the tree’s branches. They climbed a ladder that had been attached to the tree trunk and entered the tree house. It looked like nobody had visited it for a long time.

“It’s a clubhouse,” Marty said, grinning. “We can tell everyone!”

“No, this is our secret,” Anna said to Marty in a serious tone. “Too many other people might ruin it. Agreed?” She held out her hand.

“Agreed,” Marty nodded, shaking Anna’s offered hand. “Our private clubhouse.”

1. What is Anna’s character like?

   [Response]

   [HINT] Remember that your response is your idea or opinion about what you read. Think about Anna. What words in the story best describe her?

2. Write the evidence from the text that supports your opinion of Anna.

   [Evidence]

   [HINT] Cite details from the text about Anna’s thoughts, actions, or words.
We read informational texts to learn something new, to learn more about a subject we enjoy, or to gather information for research. A reader’s response to informational text is often based on his or her purpose for reading. For example, if you read to learn something new, your response to the text might be about whether you think the information is accurate or interesting. If you read to research a topic, your response might be to decide if the information is important or appropriate enough to include in your research. While informational text is based on facts, writers and readers still have thoughts and opinions about the information.

An opinion is a statement about what you think or how you feel about something. Opinions cannot be proven; however, they can be supported by facts. For example, Eggs make the best breakfast is an opinion. Other people may disagree, but you can use facts to support the opinion:

- Most doctors advise people to eat more protein at breakfast.
- Eggs are an excellent source of protein.

So while Eggs make the best breakfast is still an opinion, it can be supported by using evidence and facts.

Informational texts include facts that help the writer support his or her ideas or opinions. Find and evaluate reasons and evidence the writer uses to support his or her ideas. A reason tells why the writer thinks a certain way. Evidence is factual information from other sources.

<table>
<thead>
<tr>
<th>Reasons</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>detailed explanation</td>
<td>facts from reliable sources</td>
</tr>
<tr>
<td>presenting pros and cons</td>
<td>opinions or ideas from experts on a topic</td>
</tr>
<tr>
<td>presenting an opposing view and explaining why it is incorrect</td>
<td>quotations from other texts</td>
</tr>
</tbody>
</table>
Once you have identified the writer’s reasons and evidence, you can form a response. In some cases, the reasoning will make sense and there will be enough good evidence. However, if the reasons don’t make sense or if there isn’t any evidence, it is likely that the writer’s thoughts and ideas are not supported by facts.

When planning your response, one graphic organizer you can use to help you is a chart. A chart can help you focus on the writer’s idea or opinion and then organize reasons and evidence. Your completed chart might look like this:

<table>
<thead>
<tr>
<th>Writer’s Idea or Opinion: Most people are unprepared for flash floods.</th>
<th>Reason: Flash floods are unexpected, so people are unable to take steps to prepare for them.</th>
<th>Evidence: Summer thunderstorms or melting snow result in flash floods. It is difficult for experts to predict the amount of rainfall or snowmelt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your Response: I agree that it can be difficult to prepare for a flash flood.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The writer’s idea or opinion is recorded in the first row. Underneath, reasons and evidence that the author includes are recorded. You may have several rows for reasons and evidence. Finally, write your response.

In a response to informational text, you are analyzing the writer’s reasons and evidence to see if they support his or her ideas and opinions. In a way, you are sharing your ideas and opinions about what the writer thinks, using the text. Some phrases that may be useful:

<table>
<thead>
<tr>
<th>Reader’s Response</th>
<th>Writer’s Ideas or Opinions</th>
<th>Text Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>I think I feel In my opinion I believe In my view</td>
<td>The writer states The writer believes The writer feels In the writer’s view The writer wants readers to understand that</td>
<td>The text states that An expert on the topic On page 23, In paragraph 3, One reason provided</td>
</tr>
</tbody>
</table>

A response to informational text is often an essay assignment, so be sure to keep the tone formal. Frequently, you are given a writing prompt that includes a question about the text. Sometimes you will be asked to combine information from more than one text on the same subject. Also be sure to include a conclusion that summarizes your response, restating your ideas, thoughts, and/or opinions.
Coached Example

Read the paragraph and answer the questions.

Owning a pet can be a rewarding experience. Many people choose to buy pets from breeders, but adopting a pet from a rescue organization is a safer option. According to the National Humane Society, it can be difficult to find a responsible breeder who follows guidelines for breeding healthy animals. Many breeders keep many animals, forcing them to produce multiple litters. Called “mills,” these places usually are unsafe and unhealthy. The Humane Society notes that at many of these mills, the breeders don’t know about typical health issues of the breed. Sometimes they don’t make sure the breed is pure. Rescue organizations can help you find the right animal for you. They even let you foster animals. When you foster, you take the pet home for a trial period to make sure you and the animal are a good match.

1. Write the author’s opinion on breeders and rescue organizations.

   The author’s opinion is often the main idea of an informational text and the author’s purpose for writing.

2. Write reasons and evidence the author includes that support his or her opinion.

   Reasons can tell why the author thinks or believes something. Evidence includes facts and information.

3. Write a response to the informational text. Is the author’s opinion well supported?

   A valid opinion is supported by reasons and evidence.
No matter what you write, you should always review your work. Revising and editing your writing can make it better. **Revising** means correcting and organizing your writing to make it as clear, effective, and engaging as it can be. Parents, teachers, older siblings, and even other classmates can often make helpful suggestions. Read this paragraph.

The weather is cold outside, and I plant seeds in small containers. I make sure they have enough sunlight. They sit in the sun. The seeds sprout and the weather is warm enough. I put the plants in the ground. We have fresh vegetables to eat! Peas are my favorite vegetable. Then I watch them grow.

There are some problems with this paragraph. First, it needs a topic sentence. Some sentences are out of order and repetitive. The paragraph needs transitions to help the reader move from one idea to the next. One sentence does not belong in the paragraph. It also needs a concluding sentence at the end. Read this revised paragraph.

I grow vegetables in my backyard. While the weather is still cold outside, I plant seeds in small containers. I make sure they have enough sunlight. When the seeds sprout and the weather is warm enough, I put the plants in the ground. Then I watch them grow. By the end of summer, we have fresh vegetables to eat!

The **topic sentence** tells you what the paragraph is about. The sentence *They sit in the sun* has been deleted because it repeats an earlier sentence. Notice the words *while, when, then,* and *by the end.* They connect ideas and help the writing to flow. The last two sentences have been reordered, so the ideas make more sense. The sentence about the peas has been deleted because it does not relate to the main idea. The concluding sentence sums up the ideas in the paragraph. All of these revisions greatly improve the writing.
When you **edit**, you look for and correct mistakes such as words that are not spelled correctly, missing or incorrect punctuation, or errors in grammar.

Spelling can be tricky. Pay attention to plurals. Many nouns form their plurals by adding -s (friend—friends). When pluralizing nouns ending in -s, -z, -x, -sh, or -ch, add -es (gas—gases, fox—foxes, branch—branches). For nouns ending in -y, drop the -y and add -ies (memory—memories). Here are some more words and their plurals: tomato—tomatoes, foot—feet, deer—deer.

When you learn a new word, learn how it is spelled, too. For example, see how these words are spelled: *celebrate, organize, fraction, ingredient, university*. Keep a dictionary nearby when you read or write, so you can look up the correct spelling of unfamiliar words.

Check your punctuation. Sentences should end with a period, a question mark, or an exclamation point. Use quotation marks around a speaker’s words.

> “Our team won by two points,” said Levon.

**Subject-verb agreement** is an important part of grammar. The **subject** is the person or thing doing the action in a sentence. The **verb** is the action word. If the subject is singular, the verb must be singular. If the subject is plural, the verb must be plural.

**Singular:** Brad happily hugs his brother.  
**Plural:** Brad and Joe happily hug their brother.

The **tense** of a verb tells you the time in which the action takes place—past, present, or future. Regular past-tense verbs end in -ed. Some past-tense verbs are irregular. They do not end in -ed. Future-tense verbs are paired with the helping verb **will**.

To **publish** means to produce your writing for others to read. You could write an editorial to be published in the school newspaper. A description of your science project and its findings could be published on the school’s Web site. When you publish electronically, you can add links in your writing to related sites and to the sources of your research.
Thinking It Through

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

One unusual pizza topping is macaroni and cheese. It is a favorite in Wisconsin. Another type is mashed potatoes. This topping is often eaten in Brazil. Perhaps the weirdest topping is found in Japan. It is squid. (A squid is a sea animal.) The next time you get bored with pepperoni, think about trying one of these unique varieties.

Write a topic sentence for this paragraph.

HINT What is the main idea of this paragraph? What sentence could sum up that idea?

DISCUSS Discuss your answer with a partner.
Coached Example

Read the passage and answer the questions.

(1) Visiting Abuela, my grandma, in New York City is so much fun! (2) The neighborhood she lives in has so many things to see and do. (3) For example, local artists have painted beautiful murals on some of the buildings. (4) We also like to visit different bodegas to find the most unusual one. (5) A bodega is a grocery store. (6) We like to look at the murals together. (7) As fun as all those activities are, my favorite one is playing street ball with the neighborhood kids while Abuela cheers me on. (8) I love visiting Abuela. (9) There is never a dull moment when I stay with her.

1. Read this sentence from the passage.

   The neighborhood she lives in has so many things to see and do.

   What is the correct spelling of the underlined word in the sentence?

   A. nieghborhood
   B. neighborhood
   C. neighborhod
   D. neiborhood

   HINT Words with a long e (rhymes with me) are spelled ie, and words that have a sound other than a long e generally are spelled ei. What sound do you hear in the first syllable of the underlined word?

2. What is the BEST way to reorder the passage?

   A. Move sentence 3 before sentence 2.
   B. Move sentence 9 before sentence 8.
   C. Move sentence 6 before sentence 4.
   D. Move sentence 4 before sentence 3.

   HINT Reread the part about the murals. Which sentence seems out of place?
Suppose you have to write a report for your social studies class. You know you want to learn more about Uganda, a country in Africa. So, where do you start? First, you need to narrow your topic. What specifically about Uganda do you want to know?

Let’s say you decide to research what school is like in Uganda. When you do research, you gather information about a topic. You can organize your research by looking at your topic from different angles. For example, you might ask questions such as: How are schools in Uganda similar to schools in the United States? How are schools in Uganda different from schools in the United States?

Now that you know what you want to find out, where are you going to find the information? There are several print and online resources to look at, such as the ones listed in the chart below.

<table>
<thead>
<tr>
<th>Resources</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>almanac</td>
<td>an online or print collection of information for a given year</td>
</tr>
<tr>
<td>atlas</td>
<td>an online or print collection of maps and geographical information</td>
</tr>
<tr>
<td>encyclopedia</td>
<td>an online or print collection of short articles about many topics, organized in alphabetical order by topic</td>
</tr>
<tr>
<td>newspaper</td>
<td>an online or print collection of articles about current events, usually published daily</td>
</tr>
<tr>
<td>Web site</td>
<td>an online page of information that can be published by almost anyone</td>
</tr>
</tbody>
</table>
Be sure that the information you find is reliable and accurate. One way to do this is to use more than one resource. Then, you can see if the information in your main resource is backed up by information in another. If it is not, check a third resource. When doing research on a computer, remember that not all Web sites are trustworthy. The most reliable Web sites have addresses that end in `.gov`, `.edu`, or `.org`.

Once you have located your resources, it is time to take notes. As you read, organize and label your notes based on the information they provide. For a report about schools in Uganda, for example, you might organize and label your notes into two categories: similarities and differences.

An important rule of research is never to copy what you read. Instead, **paraphrase**, or restate the information in your own words. Look at the examples below.

<table>
<thead>
<tr>
<th>Original Source</th>
<th>Paraphrased Statement</th>
</tr>
</thead>
<tbody>
<tr>
<td>The typical school day starts at 7:30 a.m. and does not end until 5:30 p.m.</td>
<td>Most students begin school at 7:30 in the morning and return home at 5:30 in the afternoon.</td>
</tr>
<tr>
<td>Sports are a popular after-school pastime.</td>
<td>Students like to play sports when the school day is done.</td>
</tr>
</tbody>
</table>

Though you are paraphrasing the author’s original words, it is still important that you give credit to the authors whose information you used to write your report. As you work, keep a list of every resource you use. A **bibliography** is an organized list of resources on a topic. Each entry in a bibliography should include the book’s title, author, and place and date of publication. A bibliography is alphabetized by the authors’ last names.

The following is a partial bibliography that a student used when researching schools in Uganda. Notice that titles of articles are put in quotation marks. Titles of books are underlined.

Thinking It Through

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

People use many different kinds of transportation, or ways to get around. Cars, buses, and trucks are the most popular kinds of road transportation. Other ways to travel include jet planes and helicopters, railroad trains, and subways that run underground. In some cities, people ride in pedicabs, which are tricycles with passenger seats attached.

Paraphrase the information in the paragraph.

In which resource might you find this type of information—an almanac, atlas, or encyclopedia? Discuss it with a partner.
The mantis is an insect. It gets the nickname “praying mantis” from the way it holds its front legs. They are bent up and pressed together, as if the insect were praying. Actually, the mantis uses these front legs to grab and hold its prey.

It takes a sharp eye to spot a mantis. This is because these insects look a lot like twigs, leaves, or blades of grass. Their thin brown or green bodies blend in with their environment. Their camouflage serves two purposes. It helps them hide from predators. It also helps them stay hidden until their prey gets close enough to grab and eat.

Like ladybugs, mantises are “good” garden insects. They do not eat plants. Instead, they eat the insects that would eat the plants. In this way, they can naturally help control pests in the garden.

1. Which of the following is the BEST way to paraphrase paragraph 3?
   A. Mantises can naturally help control pests in the garden.
   B. Like ladybugs, mantises are “good” garden insects.
   C. Mantises are good to have around because they eat other insects.
   D. Mantises are good in the garden because they eat insects that eat plants.

2. Where would you look for more information about the mantis?
   A. almanac
   B. atlas
   C. encyclopedia
   D. newspaper

HINT
A paraphrase should include all the important information from the original text. Be sure it is in your own words.
A verb is a word that shows action or a state of being. A modal auxiliary verb relates a possibility or necessity of an action. The words can, may, must, should, and will are modal verbs. A modal verb can express a level of certainty or a suggestion. (You should have more salad.) A modal verb can also show permission or a requirement. (You may have more salad.)

Verb tense is the time in which a sentence takes place, in the past, present, or future.

- **Progressive tense**: expresses an ongoing action without a specific end time. (*Dina was jogging in the park when it started to rain.*)
- **Past progressive tense**: tells about an ongoing action that already happened. (*I was talking to Mom when the phone rang.*)
- **Present progressive tense**: tells about an ongoing action that is happening now. (*Joel is reading a book about Albert Einstein.*)
- **Future progressive tense**: tells about an ongoing action that has not happened yet. (*Mark will be waiting for you on the front porch.*)

An adjective tells more about a noun. Up to three adjectives can be used with the same noun. The adjectives should appear in the following order, from left to right: opinion, size, age, shape, color, origin (where something comes from), and material. (*The big blue rubber ball bounced into the street.* size, color, material)

An adverb tells more about a verb, adjective, or another adverb. The relative adverbs when, where, and why are used at the beginning of a relative clause, a group of words that tells more about a noun. In this sentence, the relative clause is underlined, and the relative adverb is in italic print: Jason never told us the reason *why* he left.
Read the following sentences. Write them correctly on the lines provided.

1. You should brush your teeth twice a day.

2. Glen should eat more fruit.

3. Tomorrow we were going to the movies.

4. I going to the store now.

5. My grandmother gave me this silver, lovely necklace.

6. Mr. Lopez spends all day rocking on his wooden old porch.

7. I don’t remember a time where we had more fun.

8. That girl, which swims like a fish, stayed in the pool all afternoon.
A **pronoun** is a word that takes the place of a noun. The **relative pronouns** *who, whom, that, which,* and *whose* are used in relative clauses. The relative clause in this sentence is underlined, and the relative pronoun is in italic print: The runner *who* finished last was hurt. The relative pronoun stands for the noun that comes before it.

**Prepositions** are words that are used to name a point in time, a direction, or to show where something is. *(Wash your hands before dinner.)*

A **prepositional phrase** is a group of words that begins with a preposition and includes its object (a noun or pronoun). *(We hiked up the path.)* A prepositional phrase can act as an adjective or an adverb. *(Adjective: The birds in that tree sing every morning. Adverb: Their mother woke before dawn.)*

A **complete sentence** expresses a complete thought with a subject, a verb, and proper punctuation. A **fragment** is an incomplete sentence, missing a subject or a verb. You can fix a fragment by adding the missing subject or verb. *(Fragment: Going to the beach. Corrected sentence: Tyrone is going to the beach.)* A **run-on sentence** combines at least two sentences. Here are ways to fix a run-on sentence: split it into two separate sentences, separate the two parts of the sentence with a semicolon, or separate the two parts of the sentence with a comma and a conjunction. *(Incorrect: I love surfing I also love skateboarding. Correct: I love surfing, and I also love skateboarding.)*

**Homophones** are words that sound the same, but have different spellings and meanings.

<table>
<thead>
<tr>
<th>to</th>
<th>there</th>
</tr>
</thead>
<tbody>
<tr>
<td>in the direction of</td>
<td>in a certain location</td>
</tr>
<tr>
<td>too</td>
<td>they’re</td>
</tr>
<tr>
<td>also</td>
<td>they are</td>
</tr>
<tr>
<td>two</td>
<td>their</td>
</tr>
<tr>
<td>the number 2</td>
<td>something belonging to them</td>
</tr>
</tbody>
</table>

Lucy will go to the store later.  
Ann will go, too.

They’re headed to school with their backpacks.

When writing, choose **precise**, or specific, words to express your ideas. *(General: The purse is big. Precise: The purse is gigantic.)* Precise nouns, verbs, adjectives, and adverbs will help you express your ideas. Two of the most common styles of writing are **formal** and **informal**. A formal style uses language that is proper and serious. *(In 1776, the American colonists declared their independence.)* An informal style is more personal, casual, and conversational. *(In 1776, the Americans decided to run things themselves.)* Choose a style that suits the **purpose**, or reason, for your writing. If you are writing a history report, use a formal tone. If you are writing a fictional story, an informal tone may be a good idea.
Thinking It Through 2

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

1. You may see fish from the boat under the water’s surface.

   Is it likely that the boat is underwater? Where are the fish?

2. On the table, Dave put the books back.

3. My family and I love to go sledding in the winter

4. Will watch the shuttle launch on TV.

5. Marissa is going on vacation with her family they are going to New York.

6. My sister wants to go to the movies two.

7. Victor, Leo, and I.

8. Please give that book. Its mine.
Getting the Idea

Following the rules of capitalization and spelling is important because it will help you write clearly. **Capitalization** is using capital (or uppercase) letters where necessary. The chart below lists rules for when to capitalize a word.

<table>
<thead>
<tr>
<th>Capitalize</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>the first letter of the first word in a sentence</td>
<td>Everyone should read a mystery novel.</td>
</tr>
<tr>
<td>proper names</td>
<td>Heidi, James, Central Elementary School, Iowa, Los Angeles</td>
</tr>
<tr>
<td>titles that come before someone’s name</td>
<td>Mrs. Chung, Dr. Jeffries, Principal Graziano</td>
</tr>
<tr>
<td>the main words in a title</td>
<td><em>Charlie and the Chocolate Factory</em></td>
</tr>
<tr>
<td>days, months, and holidays</td>
<td>Friday, June, Memorial Day</td>
</tr>
<tr>
<td>the greeting in a letter</td>
<td>Dear Jose,</td>
</tr>
<tr>
<td>the first word in a letter’s closing</td>
<td>Sincerely yours,</td>
</tr>
<tr>
<td>the pronoun “I”</td>
<td>I love playing soccer.</td>
</tr>
</tbody>
</table>

Here are some common mistakes in capitalization to avoid.

_Incorrect:_ My family visited my uncle in a nearby Town.
_Correct:_ My family visited my uncle in a nearby town.
_Why:_ Since the town is not a proper name, it does not need to be capitalized.

_Incorrect:_ Julie went camping in Yosemite National park.
_Correct:_ Julie went camping in Yosemite National Park.
_Why:_ Yosemite National Park is the complete name, so all three words should be capitalized.

_Incorrect:_ This year, independence day is on a sunday.
_Correct:_ This year, Independence Day is on a Sunday.
_Why:_ Always capitalize days, months of the year, and names of holidays.
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 trees outside swayed in the breeze.

   **HINT** The first word of a sentence should be capitalized.

2. I asked maria for help with my homework.

   **HINT** Proper names should be capitalized.


4. Have you seen the movie *The Incredibles*?

5. My mom and i love going to flea markets.

6. Every year, we have a block party on memorial day.

7. Mrs. Freeman took the class on a trip.

8. We got ice cream last night at an ice cream parlor called scoop’s.
Here are some general rules that can help you know how to spell a word.

<table>
<thead>
<tr>
<th>Spelling Rule</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>Put <em>i</em> before <em>e</em>, except after <em>c</em>, or when sounding like “ay” as in <em>neighbor</em> and <em>weigh</em>.</td>
<td>believe, field, receive, ceiling (<em>weird</em> is a word that breaks this rule)</td>
</tr>
<tr>
<td>Drop the silent <em>e</em> when adding a suffix that starts with a vowel.</td>
<td>bike—biking, wave—wavy</td>
</tr>
<tr>
<td>Don’t drop the silent <em>e</em> when adding a suffix that starts with a consonant.</td>
<td>use—useless, state—statement</td>
</tr>
<tr>
<td>If a word ends with a consonant + <em>y</em>, change the <em>y</em> to <em>i</em> when adding a suffix (unless the suffix begins with <em>i</em>).</td>
<td>plentiful—plentiful, happy—happiness</td>
</tr>
<tr>
<td>If a word ends with a vowel + <em>y</em>, just add the suffix.</td>
<td>play—playful, stray—strayed</td>
</tr>
<tr>
<td>If a one-syllable word ends in one vowel + one consonant, double the consonant before you add a suffix that begins with a vowel.</td>
<td>swim—swimming, bat—batter</td>
</tr>
<tr>
<td>If a word has more than one syllable where the accent is on the final syllable, double the final consonant.</td>
<td>control—controlled, prefer—preferred</td>
</tr>
</tbody>
</table>

Most nouns have plurals that follow regular rules. These nouns can be made plural by adding the suffix *-s* or *-es* (*star—stars, box—boxes*). Some nouns are irregular. They do not follow these rules. Here are some examples: *life—lives, wolf—wolves, tooth—teeth, mouse—mice, child—children, sheep—sheep*. If you are unsure of a noun’s plural form, look it up in a dictionary.
Thinking It Through 2

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

1. The gooses ran around in the park.

   **HINT** The word *goose* forms a plural irregularly. It’s similar to the word *foot* and its plural, *feet*.

2. She was deceiving by her best friend.

   **HINT** Always remember to put *i* before *e* except after *c*.

3. I was very grateful for the help Julius gave me.

4. The fury dog was soft to hold.

5. The climbers hikked up the mountain.

6. May I please have a piece of cake?

7. The dentist told Ken that his two front tooths would grow back soon.

8. Aaron beleives he can finish the race.
Getting the Idea

**Punctuation** is the symbols that are used to organize sentences. Using the correct punctuation helps make your writing clear.

End marks show what kind of sentence you are writing. A **period (.)** is used to make a statement. Use a **question mark (?)** when you are asking a question. An **exclamation point (!)** is used to show excitement, surprise, or strong emotion.

What are you doing for vacation this summer?  
I’m visiting my cousin in San Francisco.  
Wow, that sounds exciting!

A **comma (,)** is used to show a pause in a sentence or to connect ideas.

<table>
<thead>
<tr>
<th>When to Use a Comma</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>to separate items in a list</td>
<td>I need to buy milk, eggs, and bread.</td>
</tr>
<tr>
<td>to set off words people speak</td>
<td>My mom said, “Don’t stay up too late.”</td>
</tr>
<tr>
<td>after an introductory phrase</td>
<td>When I was your age, I didn’t like spicy foods.</td>
</tr>
<tr>
<td>before a conjunction (and, but) in a compound sentence</td>
<td>I like most fruits, but my favorite is watermelon.</td>
</tr>
<tr>
<td>between the names of cities and states</td>
<td>My grandparents were married in Boston, Massachusetts.</td>
</tr>
<tr>
<td>between the day and year in a date</td>
<td>Renee’s birthday is August 24, 2000.</td>
</tr>
</tbody>
</table>

Use **quotation marks (“ ”)** around dialogue, or the words that people say.

“Where are you going?” Dad asked.  
“I need to get a book from the library,” Tim replied.  
“On your way there,” Dad said, “please mail this letter.”
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. My best friend asked, What are you doing this weekend?

[HINT] Remember that dialogue should be set off with quotation marks.

2. Barack Obama was inaugurated president on January, 20 2009.

[HINT] Use a comma in a date to separate the day and the year.

3. My favorite sports are baseball swimming and surfing.

4. When are you going camping.

5. I want to make some popcorn and then I want to watch a movie.

6. Watch out for that car.

7. “Do we have any homework tonight?” Beth asked.

8. It only took two days to drive from Dallas Texas to Louisville Kentucky.
Another punctuation mark is a colon. A **colon (:)** appears before a list in a sentence. It is also used to introduce an explanation.

> There are three vegetables I don’t like: parsnips, turnips, and asparagus.
> This test is really important: if I do well, I can get an A in the class.

A **semicolon (;)** is used to join together two sentences that are related.

> I love going to the mall; I could spend the entire day there.

There are two ways to use an **apostrophe (’)**. First, an apostrophe is used in contractions. A **contraction** is two words joined to make one. The apostrophe takes the place of the missing letters.

- you + are = you’re
- have + not = haven’t
- he + will = he’ll

An apostrophe and **s** is used to form possessive nouns. A **possessive noun** shows ownership. Be careful with singulars and plurals. If the noun is singular, the apostrophe goes before the **s**.

- Sharon’s book
- the tree’s leaves
- the baby’s rattle
- the car’s engine

If the noun is plural and ends with **s**, the apostrophe goes after the **s**.

- the sailors’ ship
- the artists’ studio
- the bears’ den

If the noun is plural but does **not** end with **s**, the apostrophe goes before the **s**.

- the children’s games
- the people’s decision
Thinking It Through 2

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

1. Lee put three things in her bag a sweater, a magazine, and an apple.

   **HINT** Use a colon before a list in a sentence.

2. I can’t wait for the weekend I’m going with my friends to see a movie.

   **HINT** Use a semicolon to join two complete sentences that relate to the same idea.

3. I asked to borrow Bens pencil because mine broke.

4. Don’t you just love that new dance competition show?

5. I need to get some school supplies a notebook, three folders, and a box of markers.

6. The babies’ toys were scattered all over the room.

7. I need to practice the clarinet tonight I have a concert tomorrow.

8. I won’t be able to go to your house after school today.
Sometimes, you may come across an unfamiliar word as you read. One way to figure out the meaning of the word is by using context clues. **Context clues** are the words, phrases, and sentences around an unfamiliar word that help you understand its meaning.

There are different kinds of context clues. Some context clues define, or give the meaning of, an unfamiliar word right in the same (or nearby) sentence. Read the sentence below.

One way to **conserve**, or save, water is to take shorter showers.

The word *conserve* is defined in the sentence. It means “to save.” Definition context clues are often set off with commas.

Another kind of clue is an example clue. This means the writer provides examples of something to help you understand what it is. Read the sentence below.

The wolves were released into the **wilderness** in places such as Denali and Yellowstone national parks.

If you do not know what the word *wilderness* means, use the clues to figure it out. The sentence gives you two examples of wilderness environments—Denali and Yellowstone national parks. Since you know what national parks are like, you have a pretty good understanding of what the word *wilderness* means.

Some context clues restate, or sum up, information that tells you what a word means. Read the sentences below.

The farmers began to cut the hay and put it up for the winter, and ripe vegetables would soon be picked and stored away. The **harvest** had begun.

In the first sentence, the information about the farmers’ work helps you to understand the meaning of the word *harvest.*
A context clue can also include a word’s opposite, or **antonym**. If you are familiar with the antonym, you should be able to figure out the meaning of the new word.

While Milt is tall, Louise is quite petite.

The word *while* signals that a difference between Milt and Louise is being described. If Milt is tall, what does that tell you about the meaning of the word *petite*?

A word’s position in a sentence can also be a clue to the word’s meaning. Ask yourself, what part of speech is this word—a noun, a verb, or an adjective? This strategy is especially useful for homonyms—words that look the same but have different meanings.

How much weight can that bridge **bear**?

You know that a bear is an animal. An animal is a noun. But in this sentence, *bear* is used as a verb. It’s an action word. Here, the word *bear* means “to support or hold up.” That definition fits with what is being described: a bridge needs to be strong enough to support the cars and trucks that travel on it.

Besides using context clues, always remember to look up new words in either a printed or online dictionary. Dictionary entries include the word and its definition, part of speech, and pronunciation. Here is a typical dictionary entry:

```
**future** /ˈfyʊdʒər/ noun  events that come at a later time
```

A thesaurus is another useful tool. Look up an unfamiliar word in a thesaurus to find its synonyms and antonyms.
Thinking It Through

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

At the beginning of spring, Andy had trouble riding his new bike very far. He got tired quickly, and he had to walk the bike up hills. Then he began taking rides with his friend Evan. They took longer rides every weekend. By summer, Andy’s endurance was much improved. He could ride for hours on end, and hills were no problem.

What is the meaning of the word **endurance**? How do you know?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

[HINT] At first, Andy had trouble riding. But he worked at getting better. Soon, he was able to ride for longer.
Lesson 27: Determining Word Meanings

Coached Example

Read the passage and answer the questions.

Yorkshire pudding is a popular English dish. Actually, Yorkshire pudding is not really a pudding at all. It is a light, puffy roll. Hundreds of years ago, roasted meat was a favorite dish in England. However, meat was very expensive. It cost so much that most people could only afford to eat it on special occasions.

When roasting meat, long tin pans were placed under the roast. These tins collected the meat drippings. Cooks made batter from eggs and flour, and they poured the batter into the tins with the drippings. The batter became a fluffy, delicious bread pudding. Cooks served these savory puddings as a first course. The puddings were cheap and flavorful. At times when there was not enough meat to go around, children would get Yorkshire pudding with gravy as their main meal.

1. What is the meaning of expensive?
   A. large
   B. hearty
   C. costly
   D. popular

   HINT Look for a context clue in the last sentence of paragraph 1.

2. Read these sentences from the passage.
   The batter became a fluffy, delicious bread pudding.
   Cooks served these savory puddings as a first course.

   The word savory means
   A. moist.
   B. tasty.
   C. nutty.
   D. sweet.

   HINT Read the two sentences carefully. Savory in the second sentence is a restatement of information in the previous sentence.
Getting the Idea

Many common words in English came from other languages, such as Greek and Latin. For this reason, learning Greek and Latin roots can help you understand many words in English. A root is the base, or main part, of a word. A root needs to be joined with other word parts to make a complete word.

geo + graphy = geography

The root *geo*, meaning “Earth,” is not a word. It cannot stand alone. Add *-graphy* to get the word *geography*, which means “the study of Earth’s landforms, resources, and climate.” The same root can appear in many different words. The following chart lists some common Greek and Latin roots.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>astr</td>
<td>star</td>
<td>astronaut, astronomy</td>
</tr>
<tr>
<td>auto</td>
<td>same, self</td>
<td>automobile, automatic</td>
</tr>
<tr>
<td>bene</td>
<td>good</td>
<td>benefit</td>
</tr>
<tr>
<td>bio</td>
<td>life</td>
<td>biography, biology</td>
</tr>
<tr>
<td>eco</td>
<td>environment</td>
<td>ecology</td>
</tr>
<tr>
<td>graph</td>
<td>something written</td>
<td>autograph, paragraph</td>
</tr>
<tr>
<td>photo</td>
<td>light</td>
<td>photograph</td>
</tr>
<tr>
<td>port</td>
<td>to carry</td>
<td>export, import</td>
</tr>
<tr>
<td>scope</td>
<td>a tool for seeing</td>
<td>microscope</td>
</tr>
<tr>
<td>tele</td>
<td>far away</td>
<td>telephone, telegraph</td>
</tr>
</tbody>
</table>

Read the sentence below.

Computers designed to be *portable* in the 1980s look big and heavy now.

You can figure out the meaning of *portable* by looking at its root. The root of *portable* is *port*, which means “to carry.” Something that is portable can be easily carried.
An **affix** is a word part added to the beginning or end of a word or root to change its meaning. An affix cannot stand alone as a word.

An affix added to the beginning of a base word is called a **prefix**. An affix added to the end of a base word is called a **suffix**. Read the charts below.

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>bi-</td>
<td>two</td>
<td>bicycle</td>
</tr>
<tr>
<td>co-</td>
<td>together, with</td>
<td>coworker</td>
</tr>
<tr>
<td>dis-</td>
<td>not, opposite</td>
<td>disagree, dishonest</td>
</tr>
<tr>
<td>ex-</td>
<td>out, away from</td>
<td>expand</td>
</tr>
<tr>
<td>extra-</td>
<td>outside, beyond</td>
<td>extravagant</td>
</tr>
<tr>
<td>in-</td>
<td>in, into</td>
<td>inside, infield</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>preview, prehistoric</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>rewrite, resell</td>
</tr>
<tr>
<td>trans-</td>
<td>across, over</td>
<td>transmit</td>
</tr>
<tr>
<td>uni-</td>
<td>one</td>
<td>unicycle</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Function or Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>forms adjectives, means “able to”</td>
<td>likable, reversible</td>
</tr>
<tr>
<td>-ation</td>
<td>forms nouns from verbs</td>
<td>imagination</td>
</tr>
<tr>
<td>-fy</td>
<td>forms verbs that mean “to make or become”</td>
<td>terrify, magnify</td>
</tr>
<tr>
<td>-logue</td>
<td>speech, to speak</td>
<td>dialogue</td>
</tr>
<tr>
<td>-ogy</td>
<td>science or study of</td>
<td>biology</td>
</tr>
<tr>
<td>-meter, -metry</td>
<td>a tool for measuring, a measure</td>
<td>kilometer, geometry</td>
</tr>
<tr>
<td>-ment</td>
<td>forms nouns from verbs</td>
<td>statement</td>
</tr>
<tr>
<td>-ty, -ity</td>
<td>forms nouns from adjectives</td>
<td>loyalty, purity</td>
</tr>
</tbody>
</table>

Read the following sentences. Figure out the meaning of the underlined word, based on the meaning of its affix.

We stared at Ms. Hull in **amazement**. Did our teacher really just do cartwheels across the playground?

The affix in **amazement** is the suffix **-ment**. This suffix forms a noun from the verb **amaze**. To amaze is to surprise or astonish. **Amazement** means “surprise.”
Thinking It Through

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

Once upon a time, our cat was the most adorable kitten! He was skinny and fluffy and had big green eyes. His meow was so small and high that we named him Squeaky.

Now little Squeaky is a big cat. He roams around the neighborhood chasing birds, squirrels, and mice. He would be the most extraordinary hunter, if we did not put bells on his collar. The birds, squirrels, and mice hear Squeaky coming: jingle, jingle, jingle. They scatter as quickly as they can!

1. What is the suffix in adorable? What does adorable MOST LIKELY mean?

2. What is the prefix in extraordinary? What does extraordinary MOST LIKELY mean?

In a small group, brainstorm words that have the -able suffix. Then share your words with the class.
Coached Example

Read the passage and answer the questions.

In the early 1600s, the scientist Galileo Galilei used a telescope to study the white streak across the night sky called the Milky Way. He discovered that it is actually a large collection of stars. Our sun is just one of these stars.

For hundreds of years, people thought the Milky Way was the only galaxy in the universe. In 1923 and 1924, an astronomer named Edwin Hubble studied photographs of stars in the Andromeda Nebula. He found that the stars got brighter in a regular pattern. Because of this pattern, Hubble could measure their distance from Earth. To the disbelief of many, he found that these stars were so far away that they could not be in our galaxy. We now know that our galaxy is only one of many.

1. Read this sentence from the passage.
   To the disbelief of many, he found that these stars were so far away that they could not be in our galaxy.

   Based on the meaning of its prefix, the word disbelief probably means

   A. not true.
   B. the opposite of belief.
   C. the opposite of wish.
   D. not understood.

   HINT What is the meaning of the base word?
   How does the prefix dis- affect the meaning of the base word?

2. Which of these words has roots that together mean “a tool for seeing far away”?

   A. universe
   B. astronomer
   C. photographs
   D. telescope

   HINT Look back at the roots chart. Find the roots that mean “a tool for seeing” and “far away.”
Synonyms are words that have similar meanings. The following chart lists some common synonyms.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>evil, wicked</td>
</tr>
<tr>
<td>beautiful</td>
<td>lovely, pretty</td>
</tr>
<tr>
<td>brave</td>
<td>bold, courageous, fearless</td>
</tr>
<tr>
<td>happy</td>
<td>cheerful, glad, joyful</td>
</tr>
<tr>
<td>little</td>
<td>small, tiny</td>
</tr>
<tr>
<td>difficult</td>
<td>tough, hard</td>
</tr>
<tr>
<td>dangerous</td>
<td>risky, hazardous</td>
</tr>
<tr>
<td>repair</td>
<td>fix, mend</td>
</tr>
<tr>
<td>shout</td>
<td>yell, scream</td>
</tr>
<tr>
<td>quickly</td>
<td>fast, speedily</td>
</tr>
</tbody>
</table>

Notice that the meanings of synonyms are similar, but they are not exactly the same. For example, read the sentence below.

I was a bad pianist until I learned to practice.

If you were to replace the word bad with evil, the sentence would not make sense.

I was an evil pianist until I learned to practice.

The word you choose depends on the idea you are trying to express. Recognizing synonyms can help you understand the meanings of new words. Read these sentences.

We enjoyed the carnival. We especially fancied the jugglers.
You may not be familiar with the use of *fancy* as a verb. The word *especially* in the second sentence gives a clue that *enjoyed* and *fancied* have similar meanings. From this clue, you can draw the conclusion that the verb *fancy* means “to like” or “to enjoy.”

**Antonyms** are words that have opposite meanings. The following chart lists some common pairs of antonyms.

<table>
<thead>
<tr>
<th>Word</th>
<th>Antonym</th>
</tr>
</thead>
<tbody>
<tr>
<td>bad</td>
<td>good</td>
</tr>
<tr>
<td>beautiful</td>
<td>ugly</td>
</tr>
<tr>
<td>brave</td>
<td>cowardly</td>
</tr>
<tr>
<td>happy</td>
<td>sad</td>
</tr>
<tr>
<td>little</td>
<td>big</td>
</tr>
<tr>
<td>difficult</td>
<td>easy</td>
</tr>
<tr>
<td>dangerous</td>
<td>safe</td>
</tr>
<tr>
<td>repair</td>
<td>break</td>
</tr>
<tr>
<td>shout</td>
<td>whisper</td>
</tr>
<tr>
<td>quickly</td>
<td>slowly</td>
</tr>
</tbody>
</table>

As with synonyms, recognizing antonyms can help you understand the meanings of new words. Read this passage.

Cats come in all sizes. On the one hand, there are the *great* cats: the lions and tigers of Africa and India. On the other hand, there are our small housecats. Most housecats weigh 12 pounds or less.

You may not be familiar with the meaning of *great* as it is used in the second sentence. The phrases *On the one hand* and *On the other hand* give you a clue that *great* and *small* have opposite meanings. From this clue, you can draw the conclusion that *great* means “big.”
Thinking It Through

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

My grandfather and I are similar in many ways. For example, he sometimes calls me his “little librarian” because I like to read so much. But he enjoys reading, too. I sometimes call him the “giant librarian.” After all, he has an entire room packed with books. Every shelf is crowded. I wish that I had one bookcase so full!

However, the books we like are mostly different. I enjoy lively stories and exciting tales of adventure. He likes to read dull, thick novels and history books. He says that one day I’ll find his books interesting. We’ll see about that!

1. What synonyms of the word packed can you find in paragraph 1? List two synonyms of packed.

2. What antonyms of the word dull can you find in paragraph 2? List three of them.

Some words don’t have antonyms. For instance, no words mean the opposite of tree or blue. With a partner, come up with words that don’t have antonyms, and share them with the class.
Louis Comfort Tiffany was a gifted artist. He began his career as a painter. However, he is now known best for his work in the decorative arts. The decorative arts include things made for the home. They can be **practical** things, like furniture, or **ornamental** things, like vases.

Tiffany worked with all kinds of materials: metal, textiles, pottery. But he was a master at working with glass. His stained-glass windows were unlike any seen before. He learned how to make glass in new colors. He also learned how to blend colors in a single piece of glass. With his **brilliantly** colored glass, he made beautiful landscapes.

Tiffany is also known for his unique lampshades. The lampshades were actually dome-shaped, stained-glass windows. Lightbulbs lit up the lampshades from within.

1. Read this sentence from the passage.

   **They can be practical things, like furniture, or ornamental things, like vases.**

   If **practical** means “useful,” then **ornamental** MOST LIKELY means

   A. boring.
   B. for decoration.
   C. sturdy.
   D. ugly.

   **HINT** The word *or* gives a clue that practical and ornamental are opposites.

2. Read this sentence from the passage.

   **With his brilliantly colored glass, he made beautiful landscapes.**

   Which word means the same as **brilliantly** in this sentence?

   A. smartly
   B. sharply
   C. quickly
   D. brightly

   **HINT** Replace the word **brilliantly** in the sentence with each answer choice. Which one makes the most sense?
Getting the Idea

Good writers use words in creative ways. They use figurative language. **Figurative language** does not mean exactly what it says. It is a way for writers to use words to paint a picture in the reader’s mind. **Literal language** is language that means exactly what it says. Look at the difference between them.

**Literal:** Abril dances gracefully.

**Figurative:** Abril dances like a leaf in the wind.

Abril does not really dance like a leaf. The comparison to a leaf helps you understand how gracefully Abril moves.

This kind of figurative language is called a simile. A **simile** is a comparison of two unlike things using the word *like* or the word *as*. If you read a simile and think about what is being compared, you can understand and appreciate its meaning.

At the pool, Jerome swims like a fish.

Jerome does not actually swim as a fish would. But by comparing him to one, the writer emphasizes Jerome’s skill as a swimmer. Read another example.

Darlene’s suitcase was as light as a feather.

In this sentence, a suitcase is compared to a feather. You know how light a feather is. So you can imagine that the suitcase was very easy to carry.

<table>
<thead>
<tr>
<th>Simile</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nan’s hair is like silk.</td>
<td>Nan’s hair is soft and smooth.</td>
</tr>
<tr>
<td>By lunchtime, Dan was as hungry as a bear.</td>
<td>Dan was very hungry and wanted to eat lunch.</td>
</tr>
<tr>
<td>The cheetah ran like the wind.</td>
<td>The cheetah ran extremely quickly.</td>
</tr>
</tbody>
</table>
Like a simile, a **metaphor** compares two things in a sentence. The difference is that metaphors do not use the words *like* or *as*. A metaphor asks the reader to picture one thing as being another. It gives one thing the quality of another. Read the sentence below.

The snow was a blanket on the hills.

The snow is being compared to a blanket. When you think of a blanket, you imagine something thick and soft draping smoothly over a bed. Similarly, the snow provides the hills with a smooth white covering, hiding the frozen ground beneath. This metaphor gives the snow the qualities of a blanket. In that way, it helps you to picture the snowy hills in your mind.

Here’s another example:

The king was cruel, and **his heart was a stone**.

The king’s heart is compared to a stone. Stones are hard and cold, so the writer is expressing the idea that the king’s personality has the same qualities. He is not open or understanding. The word *cruel* also helps you to understand the metaphor.

<table>
<thead>
<tr>
<th>Metaphor</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ravi is a volcano waiting to erupt.</td>
<td>Ravi will quickly lose his temper.</td>
</tr>
<tr>
<td>The baker is an artist when it comes to decorating cakes.</td>
<td>The baker creates beautiful designs with cake icing.</td>
</tr>
<tr>
<td>My bedroom is an oven.</td>
<td>The bedroom is very hot and uncomfortable.</td>
</tr>
</tbody>
</table>
Bert woke up to the sound of a knock at the door. He opened the door to see a young boy standing in the rain. “Would you like to buy a ticket for the Great Giveaway Raffle?” the boy asked. “It’s my last one. You could win a new car. The car is as bright as a shiny red apple.”

Bert bought the raffle ticket and went back to bed. Later that day, Bert’s phone rang. It was the Great Giveaway, telling him that he had won. Bert’s mind was a blank slate. He had totally forgotten buying the raffle ticket that morning. Imagine his surprise!

1. What does the simile in paragraph 2 mean?

2. What does the metaphor in the last paragraph mean?
Coached Example

Read the poem and answer the questions.

The Big Game

The big game was here, and our team was ready,
My knees shook like an earthquake, but I held them steady.
I threw on my uniform and grabbed my baseball,
It was too late to run, too late to stall.

Mom said she’d be there, and Dad would be, too.
I got to the locker room, and it was a zoo!
The players ran around and panicked a lot,
But Coach said, “Don’t worry; you’ve got a great shot.”

1. The simile my knees shook like an earthquake suggests that the speaker was very
   A. cranky.
   B. excited.
   C. happy.
   D. nervous.

   HINT If your knees are shaking, how do you usually feel?

2. Read the following line from the poem.
   I got to the locker room, and it was a zoo!

   What two things are being compared in this metaphor?
   A. the locker room and a zoo
   B. a locker and a room
   C. the speaker and the locker room
   D. the speaker and a zoo

   HINT Try to imagine what the locker room looked like.
An idiom is a phrase whose meaning is different from the individual words that make it up. Idioms are a kind of figurative language. They do not make literal sense, yet most people know exactly what they mean. Read this example.

Mom told Jeff, “It’s time to hit the sack!”

The idiom hit the sack does not actually mean to take a sack and hit it. It means “it’s time to go to bed.”

“You’re driving me up a wall!” the babysitter cried.

No one is traveling up a wall. This idiom means “you are annoying and upsetting me.”

Since the quiz is tomorrow, we’re all in the same boat.

The idiom in the same boat means the whole class is facing the same thing.

When you come across an unfamiliar idiom, use context, or the words and phrases nearby, to figure it out. You can then paraphrase the idiom, or put it into your own words. For example, someone might say: “It’s a surprise party for Kara, so don’t let the cat out of the bag.” You use the context to understand that the idiom means “don’t let Kara know.”

An adage is a statement that expresses some kind of truth about human nature, or how people behave. For example:

Birds of a feather flock together.

This adage means that people with similar interests tend to spend time with one another.
Proverbs are very much like adages. A **proverb** is a saying that offers advice or instruction about how to live your life. Read these examples.

*Don’t judge a book by its cover.*

This proverb teaches that it’s not fair to judge someone or something at first glance.

*Treat others as you would have them treat you.*

This proverb teaches that if you want others to be fair and friendly to you, you must be fair and friendly to them.

You may also come across allusions in reading or speaking with others. An **allusion** is a reference to a person or event from literature, history, or mythology. Here are some allusions based on Greek myths.

<table>
<thead>
<tr>
<th>Allusion</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achilles’s heel</td>
<td>Achilles was a great warrior whose only weak spot was his heel. Today, someone’s Achilles’s heel means his or her area of weakness.</td>
</tr>
<tr>
<td>Midas touch</td>
<td>King Midas had the power to turn everything he touched to gold. If someone has the Midas touch, it means what he or she does turns out well or makes money.</td>
</tr>
<tr>
<td>Pandora’s box</td>
<td>Pandora had a box filled with all the evils of the world, like war, disease, and death, which she was forbidden to open. She eventually did open it, which is how those things came to be in the world. Today, a Pandora’s box means a tempting opportunity that could be disastrous.</td>
</tr>
<tr>
<td>Odyssey</td>
<td><em>The Odyssey</em> is a very long poem about Odysseus’s journey home after the Trojan War. Today, the word <em>odyssey</em> means any long trip or adventure.</td>
</tr>
</tbody>
</table>
Thinking It Through

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

Today was unbelievable! Troy, Gary, and I were just sitting on the school steps, telling jokes and cracking up. Suddenly, a car driving way too fast nearly hit a dog! The driver blasted his horn and leaned out the window shouting. Not just at the dog, but at us, too. And we hadn’t done anything wrong!

We had an assembly lecture on traffic safety last week, and it was great. Maybe the adults in this town need to have a traffic safety lecture of their own. We all have to work together to be safe. It’s like they say: better safe than sorry!

1. Is the phrase cracking up an idiom, an adage, or a proverb? Explain your answer and tell the meaning of the phrase in your own words.

   Use the context to help you. The writer and his friends were telling jokes.

2. What does the adage better safe than sorry mean? Paraphrase the adage in your own words.

   Think about what advice this adage offers.
Coached Example

Read the passage and answer the questions.

George was really excited about the class assignment: to create a new game. It could be a board game or a sport. That afternoon, George went home and brainstormed ideas. He thought about games for what seemed like hours. Finally, he realized he needed some help, so he called his friend, Louise. After all, George thought, two heads are better than one!

“Hello? Louise?” George said. “I’m working on that new project, and I was hoping you could give me a hand.”

“Oh, I’ve started the project, too,” Louise replied. “I’ve been sitting here forever trying to think of ideas! I’ll be right over.”

Together, Louise and George managed to come up with two great games. Teamwork, they agreed, was the best strategy.

1. What is the BEST paraphrase of the adage two heads are better than one?
   A. It’s important to use your mind to solve problems.
   B. Thinking is the best thing you can do.
   C. Working together is better than working alone.
   D. It’s always better to think about everything twice.

2. What does the idiom give me a hand mean?
   A. Please help me.
   B. Please wash your hands.
   C. Handle with care.
   D. Think of using your hands.

HINT: Read the sentences around the phrase. What is George hoping to do?

HINT: George is having trouble coming up with ideas for his project.
Lesson 1
Thinking It Through
1. Answers will vary. Sample answer: The details show that the sparrow is a small brown-and-white bird and that it is singing on a branch.

Coached Example
1. B
2. C

Lesson 2
Thinking It Through
1. Answers will vary. Sample answer: The main events and details of the drama are: Pablo keeps ruining the shape of his clay in pottery class; his teacher helps him by suggesting that he work more slowly. The theme is Haste makes waste or Patience leads to success.

Coached Example
1. D
2. A

Lesson 3
Thinking It Through
1. Answers will vary. Sample answer: Pete is lazy and not very cooperative. The detail about Louis shaking his head shows that he is frustrated with his brother.

Coached Example
1. B
2. D

Lesson 4
Thinking It Through
1. Answers will vary. Sample answer: The story uses the first-person point of view. This point of view provides readers with an up-close view of the diver’s thoughts, feelings, and actions as she prepares for the dive and plunges into the pool.

Coached Example
1. A
2. B
3. Answers will vary. Sample answer: I felt really proud. I was proud of having caught the fish, and proud that I had proven my abilities to my grandfather.

Lesson 5
Thinking It Through
1. Answers will vary. Sample answer: The excerpt is a poem because it is written in lines, the lines are grouped in stanzas, the poem has rhythm, and it follows a rhyming pattern.

Coached Example
1. C
2. A

Lesson 6
Thinking It Through
1. Answers will vary. Sample answer: The theme is: Judge your friends by their actions, not by how they look or A friend in need is a friend indeed.

Coached Example
1. B
2. C
3. Answers will vary. Sample answer: Both stories feature a young person who is dealing with a new task or experience for the first time; Santosh will ride the elephant by himself, while Kayla will take the horse off the ranch. Both stories also examine the reactions of the characters as they prepare to lead their animals on a journey.

Lesson 7
Thinking It Through
Answers will vary. Sample answer: In most of Florida, the weather is warm year-round, which is good for growing oranges and coconuts. Michigan is cold in winter and hot in summer. It is only during the warmer times, like spring to fall, when different fruits such as blueberries, apples, and cherries grow.

Coached Example
1. B
2. C

Lesson 8
Thinking It Through
Answers will vary. Sample answer: Radio has always had an important place in American life.
Coached Example
1. C
2. A

Lesson 9
Thinking It Through
Answers will vary. Sample answer: Corn should be planted first because the corn provides a stalk for the beans to climb up.

Coached Example
1. C
2. B

Lesson 10
Thinking It Through
Answers will vary. Sample answer: The word pioneers means “people who travel to a new area and settle there.” Words and phrases like travel, route, and made the journey help show the meaning of pioneers. Its definition could be found in the book’s glossary.

Coached Example
1. B
2. C

Lesson 11
Thinking It Through
Answers will vary. Sample answer: The key words alike and different are used; therefore, the text structure is compare and contrast.

Coached Example
1. B
2. A

Lesson 12
Thinking It Through
1. Answers will vary. Sample answer: The source mainly provides secondary information. It tells about Edmund Hillary’s adventure, but it is not a direct account. The part of the passage that is a primary source is the quote by Hillary at the end.

Coached Example
1. B
2. A
3. Answers will vary. Sample answer: The interview is a primary source and could have been used as a source of information for the second passage, which is a secondary source. Secondary sources are based on primary sources.

Lesson 13
Thinking It Through
1. Answers may vary. Sample answer: The claim is “Riding without a bicycle helmet is dangerous.” The writer supports his claim with facts about bicycle injuries.

Coached Example
1. A
2. C

Lesson 14
Thinking It Through
1. Answers will vary. Sample answer: The timeline helps readers better understand the exact dates when the plane, automobile, and rocket were invented.

Coached Example
1. C
2. C

Lesson 15
Thinking It Through
1. Answers will vary. Sample answer: The information in paragraph 2 provides specific information about one chess player, while paragraph 1 provides general information about chess players.

Coached Example
1. B
2. B
3. Answers will vary. Sample answer: The second passage helps readers more fully understand the first by providing specific information about a method geologists use to identify minerals. The second passage builds on the first.

Lesson 16
Thinking It Through
1. Answers will vary. Sample answer: The two passages are about the same topic. The topic is the “Chocolate Hills of Bohol.” The first text gives facts and details about how the hills were actually formed. The second passage describes two legends that tell how the hills were formed.

Coached Example
1. B
2. A
3. Answers will vary. Sample answer: The first text tells me about the body of a butterfly. It tells me the names of the body parts. It tells me
how each body part works. The second text explains how to preserve butterflies after they are caught. Both texts help me to understand more about the body of a butterfly.

Lesson 17
Coached Example
1. Answers will vary. Sample answer: I think we should get a pet soon. It could be a hamster, a dog, or some kind of bird.
2. Answers will vary. Sample answer: I think the school should provide more salads at lunchtime.

Lesson 18
Coached Example
1. Answers will vary. Sample answer: Alligators are strong animals with interesting features.
2. Most cats eat fish.

Lesson 19
Coached Example
1. Answers will vary. Students should use words and phrases that relate to the five senses (touch, taste, smell, sight, and hearing) to add description to the setting in the prompt.
2. Answers will vary. Students should add lines of dialogue to the story, using correct punctuation.

Lesson 20
Coached Example
1. Answers will vary. Sample answer: Anna cares about nature. She wants to keep the woods safe and unharmed.
2. Answers will vary. Sample answer: Anna asks Marty to keep the tree house a secret. She says other people might ruin it.

Lesson 21
Coached Example
1. Answers will vary. Sample answer: The writer thinks that adopting a pet from a rescue organization is safer than buying one from a breeder.
2. Answers will vary. Sample answer: The Humane Society notes that it is difficult to find a responsible breeder.
3. Answers will vary. Response should include evidence from the text and an explanation about whether the reasons and evidence are valid.

Lesson 22
Thinking It Through
Answers will vary. Sample answer: People all over the world use different kinds of toppings for pizza.

Coached Example
1. B
2. C

Lesson 23
Thinking It Through
Answers will vary. Sample answer: People use many kinds of vehicles to travel. They ride in cars, buses, trucks, trains, subways, and pedicabs. They fly in helicopters and jets.

Coached Example
1. D
2. C

Lesson 24
Thinking It Through 1
1. You may/must/can brush your teeth twice a day.
2. Glen may/must eat more fruit.
3. Tomorrow we will be going to the movies.
4. I am going to the store now.
5. My grandmother gave me this lovely silver necklace.
6. Mr. Lopez spends all day rocking on his old wooden porch.
7. I don’t remember a time when we had more fun.
8. That girl, who swims like a fish, stayed in the pool all afternoon.

Thinking It Through 2
1. From the boat, you may see fish under the water’s surface.
2. Dave put the books back on the table.
3. My family and I love to go sledding in the winter.
4. Answers will vary. Students should add a subject.
5. Answers will vary. Students should add a semicolon after family, add a comma and conjunction between family and they, or make the run-on two separate sentences.
6. My sister wants to go to the movies too.
7. Answers will vary. Students should add a verb.
8. Please give me that book. It’s mine.
Lesson 25
Thinking It Through 1
1. The trees outside swayed in the breeze.
2. I asked Maria for help with my homework.
3. Nathan brought the package to Mrs. Boyce.
4. correct as is
5. My mom and I love going to flea markets.
6. Every year, we have a block party on Memorial Day.
7. correct as is
8. We got ice cream last night at an ice cream parlor called Scoop’s.

Thinking It Through 2
1. The geese ran around in the park.
2. She was deceived by her best friend.
3. correct as is
4. The furry dog was soft to hold.
5. The climbers hiked up the mountain.
6. correct as is
7. The dentist told Ken that his two front teeth would grow back soon.
8. Aaron believes he can finish the race.

Lesson 26
Thinking It Through 1
1. My best friend asked, “What are you doing this weekend?”
2. Barack Obama was inaugurated president on January 20, 2009.
3. My favorite sports are baseball, swimming, and surfing.
4. When are you going camping?
5. I want to make some popcorn, and then I want to watch a movie.
6. Watch out for that car!
7. correct as is
8. It only took two days to drive from Dallas, Texas, to Louisville, Kentucky.

Thinking It Through 2
1. Lee put three things in her bag: a sweater, a magazine, and an apple.
2. I can’t wait for the weekend; I’m going with my friends to see a movie.
3. I asked to borrow Ben’s pencil because mine broke.
4. Don’t you just love that new dance competition show?
5. I need to get some school supplies: a notebook, three folders, and a box of markers.
6. correct as is
7. I need to practice the clarinet tonight; I have a concert tomorrow.
8. correct as is

Lesson 27
Thinking It Through
1. Answers will vary. Sample answer: The word endurance means the ability to do physical activities, such as bike riding, for a long period of time. The last sentence of the passage, which says that Andy can ride for hours and that hills are no problem, helps me know the meaning of endurance.

Coached Example
1. C
2. B

Lesson 28
Thinking It Through
1. Answers will vary. Sample answer: The suffix is -able. The word adorable means “able to be adored.”
2. Answers will vary. Sample answer: The prefix is extra-. The word extraordinary means “beyond ordinary” or “more than ordinary.”

Coached Example
1. B
2. D

Lesson 29
Thinking It Through
1. crowded, full
2. lively, exciting, interesting

Coached Example
1. B
2. D

Lesson 30
Thinking It Through
1. Answers will vary. Sample answer: The simile means that the new car is bright red and shiny, like an apple.
2. Answers will vary. Sample answer: Albert does not remember buying the ticket. He has no thoughts on the issue. This is like a slate that has nothing written on it.
Coached Example
1. D
2. A

Lesson 31
Thinking It Through
1. Answers will vary. Sample answer: The phrase *cracking up* is an idiom because it is not meant to be taken literally. The kids are not cracking or breaking. They are laughing hard as they tell jokes.
2. Answers will vary. Sample answer: The adage means it is important to be safe in order to avoid negative consequences.

Coached Example
1. C
2. A