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Authors use characters and plot to create effective stories. By understanding each of these elements, you can better understand the story and its main ideas.

**Character**
A character is a person, animal, or other creature in a story. The main character is the character that the writer focuses on the most. The main character has to solve the central problem in the story.

Characters have traits, or qualities, that tell the reader what kind of person they are. A character may be honest, hardworking, shy, or mischievous, for example. When the character deals with the problem of the story, he or she may have to adapt, or change, in order to move toward a resolution. For example, a shy character may have to act bravely in order to solve the problem.

**Plot**
The plot is the sequence of events in a story. The plot of a story is a series of episodes that has a beginning, middle, and end. In the beginning of a story, the author introduces the characters, when and where the story takes place, and the conflict.

A conflict is a problem in a story that needs to be solved. It is introduced in the beginning of the story. Some conflicts involve a person versus another person; some involve a character versus himself or herself; and some conflicts involve a character versus nature. The main character and supporting characters are part of the plot and contribute to the conflict, the rising action, the climax, and the resolution.

In the middle of a story, the action rises and the characters try to solve the conflict. Near the end of a story, there is a climax, or action that helps the characters resolve the conflict. A resolution is the way a conflict is solved at the end.

A good story shows how a character changes throughout the plot. If you compare the beginning of the story to the end of the story, you may see how the character has gone through new experiences or has done things that he or she would normally not do.
The following paragraph is a sample story that shows characters and plot.

Jenna stood backstage, going over the notes in her mind. Her flute solo would only be five minutes long, but they would be the most important five minutes of her life. For years, Jenna had been the shyest student in the school. She sat in the back of every class and never volunteered an answer to a question. She found it very painful to make eye contact with people, especially any teacher she had. Then Ms. Diaz had come to Jenna’s middle school to teach music. Jenna always loved music, and it was extremely difficult for her to get herself to volunteer and sign up for flute lessons, even though it was something she had always wanted to do. But she signed up, worked hard, and practiced until she became the best flute player in the school. As she slowly gained confidence in her ability to play the flute, she became a more confident person. She knew she could do this solo without a problem. She had practiced more hours than she could even keep track of. “You’re on, Jenna,” a voice whispered from behind the curtain. Without hesitation, Jenna stepped into the floodlight on stage.

In the paragraph above, Jenna is the main character, and Ms. Diaz is a supporting character. Jenna’s main character trait is her shyness, and this also creates a conflict in the story. Jenna wishes she had the courage to take flute lessons when Ms. Diaz comes to the school. In an effort to solve her problem, Jenna does something unexpected of her character. She works hard at learning the flute and ends up performing a solo onstage in front of an audience.
Max hated sitting in the front of the bus because it always meant the same thing—his little sister, Penny, would want to sit next to him. Max wanted to show that he was a “big” kid at school now and that he didn’t have to sit with little first graders. But today was a stormy and miserable day. Penny had always been afraid of thunder for as long as Max could remember. When the school bus stopped to pick them up that morning, Penny was crying and shaking with fear. Why does there have to be a thunderstorm on the way to school? Max thought. But he looked down at Penny and felt bad for her. I guess being a “big” boy means taking care of the little kids, he thought. They both got onto the bus together, and he sat right next to her with his arm around her shoulder.

How does Max change in order to resolve his conflict?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

HINT  What are Max’s thoughts at the beginning and at the end of the paragraph?

With a partner, discuss the possible feelings Penny might have knowing her brother is sitting next to her, with his arm on her shoulder during the storm.
It was Tyrone’s first day of work. He sat in his car nervously as the traffic came to a full stop on Main Street. He left his house with enough time to get there ten minutes early, and now it looked as if he would be at least twenty minutes late. There was an accident up ahead, and it looked pretty serious.

Tyrone began to worry about his new job. Would he still have it when he got there so late on his first day? What would his new boss say? He really needed that job to help pay for college. He wished he had a cell phone so that he could call.

1. What details from the story give the reader the idea that Tyrone will be a good employee?
   A. He has a job.
   B. He sits in traffic without getting angry.
   C. He takes a car to work.
   D. He thinks about what his boss will say.

2. Which part of a story’s plot is shown in the passage?
   A. conflict
   B. rising action
   C. climax
   D. resolution

HINT: A character’s actions can tell you about his or her traits.
A **point of view** is the way a narrator tells a story. A **narrator** is the person who tells the story.

**First-person point of view** is when a character tells a story using the pronoun *I* or *we*. The story is told by one of the characters in the story. Read this example.

> I looked up and down the aisle at all the packages of rice. Mom will never believe me when I tell her that they are out of her favorite brand!

**Third-person point of view** is when the narrator tells the story using the pronouns *they*, *he*, or *she*. There are two kinds of third-person narration.

**Third-person omniscient point of view** is when the narrator knows everything about the story, including the thoughts, feelings, and actions of all of the characters. Read this example.

> Aaron stared at Evan, wondering why he was being so mean. Evan couldn’t believe that Aaron couldn’t understand his side of the story.

**Third-person limited point of view** is when the narrator tells the story through the thoughts and feelings of only one character. Read this example.

> Netavia opened her book with a nervous feeling. The class stared at her. She swallowed hard and began reading aloud.

**Second-person point of view** uses the pronoun *you*. This point of view is rarely used in stories but is often used in poetry. Below is the first stanza of Robert Browning’s “Youth and Art.”

> Your trade was with sticks and clay,  
> You thumbed, thrust, patted, and polished,  
> Then laughed “They will see some day,  
> Smith made, and Gibson demolished.”
Read the paragraph below. Pay attention to how the narrator tells the story.

After three days of arguing with her best friend, Aubrey was ready to make up with Layla. As hard as it was for Aubrey to admit it, she thought she was beginning to understand Layla’s reason for being angry. Last Friday night, Aubrey was very late picking up Layla for the movies. Aubrey felt anxious and upset about being so late picking up her friend, but it seemed that Layla probably felt even worse. The girls got into a huge argument and didn’t speak for days. Aubrey eventually realized that Layla thought she had forgotten about her entirely or was not picking her up to be mean. Aubrey felt sad and lonely without her best friend. She picked up the phone to dial Layla. *Maybe we can work this out*, Aubrey thought.

Think about who is narrating the story. Since there is no *I* or *you* mentioned, it cannot be in the first or second person. This must be written in the third-person point of view. Now think about whether the narrator knows everything about all of the characters, or just one character. The narrator knows about Aubrey’s thoughts and feelings but not Layla’s. Even though Aubrey’s character thinks about Layla and how she may be feeling, all of the events are told through Aubrey’s point of view, and it is Aubrey’s opinions that are given. That means the story is told in the third-person limited point of view.
Thinking It Through

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

Greg knocked at the door softly. When it opened, an angry face looked back at him. Greg was frightened, so he muttered an apology and started to leave. “Oh, you’re selling candy for school,” the man said. Then he smiled and added, “Sorry to be rude. I thought you were someone else. I’d love to buy some!”

From which point of view is the paragraph written? Tell how you know.

HINT: Ask yourself whether the narrator is a character in the story. What does the narrator know about the other characters?

DISCUSS: Write a paragraph from a first-person point of view. With a group, take turns reading your paragraph aloud.
Coached Example

Read the poem and answer the questions.

I finally feel all right today—
Yesterday was a tough, tough day.
They say to take each day one at a time—
To me, there is no other way.

If you find yourself like I did,
Feeling blue and really down,
Look to the sky and take a few minutes
Maybe some good feelings will come around.

1. This poem is written from which point of view?
   A. first person
   B. second person
   C. third-person limited
   D. third-person omniscient

   **HINT** Ask yourself whether the narrator is a character in the poem.

2. Which word is the BEST clue about the point of view of the poem?
   A. Yesterday
   B. yourself
   C. I
   D. you

   **HINT** Think about how the narrator refers to himself or herself.
A theme is a main message or lesson in a text. A theme expresses a general statement that goes beyond the specific events of the text. Many times, a theme is not stated directly in the text. More commonly, the reader must figure out the theme. Some stories have more than one theme.

Here is a list of themes commonly found in literature.

- Be true to yourself.
- Hard work pays off.
- Good triumphs over evil.
- Always do the right thing.

The theme can sometimes be determined from the characters’ actions. Read the following story. Use details from the text below to figure out the theme.

Jason found the latest action figure at the toy store, but he didn’t have enough money to buy it. He was one dollar short. Worst of all, this was the only figure available. He knew that if he left the store, someone else would surely buy it. He needed to come up with a plan. Jason took the figure off the rack and went to the aisle that had the toddler toys. He stashed the figure behind a box of a kid toy and left the store.

A worker noticed what Jason had done and put the action figure back in its proper place. A few minutes later another boy entered the store with his uncle and bought the action figure. When Jason returned later, he was shocked to discover that the toy was not where he had left it! The worker told Jason that he could have asked the clerk at the register to hold the toy until he came back. But since he dishonestly tried to hide the toy, the worker felt it was not fair to anyone else who wanted to buy it.

The theme of the passage could be expressed as actions have their consequences.
A summary is a short retelling of a text in the reader’s own words. A summary should include the main idea and the most important details. It may also include the theme. A summary should not include the reader’s opinion or judgments about the passage.

Read the summary below of the story from the previous page. Notice the underlined sentences. These should be removed to make a more efficient summary. The last sentence can also be rewritten to fit in with the rest of the summary.

Jason is a selfish and dishonest kid. He wanted to buy the last action figure, but he was one dollar short. He hid the action figure so no one else could buy it. But a store employee noticed what Jason had done and returned the toy to its proper place. Another boy bought the toy. The boy came in with his uncle, so the uncle must have had enough money to buy the toy. Jason was foolish for thinking he could stash away the toy and return later. What was he thinking? Doesn’t he realize that the employees fix and arrange the shelves all the time? He should also know that actions have their consequences.

The underlined sentences include the reader’s personal opinions and judgments. These do not tell about the main idea or most important details. Also, the underlined sentence “The boy came in with his uncle” is a minor detail.

A better summary would be the following.

Jason hid an action figure in a store and thought he could return later to buy it. But a store employee replaced the action figure so that another customer could buy it. When Jason returned to the store and discovered that the figure had been sold, he learned that actions have their consequences.
Luis rolled his wheelchair onto the basketball court for the first time. The rest of the team couldn’t believe their eyes. Coach had told them that the new student in school would probably be the team’s star and would help them win games all season long. This was Coach’s secret weapon? The students wondered how Luis could even get himself across the court, let alone handle making baskets during fast game play. Some of the players sighed in disappointment. Another year in last place, they thought. But as soon as the whistle blew and the ball was in play, Luis was the fastest, most skilled, and definitely the most talented player on the court. He managed to keep the ball in play and make three baskets before the end of the first quarter.

What is the theme?

In a group, discuss three story ideas that illustrate a main character overcoming an obstacle people may consider difficult to overcome. What would be the theme of each story?
Cara woke up exhausted on Saturday morning. She had been out with her friends too late the night before and had the time of her life. Why did she agree to work at the soup kitchen over the summer? She should be having fun! She’s in the prime of her life. She dragged herself out of bed and got ready for the long day ahead of her.

When she arrived at the soup kitchen, she knew she had done the right thing. There was a family waiting patiently for breakfast, and the little children looked so hungry. She immediately unlocked the door and let them inside.

1. Which of the following is the theme of the passage?
   A. Summers are for having fun.
   B. Everyone should have something to do.
   C. Do what your heart wants to do.
   D. Do the right thing.

   **HINT** Compare how Cara feels with what she does.

2. Which of the following sentences should be part of the passage summary?
   A. Cara had a great time out with her friends.
   B. Cara knew she had made the right decision.
   C. Cara showered and put on her favorite clothes.
   D. Cara should have planned her night better.

   **HINT** A summary includes only the most important ideas.
An author can choose to use different language when writing. **Literal language** is language that means exactly what it says.

There were dozens of bees in the hive.

**Figurative language** is language that does not mean exactly what it says. Instead, figurative language implies, or suggests, something else. There are several kinds of figurative language. The reader must think about the context of the sentence or paragraph to figure out the meaning of figurative language.

### Types of Figurative Language

<table>
<thead>
<tr>
<th>Figurative Language</th>
<th>Definition</th>
<th>Example</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>idiom</td>
<td>a saying or phrase whose meaning is different from the individual words that make it up</td>
<td>Those hats are a dime a dozen.</td>
<td>Those hats are available anywhere.</td>
</tr>
<tr>
<td>metaphor</td>
<td>a comparison that is implied or suggested without using the word <em>like</em> or <em>as</em></td>
<td>Jeannie is a fountain of knowledge.</td>
<td>Jeannie knows a lot of information, just as a fountain holds a lot of water.</td>
</tr>
<tr>
<td>personification</td>
<td>giving human qualities to an animal, object, or idea</td>
<td>The chair felt sad and lonely when Uncle Joe was not sitting in it.</td>
<td>Uncle Joe sits so much in the chair, they are practically companions.</td>
</tr>
<tr>
<td>simile</td>
<td>a direct comparison of one thing to another using the word <em>like</em> or <em>as</em></td>
<td>The woman’s face looked as wrinkled as an old paper bag.</td>
<td>The woman’s face is old and lined with wrinkles.</td>
</tr>
</tbody>
</table>
The following passage uses literal and figurative language. Read it carefully and see if you can find the connotative language that is not meant to be taken literally.

Carrie’s allowance always burned a hole in her pocket. She just had to spend it as fast as she got it. When her mother gave her the money, Carrie ran down to the corner store. She bought a magazine, some juice, and an apple. She had no money left. She thought about her shopping addiction as she walked home. She never seemed to have any money. For Christmas, her grandmother had given her a $50 bill, but she immediately spent the money on clothes. Then she was as poor as a pauper once again. If there was ever any money in Carrie’s wallet, it seemed to make her lose her mind.

The passage mainly uses literal language to tell the story, but some figurative language is used to set a tone and affect the meaning. The first sentence of the story is an idiom that helps set a casual tone. The last two sentences help to continue the tone. The simile poor as a pauper and the idiom lose her mind help to add flavor to the text and stress the casual tone. The reader must use the context of the paragraph to understand which language should be interpreted literally and which should be interpreted figuratively.
Thinking It Through

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

The snow continued to creep up to my windowsill like an uninvited guest, peeking in, affecting my concentration, and overstaying its welcome.

What kind of figurative language is used in the sentence? How do you know?

__________________________

__________________________

__________________________

HINT Think about the traits the author gives to the snow. How can snow be like an uninvited guest?

DISCUSS Consider the phrase “out of the blue.” It means out of nowhere. What kind of figurative language is this? In a group, discuss story ideas that illustrate the phrase “out of the blue.”
Read the poem and answer the questions.

Some people have hearts of gold
But her heart leaves something to be desired.
No friend or treasure or diamond in the rough,
Thoughtful is not in her vocabulary.

My cat sits on her almighty throne
Looking down on all of us.
Just stay away and leave her be—
Let that chip on her shoulder melt away.

1. What kind of figurative language is used to tell the story in the poem?
   A. idiom
   B. personification
   C. simile
   D. metaphor

   **HINT** Think about the traits that the author gives to the cat.

2. What is the literal meaning of the phrase hearts of gold?
   A. Some hearts are really made of gold.
   B. Some hearts are worth a lot of money.
   C. Some people are very kind and helpful.
   D. Some people know how to shop for valuable items.

   **HINT** Use the context of the poem to tell the literal meaning of the idiom.
Getting the Idea

There are different kinds of literature, and each kind is organized in its own special way. A **text structure** is the way an author chooses to present information. A text’s structure helps tell the setting of a story. The **setting** of a story is the time and place that a story occurs.

One kind of literature is a story or book. A **book** is a long story written in sentences and paragraphs. The text structure of a book is often organized by chapters. A **chapter** is a division of a book into logical parts. Chapters can be numbered and have names to tell what they are about. Each chapter may have a different setting or purpose within the text of the book. The chapters build on each other to help tell the story and connect with each other to help express the theme. For example, here are some chapter titles from Louisa May Alcott’s book *Little Women*.

- Chapter Three: The Laurence Boy
- Chapter Four: Burdens
- Chapter Five: Being Neighborly

Another kind of literature is poetry. **Poetry** is literature written in lines with creative language that often includes rhythm and rhyme. The structure of a poem is organized by stanza. A **stanza** is a group of lines that make up a verse, or one unit of a poem. Each stanza helps contribute to the theme of the poem.

The following are two stanzas from Lewis Carroll’s “The Hunting of the Snark.”

> “Just the place for a Snark!” the Bellman cried,  
> As he landed his crew with care;  
> Supporting each man on the top of the tide  
> By a finger entwined in his hair.

> “Just the place for a Snark! I have said it twice:  
> That alone should encourage the crew.  
> Just the place for a Snark! I have said it thrice:  
> What I tell you three times is true.”
Another kind of literature is a play or drama. **Drama** is literature that is meant to be acted out. Whereas books are divided into chapters, plays are divided into scenes. A **scene** is a part of a play with a particular setting. Each scene leads to the next, and they build on each other to tell the plot just as the chapters of a book would. Each scene takes place in a different setting with a different interaction among characters. A play may have the following scenes.

Scene One: Waiting on the Front Porch  
Scene Two: Opening the Special Package

Within a text’s structure, an author may use literary devices to help tell the story or express ideas. A **literary device** is a technique used to produce a specific effect on a reader. Literary devices can help tell a story in an interesting way.

One kind of literary device is a flashback. A **flashback** is when there is a pause in a story to describe an earlier event. Flashbacks give the reader additional information about a story or character.

Another device is foreshadowing. **Foreshadowing** is a clue about what is going to happen later in a story. For example, a character on his way to explore a famous cave reads a newspaper article about strange events that have happened in that cave in recent months. Later in the story, the character has a scary experience in the cave. By having the character read the article earlier, the author foreshadowed what was to happen later.

Read the following paragraph and look for literary devices.

Joanne listened to the roar of the wind and the beating of the rain against the windows. The rainstorm had knocked out the power just as Joanne was about to eat dinner. The food sat on the table as Joanne stumbled around the house, lighting candles and closing windows. Last week her cousin Ben had asked her to housesit for him while he went on vacation. “It’s a great country house, Joanne. Peaceful, remote, and there’s a fireplace. One time the power went out, but only for a couple of hours,” Ben had told her. It sounded great to her at the time, but right now Joanne wished she were back in her city apartment.

In the paragraph, the character flashes back to the time when she had looked forward to the trip. The flashback of her conversation with her cousin also foreshadowed the current situation—Ben had once mentioned that the power went out at the house. This helps to add depth to the story. It allows the reader to identify with the character’s mixed feelings about the setting and the situation she is in.
Thinking It Through

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

We entered Aunt Rachel’s restaurant through the back kitchen entrance because we knew exactly what she would say if she saw us come through the main door during the lunch rush. Last week she had told Heather and me that seeing noisy teenagers walk through the front door would scare away the business crowd that was searching for a quiet, adult atmosphere. It was really easy to put Aunt Rachel into a bad mood while she was serving the lunch crowd.

“Ah! My favorite niece and nephew are here,” Aunt Rachel yelled from the kitchen as she saw us come through the back door. “How would you like some pizza this afternoon?” I looked at Heather and winked.

How does the flashback in paragraph 1 help to set the tone of the scene?

HINT Think about what is being said in the flashback and how that affects the characters’ actions.

DISCUSS Write a paragraph using the literary device, flashback. Present your paragraph to the class.
Read the passage and answer the questions.

Rick drank thirstily from his water bottle again. He could hear Liz breathing heavily behind him. He knew she was exhausted and angry about the climb. He thought of their drive up to the woods. “Don’t worry, Liz,” he’d said. “It’s an easy climb. You’ll love it.” Now Rick wished he hadn’t said that. Suddenly, a soft breeze blew through the trees, and the leaves flickered in the sunlight. A bluebird chirped with a song from its nest. Rick smiled, the pack on his back feeling lighter. Liz turned to him, also with a hopeful look on her face. “Just a little longer,” he said.

1. Which line from the passage is a flashback?
   A. “Rick drank thirstily from his water bottle again.”
   B. “He thought of their drive up to the woods.”
   C. “Now Rick wished he hadn’t said that.”
   D. “Rick smiled, the pack on his back feeling lighter.”

   HINT  A flashback is a pause in a story to talk about an earlier event.

2. Based on the details at the end of the passage, what do you think the author is trying to foreshadow?
   A. The trip will get harder.
   B. Rick and Liz will be too tired to finish their climb.
   C. The climb will become easier.
   D. It will begin to rain.

   HINT  Foreshadowing tells what is going to happen in a story and contributes to the theme.
Comparing and Contrasting Stories

Getting the Idea

When you compare two passages or texts, you tell how they are alike. When you contrast two passages or texts, you tell how they are different. Comparing and contrasting information in stories, poems, and articles can help you better understand what you read. You can compare and contrast elements of the same passage, such as the different ways two characters reacted to the same situation. Or you can compare and contrast elements of different passages, such as the topics covered. You can also compare and contrast theme, characters, settings, and genre.

For example, the story of Pinocchio is similar in some ways to the story of Cinderella. Both main characters want to escape from their real worlds and be someone they are not. Both get a little help from magical characters to change their lives for just a little while.

A genre is a kind of writing. Some genres of fiction include adventure, mystery, historical narrative, and fantasy. An adventure story has a plot with a lot of action in which the characters go on a journey. A mystery has a plot in which a puzzle, riddle, or crime must be solved. A historical narrative is a made-up story set in a real time in the past and includes characterizations of real people. A fantasy includes many elements that could not happen in real life and occur in places that may not exist.

Sometimes, stories in different genres can be compared if they are about similar things. For example, a mystery about a missing dog might be compared to an adventure story about a dog journeying through the state to return home to its owner. The stories are examples of different genres, but they may have similarities that connect them.
Even different kinds of literature, like fiction and poetry, can be compared and contrasted. Read the following examples.

**A Farmer’s Thoughts**

The meadow grass blows;  
My horse and buggy halts;  
I take a view of the fields  
On the wide-open prairie.  
This country is new—  
May it give us what we need.  
The land is our provider.

**Lending a Hand to Our Land**

Jake can’t wait to use his new crop irrigation system. He bought it from a farmer’s supply store in the city, and many farmers gave it rave reviews. Jake has begun to rely on these modern technologies to keep his business afloat. Relying on the earth to provide us with our riches can be a risky endeavor. A little technology can go a long way down on the farm!

The two passages can be compared by their theme. They are both about farmers and living off the land. However, the genre of the first passage is a poem, and the genre of the second passage is a story. The poem is set in the past, while the story is set in modern times.

When you compare and contrast literature, you can see how two seemingly different things actually have a lot in common. You can also see how two things that seem similar at first can have many differences between them.
Thinking It Through

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

Bill and Sue are pen pals. They write letters to one another, telling each other what is happening in their lives. Bill lives in Tempe, Arizona, near the university. Sue lives in Topeka, Kansas, in the middle of the country. Bill’s parents own a hotel, and Sue’s parents are farmers. Sue likes the countryside because she can ride horses and go camping. Bill likes his town because there are many places to go skateboarding.

In what ways are Sue’s and Bill’s interests similar? In what ways are they different?

HINT

Make a list, in your mind or on paper, and look for a pattern.

DISCUSS

Retell this story in your own words. Present a retelling in your group.
Read the passages and answer the questions.

**The Longest Year**

We know that a typical year lasts approximately 365 days. But did you know that there was once a year that lasted for 445 days? It was the year 46 BCE, and Julius Caesar, born into an impoverished and little-known family, had become the leader of the Roman Empire. He was upset that the calendar was so out of line with the seasons that spring did not come until May of that year!

Caesar instructed a prominent astronomer to develop a new calendar. The calendar that they had been using had only 355 days, so it was about ten days off the solar year. The solar year is how long it takes Earth to go around the sun one time. In order to have a new calendar that would be in line with the solar year, the calendar year had to be longer. So Caesar simply decreed that there would be two extra months between November and December that year!

**Why February Has Twenty-eight Days**

Thirty days hath September  
April, June, and November;  
All the rest have thirty-one,  
Save February, with twenty-eight days clear,  
And twenty-nine each leap year.

This poem helps people remember how many days are in each month. There’s some interesting history about the reasons that different months have different numbers of days. Back during the time of the Roman Empire, Julius Caesar’s original calendar showed February having twenty-nine days, so what happened to that extra day? Caesar’s adopted son Augustus, the offspring of a wealthy and prominent political couple, stole it.

When Augustus became emperor, the name of a month was changed to “August” in his honor. He felt honored until he realized that his month had thirty days, while July (the month named for Julius Caesar) had thirty-one days. Augustus became furious, and he took a day from February and added it to his month. This made August thirty-one days long and February only twenty-eight days long every three out of four years.
1. What information is described in BOTH passages?
   A. how many months are in a year
   B. where the names of all the twelve months came from
   C. how the calendar has changed
   D. why there are 365 days in a year

   **HINT** Use your own words to summarize each passage in your head.

2. What kind of historical information do BOTH passages share?
   A. information about the reign of Augustus Caesar
   B. information about the decisions of Julius Caesar
   C. information about important changes in the Roman Empire
   D. information about the work of ancient astronomers

   **HINT** What historical information or names are in both passages?

3. In what ways do the two passages differ?

   ________________________________________
   ________________________________________
   ________________________________________
   ________________________________________

   **HINT** Think about ways that the structure of the passages differ as well as ways the content is different.
An inference is an educated guess based on evidence in the text and a reader’s prior knowledge. A good inference makes sense and is backed up by details in the passage. When you make inferences as you read, you can get a richer experience and understand the message, theme, or story better. This is often referred to as “reading between the lines.”

When you make an inference, you should be able to find evidence in the text that supports what you think. For example, you might read about a character who carries an umbrella and has a frown. Although it is not directly stated, you can infer that it is raining outside, using the umbrella as evidence. You also know from your own experience that you carry an umbrella when it rains. You can also infer that the character is sad, using her frown as evidence. You may go one step further and infer that the rain has made the character sad.

Most often, you will make an inference about how a character feels, and what makes the character feel that way. You may also make an inference about a character’s traits based on his or her actions. If you read about a character who cheats on his tests, copies his friend’s homework, and pretends to be sick to get out of class, you may infer that he is lazy and dishonest. The author may not use these actual words in the passage, but when you are asked to make an inference about the character, you can use these actions as evidence.

You can also make an inference about a character’s actions. For example, the character mentioned in the previous paragraph may have a reason for being lazy and dishonest. You may infer that he does not suffer any consequence for his actions.
The following paragraph does not directly say where Geoff is. Based on your prior knowledge and experience, make an inference about Geoff’s surroundings as you read.

Geoff tenderly touched his left cheek and groaned. He wondered how long it would be before someone called his name. This is what he got for skipping those after-dinner brushings. Suddenly, he heard a cry from behind a door. Geoff shifted in his seat and touched his cheek again. If ever a place needed soundproof walls, this was it.

The author does not directly state that Geoff has a toothache and is waiting at the dentist’s office, but you can infer it. The fact that the author does not state directly that Geoff is in a dentist’s office helps to add to the setting of the story. Descriptions of the mood, the room, and the scene all help the reader get more information than simply saying that Geoff is at the dentist’s office.

The paragraph provides important clues that help the reader make an inference: Geoff feels pain when he touches his cheek, and he regrets not brushing after dinner. He is also waiting for someone to call his name, and he hears someone cry out.
Thinking It Through

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

Stephen looked up at the deserted house and tried to imagine that he never took the dare in the first place. Now, with his friends Octavio and Will standing next to him, there was no turning back.

“Go on, buddy,” Will said with a broad grin. Octavio patted Stephen on the back. “Yeah, what are you waiting for?” Octavio and Will gave each other a glance. Will added, “Hey, don’t worry. If you back out, we won’t think you’re a chicken or anything.”

Last week, accepting the dare to spend fifteen minutes in the house had seemed a lot less threatening. Now he felt like a character in a bad movie. Just then a police car pulled up in front of the house. “I hope you boys are not thinking of going in there,” he said sternly. “This house is abandoned for a reason. The roof is about to fall in. Please leave the property and go home.” The three boys ran away—just in case the roof decided to collapse at that moment.

Based on paragraph 1, what inference can you make about Stephen?

Use text evidence. Stephen wishes he had not taken a dare, but he can’t turn back now.

What inference you can make about how the boys felt when they were informed about the condition of the house? Discuss it with a partner.
Coached Example

Read the passage and answer the questions.

As Anju awoke, she quickly flipped back her bed sheets. She quietly crept out into the hallway and headed down to the kitchen. There was just one piece of chocolate cake left. She lifted the dome cover off the platter and stared at the sweet confection with growing anticipation. Opening a drawer beneath the counter, Anju silently took a fork, sliced off a piece, and lifted the fork to her mouth. As the chocolate frosting melted in her mouth, Anju closed her eyes. A voice suddenly pierced the silence. “Hey!” Anju dropped the fork and looked up guiltily at her older brother.

1. The reader can infer that
   A. Anju’s parents had saved that piece of cake for her.
   B. Anju celebrated her birthday on the previous day.
   C. Anju does not want anyone to know what she is doing.
   D. Anju has never eaten chocolate cake before.

   HINT The correct answer is the one best supported by the passage and Anju’s actions.

2. How does Anju’s brother MOST LIKELY feel when he sees her eating the cake?
   A. amused
   B. angry
   C. confused
   D. pleased

   HINT The correct answer is supported by the last three sentences in the passage.
Evidence consists of the details and facts that tell about something. When you **cite textual evidence**, you provide facts and details directly from a text that support statements you make about that text. To be sure you understand an informational work, use evidence from the text (the passage) to analyze what the text says. First, identify the main idea. Then examine the evidence that supports the main idea. To understand a text completely, you must go beyond what it states explicitly. Authors do not tell you everything in so many words. To use the information, you may need to make an inference, or draw a logical conclusion. To make an inference, examine the evidence that is explicitly stated. Use the evidence and your prior knowledge and experience to make an inference about what is not stated explicitly but is implied. Then check the textual evidence to see if it supports your inference.

The following paragraph states a main idea and supports it with details. It also implies something that is not directly stated.

> Although it is more closely related to a clam than to a human, the octopus is a very intelligent animal. It can solve mazes and figure out how to open a jar to get a piece of food from inside. In one experiment, scientists put an octopus near two balls, one of which had a piece of fish behind it. It took the octopus some time and several tries to learn that the snack was always behind the same ball. Meanwhile, a second octopus was in its tank, observing the first octopus’s behavior. Later, freed from its tank, the second octopus went to the correct ball most of the time. Not bad for a mollusk!

The first sentence includes the main idea: the octopus is a very intelligent animal. It explicitly states evidence, or details that support the main idea. An octopus can learn to open a jar, solve mazes, or identify the ball that has a snack behind it. The evidence also implies that the second octopus learned by observing the first octopus.

If you were to write a summary of this paragraph, you would include the main idea and important details that support it. You would not mention that the octopus is related to a clam.
Thinking It Through

Read the paragraph and then answer the questions that follow.

Why does the sky change color when the sun sets? Ordinary sunlight looks white, but it is made of a spectrum, or range, of colors with violet and blue at one end and orange and red at the other. When it travels through the atmosphere, we often see the individual colors that make it up. When the sun is high in the sky, sunlight travels a short distance through the atmosphere, and the sky looks blue. Sunlight travels a longer way through the atmosphere when the sun is low on the horizon. That is why the sky looks red or orange at sunset. Some of this color remains during twilight, or the period between sunset and dusk.

Where are the colors green and yellow on the spectrum? How do you know?

HINT Ask yourself where the other colors are. Think about what the paragraph says, and reread the paragraph if necessary.

DISCUSS Summarize the information in the passage and share your summary with the class.
Coached Example

Read the passage and answer the questions.

During the Middle Ages, becoming a knight was an honor, but it took much training and preparation. Boys as young as seven learned to make their body strong, use weapons, and ride a horse as they would in battle. A boy also learned good manners. To train as a knight, a boy became a squire at about age fifteen. A squire assisted a knight while the squire learned more about fighting, horsemanship, and good manners. He went into battle to help his knight, and took care of his horses, armor, and weapons. At around age twenty, he became a knight if he had proved himself worthy in battle.

1. What inference can you make about knights?
   A. Knights started out as squires.
   B. Knights did everyday chores without help from squires.
   C. Knights were often physically fit and very strong.
   D. Knights were younger than squires.

2. Which sentence BEST gives evidence to support the inference in question 1?
   A. Squires had horrible table manners.
   B. Squires started training at an early age.
   C. Squires learned how to ride horses.
   D. Squires used armor in battle.

HINT: What can you infer from the text?
A main idea is the most important idea in a text. It is what a passage is mostly about. A supporting detail is a fact that describes, explains, or strengthens the main idea of a text. Read the following paragraph.

Entering middle school can be both a fun and difficult time in a student’s life. Students have the chance to make new friends, join clubs, and gain more independence. There are usually activities, such as dances and school trips. On the downside, not all students adjust quickly to their new situation. They may have trouble making friends. Some will struggle with the greater workload and difficulty of the assignments. Middle school often brings increased social pressures, like choosing the right clothes. For many students, middle school is a balance between the good and the bad.

The main idea of this paragraph is the first sentence.

Entering middle school can be both a fun and difficult time in a student’s life.

The supporting details are the examples that back up this idea. For instance, choosing which clubs to join and participating in school trips support the idea that middle school can be a fun time.

The examples of having trouble making friends, struggling with the school workload, and dealing with the pressures of trying to fit in support the idea that middle school can also be a difficult time.
A summary is a short retelling of a text in the reader’s own words. A summary includes the main idea and the most important details from the passage that support the main idea. A summary does not include the reader’s opinion about the passage. The following summary can be used to describe the paragraph on the previous page.

There are positive and negative things about entering middle school. The positive things include meeting new friends and taking part in fun activities and clubs. The negative things include adjusting to new situations and having extra work and responsibilities.

Now read the following paragraph and think about what you would include in a summary.

The United States flag is not just a random design of stars and stripes. It has a symbolic design that represents our nation’s past and present. The thirteen stripes on the flag represent the thirteen original colonies. The fifty stars represent the fifty states that are part of our country today.

The main idea is that there is a purpose to the pattern of the U.S. flag. The meanings of the symbols should be included in the summary.
Thinking It Through

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

Thomas Jefferson was such a lover of reading that he had a collection of thousands of books in his home at Monticello. In fact, when the Library of Congress was burned by the British during the War of 1812, Jefferson was able to sell his collection to Congress as a replacement. The Library of Congress is the largest collection of books in the world. It was Jefferson who helped to organize the books by a number system that categorized them by their subject instead of alphabetically by their titles. Today the Library of Congress remains the most important collection of books in the world.

What is the main idea of the passage? What are the supporting details?

HINT The main idea is what the passage is mainly about. The supporting details help explain the main idea.

Discuss your answer with a partner.
Coached Example

Read the passage and answer the questions.

During the twentieth century, the overall temperature of our climate increased by about one degree Fahrenheit. That may not sound like a lot, but over time this change affects many living things and ecosystems. Many scientists are pointing the finger at humans for this climate change. Since we started burning fossil fuels to run factories, drive cars and planes, and heat our homes, the amount of gases in the air has increased. These gases get trapped in the air and are causing an increase in temperatures. So, a search for alternative energy sources is very important. It may even help save our planet.

1. What is the main idea of the passage?
   A. People burn fossil fuels.
   B. People may be causing climate change on Earth.
   C. Alternative energy sources are needed.
   D. Alternative energy may help save our planet.

   **HINT** Ask yourself what the passage is mainly about.

2. Which sentence is the BEST summary of the passage?
   A. Average Earth temperatures have risen, but one degree Fahrenheit seems insignificant.
   B. Scientists think human activity is to blame for climate change, and alternative energy sources may prevent further change.
   C. People should live without cars and factories and search for alternative energy sources for economic reasons.
   D. Alternative energy sources may solve the problem of gases getting trapped in the atmosphere.

   **HINT** A summary tells the main concepts of the passage.
Getting the Idea

**Text structure** is the way an author chooses to present information. There are many ways to present nonfiction information, and authors choose their text structure based on their topic. Common text structures include cause and effect, sequence, compare and contrast, and problem and solution.

A **cause-and-effect** text structure gives the reasons and outcomes for events. A **cause** is a person, thing, or event that makes something happen. An **effect** is the result of a cause. For example, a cause-and-effect text structure would work well for a report about the events that led up to the Revolutionary War. Read the following paragraph and identify the causes and effects.

The British rule had increased taxes on the colonists several times. As a result of these taxes, the colonists planned the Boston Tea Party to show their anger and their independence. The most serious result of the colonists’ anger, however, was the outbreak of the Revolutionary War.

The cause in the paragraph is the increased taxes brought on by the British. The effect is the Boston Tea Party and later the Revolutionary War. Look for words such as *because, as a result, since, so that, due to,* and *therefore* to identify causes and effects. One cause may have several effects, and several causes may have just one effect.

Another structure is **sequence**, which is chronological, or time, order. Chronological order is the most common sequence structure in nonfiction. Biographies, procedural texts, and recounts of specific events use the sequence structure. The following paragraph is an example of a text that uses a sequence structure.

Betsy Ross was born as Elizabeth Griscom on January 1, 1752. She was taught by the Quakers and after school worked in her father’s business. In 1773 she married John Ross, and in 1776 she was asked to perform one of the most important jobs an American could do—sew the first American flag.

Look for dates or words such as *first, next, then,* and *last* to identify sequence.
Another common text structure used in nonfiction is **compare and contrast**. This structure tells how two or more things are alike and different. To **compare** means to tell how things are similar. To **contrast** means to tell how things are different. Words such as *like, unlike, different, opposite, same, and similar* clue readers that they are reading a text with a compare-and-contrast structure. Read the following paragraph.

Butterflies and moths are alike in many ways. Both are insects. Both have three body parts, six legs, wings, and antennae. They are also different from each other. Butterflies have slimmer bodies than moths and are usually more colorful. Butterflies have a round knob at the end of their antennae. Moths have feathery antennae. Butterflies are active during the day. Moths are active at night.

The paragraph compares and contrasts butterflies and moths. As you read, think about what similarities and differences you can find between ideas, people, events, and objects.

**Problem and solution** is another text structure. In this structure, an obstacle, or a challenge, must be overcome or a problem must be solved. The **problem** is the difficult situation, obstacle, or challenge. The **solution** is the answer to the problem. Read the following paragraph.

In the 1800s, many people wanted to move west as the eastern United States grew crowded. The problem was that it took months to cross the United States by wagon or horse. To solve this problem, the first continental railroad was built. Now people could move in much less time.

The problem was that moving west by wagon or horse was very slow. The solution was the construction of the continental railroad.

Another way an author thinks about presenting information is how the whole text is put together. A text may be written in paragraphs. Each sentence in a paragraph should be related to the information presented. All the paragraphs then should fit together and relate to the main idea of the text. A very long informational text may be separated into chapters. The chapters should fit together and relate to the main idea of the entire book.
Read the following paragraph, and then answer the question that follows.

On March 30, 1867, Secretary of State William H. Seward arranged to buy Alaska from Russia for $7.2 million. However, there were many critics of the deal. Even though the United States had paid roughly two cents per acre for the land, many Americans argued that this price was much too high. Another cause of people’s complaints was that Alaska was far removed from the rest of the United States and was viewed as a frozen wilderness. They thought buying Alaska was a folly, or foolish act. As a result, the deal became known as “Seward’s Folly.” However, history would show that Seward was not a fool. In 1968, oil was discovered in Alaska, leading to the construction of the Alaska Pipeline. Since 1977, more than fifteen billion barrels of oil have flowed through the pipeline. Today, Alaska celebrates Seward’s Day on the last Monday of March.

What is the text structure of the passage? Tell how you know.

HINT
Look for clue words that give hints about the structure.

DISCUSS
Based on personal experience, write a paragraph using the problem and solution text structure. Share your paragraph with the class.
The rock cycle is a process by which rocks form and change from one type to another. The three main rock types are igneous, sedimentary, and metamorphic. Igneous rocks form when hot magma from Earth’s crust cools into crystals. Some of these rocks come to Earth’s surface, usually as a result of a volcanic eruption. Over time, these rocks are then broken into pieces, called sediment. The sediment is then buried in layers of earth. Pressure and time cause sedimentary rocks to form. Other igneous rocks remain underground. Pressure and heat from inside Earth change these rocks to metamorphic rocks. Metamorphic rocks can also break down and form sedimentary rocks. Heat, pressure, and time make the rock cycle possible.

1. Which text structure is NOT used in the passage?
   A. problem and solution
   B. cause and effect
   C. sequence
   D. compare and contrast

   **HINT** Review the meaning of each of the structures to see which fits best.

2. Which word from the passage is MOST helpful in identifying a text structure?
   A. process
   B. which
   C. form
   D. rock

   **HINT** Think about how each word is used in the passage.
In social studies or science texts, an author must sometimes explain to the reader how something is done. This is called **steps in a process**. The author might explain the steps to describe how a bill becomes a law. It might be a step-by-step instruction about how a Native American group made their homes or how they made goods, such as clothing and baskets. Look for key words such as *first, next, then*, and *finally* that indicate steps in a process. Read the following paragraph.

There are several steps that a letter handled by the United States Postal Service must go through before it reaches its destination. First, a person leaves the letter in a mail drop-off point, such as a public mailbox or at a local post office. Next, a mail carrier empties the box and delivers all of the contents to a central location where the letters are sorted by their zip codes and ultimate destination. Then, the letters are transferred to the post offices closest to their destinations. The letters are then sorted again according to their addresses. Finally, a mail carrier delivers the letter to the addressee.

In texts that explain the steps in a process, the author’s opinion is not given, and the history of the topic is not explored. The text simply states the process step by step.

In science texts, the author must sometimes explain how a process of nature works or how to do an experiment.

**Multistep instructions** tell a reader how to make or do something. Many multistep instructions are numbered and include only the text needed for the instruction.

On the next page is a simple process that shows how to make your own temporary compass. A compass is a tool for showing directions, such as north, south, east, and west.
Lesson 11: Steps in a Process

To make your own temporary compass, follow this set of instructions.

1. Carefully rub a three-inch sewing needle against a bar magnet a few times, always in the same direction.
2. Pierce the needle through the center of a cork, from the top to the bottom of the cork.
3. Place the cork and needle on its side in a bowl of water so that it floats.
4. Do not touch the cork again. It will move at first and then finally stop when the needle faces magnetic north.
5. The charge of the magnet moves to the needle, and the needle becomes magnetized temporarily.

Notice that the steps are written in order. This allows the reader to follow the steps one at a time, from beginning to end. Sometimes explanations can be given before or after the instructions to explain the process or to tell why it must be done in a certain way.
Thinking It Through

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

How to Show Why the Sky Is Blue

1. Gather the following materials: a clear glass or plastic bottle with straight sides, water, milk, measuring spoons, and a flashlight.
2. Add water until the container is three-quarters full.
3. Add one teaspoon of milk. Shake or stir the container until the milk dissolves to form a solution.
4. Turn on the flashlight and turn off the lights in the room. Hold the flashlight above the container as if it is the sun shining directly down through the atmosphere.
5. Notice that the liquid looks blue. The milk is like dust in our atmosphere. It scatters the light, which is made up of red, orange, yellow, green, blue, indigo, and violet waves. Only the blue light can be seen in this experiment in the same way that only blue light can be seen in our atmosphere.

Why does the explanation of the activity come at the end of the activity?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

HINT How does the title help you understand the process?
Read the passage and answer the questions.

When a frog lays eggs in water, the animals that are hatched from the eggs do not look anything like frogs. A baby frog is called a tadpole. It has a long tail and lives only in the water, breathing with gills. After about five weeks of growing, the tadpole develops hind legs and then eventually front legs. As the tadpole grows, its tail gets shorter and the animal begins to grow lungs inside its body. Then, the full-grown frog lives the rest of its life on land and in the water. It has legs, lungs, and no tail. This life cycle starts again when an adult female frog lays eggs.

Frog Life Cycle

1. egg mass  
2. tadpole  
3. froglet  
4. adult frog

1. According to the passage and diagram, which step starts the life cycle of a frog?
   A. A tadpole grows hind legs.
   B. An adult frog lays eggs in the water.
   C. A tadpole’s tail gets shorter.
   D. A tadpole grows lungs inside its body.

   **HINT** Reread the beginning of the passage and look at the picture.

2. Which stage comes right before the adult frog is able to live on land?
   A. The tadpole grows hind legs.
   B. The tadpole hatches from an egg.
   C. The tadpole grows lungs, and its tail gets shorter.
   D. The tadpole grows front legs.

   **HINT** Find the place in the passage that tells about living on land. Then read what happens just before that.
Getting the Idea

Scientific and technical texts are texts that include science lessons, scientific experiments, and instruction manuals. For example, when you read a manual that tells you how to set up or use your cell phone, you are reading a technical text. This kind of text uses very specific vocabulary that you may not see when you read anything else. Some manuals use symbols to indicate when an action must be taken on your part to set something up. Other symbols indicate when you are about to do something that could be dangerous. Numbered diagrams may help to familiarize the reader with the parts of a technical device such as a computer, a video camera, or an ice cream maker. Capital letters sometimes call out certain features or buttons.

Read the following technical text.

1. To start the phone, hold the POWER button down until the screen lights up and the company icon appears.

2. Press the MENU button to make the main menu appear.

3. Choose one of the following features: PHONE, E-MAIL, VIDEO, WEB, or TEXT.

4. Follow this guide to find the instructions for each of the above menu options.

<table>
<thead>
<tr>
<th>PHONE</th>
<th>E-MAIL</th>
<th>VIDEO</th>
<th>WEB</th>
<th>TEXT</th>
</tr>
</thead>
<tbody>
<tr>
<td>p. 2</td>
<td>p. 3</td>
<td>p. 4</td>
<td>p. 5</td>
<td>p. 7</td>
</tr>
</tbody>
</table>

This technical text uses numbered steps to give instructions, and it uses capital letters to indicate the names of the buttons on the phone. The table then refers the reader to places in the manual where more detailed instructions can be found.
**Word choice** is an author’s selection of words to create a particular meaning. Good word choice is not about using fancy or complicated words. It is about choosing the right words for what you are trying to say. Scientific and technical texts require that word choices fit the topic being discussed.

The following chart lists some words you may find in specific subject areas.

<table>
<thead>
<tr>
<th>Subject Area–Specific Words</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Technical</strong></td>
</tr>
<tr>
<td>download</td>
</tr>
<tr>
<td>activate</td>
</tr>
<tr>
<td>domain</td>
</tr>
<tr>
<td>calibrate</td>
</tr>
</tbody>
</table>

Read the following text.

When a scientist works in the field, he or she must write accurate records of observations. It is these written observations that will become the basis for analysis as well as scrutiny by colleagues. For example, if a scientific observation of gorillas in their natural habitat does not include the date, time, and physical description of the habitat, including temperature and weather conditions, the data is much less useful than if it had these important markers.

In this paragraph, the author chose words that would be most useful for the reader to understand the main idea of the text. Words such as *observations, analysis, scrutiny,* and *colleagues* can help the reader understand the technical nature of the text. Words such as *habitat* and *data* also help the reader understand the scientific text. These words are the accurate, precise words for the subject area.
Thinking It Through

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

Chopsticks are tools used for eating in many Asian cultures, in the same way that Americans use a fork or a spoon. The correct way to use chopsticks is to hold them toward the wider end. There are basic rules for using chopsticks. You should never pierce food with a chopstick. This is considered very offensive. You should also never point your chopstick at someone or move food with chopsticks. This is considered very rude. If you need to move food from your bowl to another person’s bowl, turn your chopsticks around. This way you are not touching the food with the part of the chopstick that has been in contact with your mouth.

Why is this paragraph considered a technical text?

HINT
Review the definition of technical texts and when they are used.

DISCUSS
Think of some examples for technical texts you have found helpful in the past. Share your thoughts with partner.
Read the ballot directions carefully. If you need help with the voting machine, ask an election official for help. Once entering the voting booth, review each candidate’s name in the top left corner of the ballot. To cast your vote, press the button with the √ next to your choice. Each candidate’s name is listed to the right of one of the buttons. You may cast only one vote, and vote for only one candidate. Another vote will not register if you press a second button. If you make a mistake, ask an election official to reset the screen for you so you may begin again.

1. Which word in the passage must be understood in order to cast a vote?
   A. candidate
   B. register
   C. reset
   D. official

   **HINT** Think about what the directions are about and what the reader is trying to do.

2. How does the √ in the paragraph help the reader understand the directions?
   A. It helps the reader know how to write on the ballot.
   B. It helps the reader explain the ballot to others.
   C. It helps the reader recognize symbols on the ballot.
   D. It helps the reader know how to fix mistakes.

   **HINT** Reread the text to understand how the symbols are used.
A **graphic** is an image that helps you better understand the written information in a text. Some graphics will have captions. A **caption** is a small amount of text that explains what is shown in the graphic. In a social studies text, some graphics you will find are pictures, maps, and timelines.

A **picture** gives a visual representation of what something looks like. A picture can be a photograph or an illustration that shows you important people, places, events, or things from history.

In social studies, you also learn where places, such as cities and countries, are located. A **map** is a drawing of a location. The map below shows the location of streets in Lancaster, Pennsylvania. You can see that the former home of President James Buchanan is marked on the map at 1120 Marietta Avenue.

A **timeline** is a list of events organized by date. A timeline can be a bulleted list that is read from top to bottom or a line with marked dates read from left to right.

### Important Dates in Astronomy

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1543</td>
<td>Copernicus says sun is center of universe</td>
</tr>
<tr>
<td>1667</td>
<td>Newton establishes laws of gravity</td>
</tr>
<tr>
<td>1608</td>
<td>Lippershey invents the first telescope</td>
</tr>
<tr>
<td>1849</td>
<td>First photographs of stars are taken</td>
</tr>
</tbody>
</table>
You will also see graphics in a science text. Some common graphics are flowcharts, diagrams, and tables.

A **flowchart** shows the sequence of events. A science text may use a flowchart to show the steps in a process, such as the flow of energy.

![Flowchart](image)

A **diagram** is a drawing with labels. A diagram can help clarify written information in the text. It can also provide extra information that is not discussed directly in the text. A diagram helps show the parts of something.

![Diagram](image)

A **table** is a chart that shows information in columns and rows. Tables can quickly summarize information. A common table found in science texts is the Mohs scale of mineral hardness.

<table>
<thead>
<tr>
<th>Mineral</th>
<th>Hardness</th>
</tr>
</thead>
<tbody>
<tr>
<td>talc</td>
<td>1</td>
</tr>
<tr>
<td>gypsum</td>
<td>2</td>
</tr>
<tr>
<td>calcite</td>
<td>3</td>
</tr>
<tr>
<td>fluorite</td>
<td>4</td>
</tr>
<tr>
<td>apatite</td>
<td>5</td>
</tr>
<tr>
<td>feldspar</td>
<td>6</td>
</tr>
<tr>
<td>quartz</td>
<td>7</td>
</tr>
<tr>
<td>topaz</td>
<td>8</td>
</tr>
<tr>
<td>corundum</td>
<td>9</td>
</tr>
<tr>
<td>diamond</td>
<td>10</td>
</tr>
</tbody>
</table>
Thinking It Through

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

The most distinctive feature of our solar system is the eight planets that orbit the sun. Each planet’s distance from the sun contributes to that planet’s physical features. For example, the planets close to the sun have higher temperatures than those that are farther away.

According to the diagram and the paragraph, which is MOST LIKELY to be the coldest planet? Explain your answer.

HINT Read the passage and view the planet names to find the answer to the question.

Create a flowchart based on how you prepare for a test. In a group, share the sequence of events.
The Water Cycle

The water cycle is a continuous cycle that describes the movement of water on and above Earth’s surface. Because it is a continuous cycle, there is no true starting point. However, first think about the water in the ocean. As the sun heats this water, the water evaporates into the air and becomes a gas. It becomes part of the atmosphere. Then as the air cools, the gas condenses into tiny droplets, and clouds are formed. When these clouds get too heavy with water, they fall to the ground as precipitation. Rain, snow, hail, and sleet are all kinds of precipitation. When precipitation falls onto mountains and hills, it runs downhill and eventually makes its way into the ocean again.

You see the water cycle at work when you see a puddle after a rainstorm. The puddle will soon disappear because the sun’s heat will cause the water to evaporate into the air. As the water cycle continues, that once-liquid puddle will soon condense into a cloud and eventually fall again as precipitation.

This evaporation, condensation, and precipitation cycle makes up the water cycle.

Water Cycle Diagram
1. How are the passage and the diagram related?
   A. They give different information.
   B. They give the same information in different ways.
   C. They give different information in the same way.
   D. They are not related.
   **HINT** Use both the diagram and the text to help you find the correct answer.

2. What idea in the passage do the arrows in the diagram help to illustrate?
   A. There are many stages to the water cycle.
   B. The water cycle can be stopped at any stage.
   C. There is no beginning or end to the cycle.
   D. The clouds are an important part of the water cycle.
   **HINT** Think about the movement shown by the arrows, and reread the text to find the correct answer.

3. How does the diagram help to make the text clearer?

   ____________________________
   ____________________________
   ____________________________
   ____________________________
   **HINT** Summarize what you have learned by looking at the diagram.
Sometimes an author will write to persuade an audience of his or her opinion. An author’s argument is the way an author presents an opinion in writing. Author’s arguments use persuasion, which is a way to change how a reader thinks, acts, or feels about something.

In science and social studies texts, an author may make claims that help to support an argument. The author must support these claims with reasons and evidence. With a text that uses persuasion, it is important to distinguish what is a fact and what is an opinion.

A fact is a statement that can be proved to be true or false.

There are fifty states in the United States of America.

An opinion is a statement that cannot be proved. Not everyone will agree with others’ opinions.

Hawaii is the best state to live in.

When an author gives an opinion, he or she may show bias, which means that the writer is prejudiced toward one point of view and tries to sway the reader to accept it. Propaganda techniques are ways that a writer can use bias to convince the reader of a certain point of view. The following chart shows different propaganda techniques.

<table>
<thead>
<tr>
<th>Propaganda Technique</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>bandwagon</td>
<td>convincing a reader to do something because everyone else is doing it</td>
<td>Don’t be the only one who doesn’t support our cause!</td>
</tr>
<tr>
<td>inclusion or avoidance of particular facts</td>
<td>mentioning only facts that will help to persuade people to your opinion</td>
<td>Forty percent of the students complained about the program within the first three days.</td>
</tr>
<tr>
<td>loaded language</td>
<td>language that appeals to emotions rather than reason</td>
<td>This will be a life-changing event.</td>
</tr>
</tbody>
</table>
Facts and opinions are often used in advertising to convince a person to buy or do something. But these techniques can also be found within historical and scientific texts. Read the following paragraph and see if you can distinguish fact from opinion.

Think about the great health benefits of fruit. Fruit is made of 80 percent water, and water is needed for healthy bodies. Fruit has no “bad cholesterol,” which is also very good news for our bodies. Many people say that fruit is good brain food and that it helps people think more clearly. Fruit also contains fiber. Fiber is good for digestion. Fruit always makes people feel better, too.

In the paragraph, facts about fruit are presented in a persuasive way, and no negative information or facts are included. The last sentence is an opinion because it states what the author believes. However, some people have fruit allergies, and eating fruit would actually make them feel worse.

Read the next paragraph and identify the author’s argument.

In 1967, a man named Steve Juneau came up with an idea to promote the city of Gonzales, Louisiana. He loved how area cooks prepared jambalaya. Jambalaya is a tasty Cajun-Creole dish with a delicious blend of meats and flavors. Why not use this dish to draw people to Gonzales? That’s how the annual Jambalaya Festival came to be. In 1968, the governor of Louisiana named Gonzales the “Jambalaya Capital of the World.” That same year, the first festival was held. Thirteen cooks competed for the title of “World Jambalaya Cooking Champion.” About fifteen thousand people attended the festival. There were pots of jambalaya, a carnival for the children, and live music. Everyone had a wonderful time. Over time, the festival grew in popularity and reputation. One recent festival drew over fifty thousand people.

The paragraph uses mainly facts, such as dates and people’s names, to present the information. The paragraph also uses emotional, loaded language, such as delicious and wonderful, to persuade the reader to believe that the festival was a wonderful idea and a great success.
Thinking It Through

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

Littering rivers causes the water to become polluted. Pollution harms the fish, plants, and animals that live in or near the river. The plants and animals can get sick and even become extinct. We all need to remember that we are not alone on this planet. We are not the most important species on Earth. What we do affects other living things. If an animal depends on a particular plant for its food, and that plant is no longer around, that animal will have to find another food source or die. We must always be mindful of how our actions affect other living things on the planet.

What is the author’s argument? How do the facts in the paragraph support the author’s argument?

HINT Determine which statements in the paragraph are facts. How do the facts support the author’s main argument?

DISCUSS Share your paragraph with the class.
Read the passage and answer the questions.

East Town Shores is the ideal place to visit and to live. It offers the best of everything, from tree-lined streets and peaceful parks to museums, movie theaters, and fine restaurants. East Town Shores has something for everyone. It is home to people of many different walks of life. What’s most important is that the town reflects the history of our nation’s earliest days. If you are a history buff who wants to learn more about how this nation started, a visit to East Town Shores is just what you need.

1. Which sentence from the passage is a fact?
   A. “East Town Shores is the ideal place to visit and to live.”
   B. “It offers the best of everything, from tree-lined streets and peaceful parks to museums, movie theaters, and fine restaurants.”
   C. “It is home to people of many different walks of life.”
   D. “If you are a history buff who wants to learn more about how this nation started, a visit to East Town Shores is just what you need.”

2. What is the author trying to convince the reader to do?
   A. visit a fine restaurant
   B. walk in a peaceful park
   C. learn more about history
   D. visit East Town Shores

HINT What is the author’s main purpose?

Find a sentence that avoids the author’s personal feelings or beliefs.
An author’s purpose is the reason an author writes. One reason an author might write is to inform the reader about a topic. There are two types of informational sources—primary and secondary.

**Primary Sources**
A primary source is a firsthand account of a topic of interest or an event. Historical documents that are created by the people who lived through an event are primary sources. Common primary sources include journals, diaries, interviews, letters, speeches, news film footage, autobiographies, memoirs, poetry, drama, music, and art. A primary source is usually written in the first-person point of view. The **first-person point of view** uses the pronoun *I*.

One example of a primary source is *The Diary of Anne Frank*. This is a firsthand account of a girl living through World War II.

**Secondary Sources**
A secondary source is a document that gives information about a person or event in history but is written after the events have occurred. Authors often use primary sources to put together a secondary source. Secondary sources often interpret or analyze primary sources. Common secondary sources include magazine articles, encyclopedias, textbooks, book reports, biographies, and books about nonfiction topics. A secondary source is written in the **third-person point of view**. The third-person point of view uses the pronouns *he, she,* or *they*.

One example of a secondary source is a magazine article that a reporter writes about the life of Anne Frank.
You can compare and contrast information from different sources to tell how they are alike and different. Remember that to **compare** means to tell how things are alike. To **contrast** means to tell how things are different.

Read the following primary source letter written by Abraham Lincoln.

Mrs. Bixby, Boston, Massachusetts:

DEAR MADAM: I have been shown in the files of the War Department a statement of the Adjutant-General of Massachusetts that you are the mother of five sons who have died gloriously on the field of battle. I feel how weak and fruitless must be any words of mine which should attempt to beguile you from the grief of a loss so overwhelming. But I cannot refrain from tendering to you the consolation that may be found in the thanks of the Republic they died to save. I pray that our Heavenly Father may assuage the anguish of your bereavement, and leave you only the cherished memory of the loved and lost, and the solemn pride that must be yours to have laid so costly a sacrifice upon the altar of freedom.

Yours very sincerely and respectfully,
Abraham Lincoln

Now read the following secondary source about the same topic.

Abraham Lincoln led the country at one of its most difficult times. The American Civil War was a time of great heartache for many families. They lost their loved ones on the battlefield, and both sides were fighting for the same country. Lincoln felt overwhelmed by the pride and dignity that many of the soldiers exhibited. He would write personal letters to family members to thank them for the service their loved ones gave to the country.

Both passages are about Abraham Lincoln’s dedication to the soldiers of the Civil War. The first passage shows firsthand how Lincoln felt, and the second passage gives a secondhand account of the same information.
Thinking It Through

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

You may not know the name Josh Gibson, but he was the greatest hitter in the history of baseball. He is often called the black Babe Ruth because he was able to hit long home runs. Some feel that Ruth instead should be called the white Josh Gibson. It was not unusual for Gibson to hit the ball more than five hundred feet. Gibson’s records are not remembered in major league baseball because he played for the Negro Leagues.

Gibson was born in Buena Vista, Georgia, in 1911. His first love was always baseball. He started his career when he was asked to step into a Negro Leagues game after a catcher hurt his finger during the game. Some people said, by the end of his career, Gibson hit as many as eighty-four home runs in one season. No one knows for certain because the Negro Leagues could not afford to hire someone to keep the records.

What kind of source is this passage? How can you tell?

HINT Review the meaning of a primary and secondary source and think about the characteristics of each.

DISCUSS Retell this story in your own words. Present your retelling in a group.
Read the passages and answer the questions.

The Life of Laura Ingalls Wilder

Laura Ingalls Wilder was born in a log cabin in the Wisconsin woods during the winter of 1867. She was the second child of Charles and Caroline Ingalls. She spent much of her childhood traveling across the American frontier with her family. They lived in a dugout house in Walnut Grove, Minnesota, and then they moved to Iowa, where Charles ran a hotel. They later moved back to Walnut Grove and then finally into the Dakota Territory, where her parents settled for the rest of their lives.

Laura wrote about her life story in a series of children’s books called Little House on the Prairie. The books were written when Laura was an adult, but they have all the memories of childhood and capture the adventures and the dangers of living on the American frontier. Millions of children have read her books since the 1930s.

“Favors of the Small Farm”

excerpted from

Missouri Ruralist (February 18, 1911)

by Mrs. A. J. Wilder

There is a movement in the United States today, widespread, and very far reaching in its consequences. People are seeking after a freer, healthier, happier life. They are tired of the noise and dirt, bad air and crowds of the cities and are turning longing eyes toward the green slopes, wooded hills, pure running water, and health-giving breezes of the country.

A great many of these people are discouraged by the amount of money required to buy a farm and hesitate at the thought of undertaking a new business. But there is no need to buy a large farm. A small farm will bring in a good living with less work and worry, and the business is not hard to learn.

I am an advocate of the small farm, and I want to tell you how an ideal home can be made on, and a good living made from, five acres of land.
Lesson 15: Comparing and Contrasting Informational Texts

1. Which passage is a primary source?
   A. the first passage
   B. the second passage
   C. both passages
   D. neither passage

   **HINT** Look for the first-person point of view.

2. Which passage is a secondary source?
   A. the first passage
   B. the second passage
   C. both passages
   D. neither passage

   **HINT** Look for the third-person point of view.

3. How are both passages alike? How are they different?

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________

   **HINT** Compare and contrast the topics and main ideas.
When you compare and contrast informational texts from different genres, pay attention to the ways in which authors shape their texts differently. Informational text can be presented in many different genres. Text that comes from the same genre will usually share some of the same major characteristics of writing, including author’s purpose, structure, style, and tone. The main reason for writing an informational text is to present facts and details on a particular topic. Some genres of informational text include journal entries, memoirs, biographies, autobiographies, news articles, and speeches. These genres of text may have different structures and styles, but they will often share the same author’s purpose, which is to inform.

You can compare and contrast information about a particular topic when you read texts across different genres. This can help build your understanding of a topic. When you read from a biography, for instance, you are reading facts and information about a real person’s life that are written by another person. Biographies present information from an outside, or third-person, point of view. The author did not experience the events described in the text.

When you read from an autobiography or a memoir, all the information is presented by the person who experienced the events. Autobiographers present information from a first-person point of view. Autobiographies can present the subject’s most personal feelings, emotions, and reflections on life events. On the other hand, a biographer has the ability to do extensive research on a subject—often many years after the person lived—and therefore has access to information that the subject could never have known.

Comparing texts means to tell how they are alike, and contrasting them means to tell how they are different. Often readers will compare and contrast a variety of primary sources, such as autobiographies, letters, and speeches, with secondary sources, such as historical texts or science texts, in order to receive the fullest and richest understanding of a topic.
Compare and contrast these two passages.

**Passage 1**
A. A. Milne was born on January 18, 1882, in London, England. He was a poet, playwright, essayist, and humorist, best known for creating the Winnie-the-Pooh character and stories. The stories tell of Winnie-the-Pooh, a fun-loving bear with a sweet disposition, and his friends, including a gloomy donkey named Eeyore and Tigger, an energetic tiger. Winnie-the-Pooh and his friends have adventures with Christopher Robin, a young boy who was based on Milne’s own son of the same name. Milne loved the outdoors and hiking, and he set the Pooh stories in a place called the “Hundred Acre Wood.”

**Passage 2**
A week ago . . . I grieved for the dying summer. I wondered how I could possibly bear the waiting . . . the eight long months till May. In vain to comfort myself with the thought that I could get through more work in the winter undistracted by thoughts of cricket grounds and country houses. In vain, equally, to tell myself that I could stay in bed later in the mornings . . . . But now, suddenly, I am reconciled to autumn. I see quite clearly that all good things must come to an end. The summer has been splendid, but it has lasted long enough. This morning I welcomed the chill in the air; this morning I viewed the falling leaves with cheerfulness . . .

These two passages are from two different genres of informational text: biography and memoir. In the first text, a biographer tells important details about A. A. Milne’s life. In the second text, the author is Milne himself. He tells of his feelings of sadness that summer is ending and of accepting that autumn is arriving. We learn about Milne’s inner thoughts and feelings.

By comparing and contrasting both passages, we understand more about Milne. We learn that Milne is most famous for writing popular children’s stories about a bear and his friends living in a fictional forest called the “Hundred Acre Wood” and that Milne loved the outdoors. From these details, along with the memoir excerpt, readers can conclude that Milne may have chosen to write his story about characters set in a forest because of his love of the outdoors.
Thinking It Through

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

Passage 1

*March 20, 2015*

Recently, I traveled to the Faroe Islands north of Scotland to catch sight of a total solar eclipse. It was an experience that I will never forget. Crowds gathered on a hill shortly after dawn, just before the eclipse was to begin. Some excited sky watchers had set up their cameras the night before and slept in tents to make sure they got the best view. The sun kept disappearing and reappearing behind the clouds, but we finally saw the moon completely blot out the sun. Everyone fell silent as they took in the strange and spectacular event.

Passage 2

Every year, Earth experiences a minimum of four eclipses. This year, a total solar eclipse will occur on March 20, 2015. A total solar eclipse is when the moon comes between the sun and Earth and completely blocks out the light of the sun. The total solar eclipse due to occur this year on March 20, 2015, is special. It will coincide with the year’s spring equinox, a time when the sun shines directly on the equator and night and day are nearly equal in length. The last total solar eclipse that coincided with an equinox occurred in 1662. This year’s total solar eclipse will be visible in the Northern Hemisphere, with the best views possible in the Faroe Islands. It is estimated to last for two minutes and forty seconds.

What are the genres of each passage? What do you understand about solar eclipses from the two passages?

*HINT* Review the different genres of informational text and think about the details in each passage.

*DISCUSS* Talk with your partner about how each passage helps you to understand what happens during a total eclipse of the sun.
Coached Example
Read the passages and answer the questions.

Malala Yousafzai

As a young girl in Pakistan, Malala Yousafzai knew the importance of education. Her father, Ziauddin Yousafzai, founded the school that she attended. When members of a political movement called the Taliban tried to take control of her country, Malala became worried. The Taliban were known to destroy girls’ schools and enforce the idea that women should not have the right to an education. Malala decided to act. She gave a speech in Peshawar, Pakistan, in September 2008, arguing that every person, girls included, had a right to education. Malala was just eleven years old when she gave her speech. She became an advocate for female education, speaking on behalf of her gender to the people of Pakistan. Unfortunately, this angered the Taliban, and they physically attacked Malala for her beliefs. Malala was very strong and quickly recovered from the attacks. Undeterred, she continued to advocate for equal education. Malala was awarded the Nobel Peace Prize in 2014 for her courageous efforts, becoming the youngest person in history to earn the prize. Malala inspires young women around the world to defend their right to an education.

A Special Meeting

Today I met Malala Yousafzai. I was so excited to meet her! Malala was friendly, warm, and caring—just like any other seventeen-year-old girl. When she came into the room, everyone began to smile. My friends and I have been worried that our towns will suffer the same fate that Malala’s did. We hear rumors of groups who believe that we should not have the right to go to school. I don’t understand how people can think this way! We want to go to school. Someday, I would like to be a teacher. I know I will be a good teacher and will help others learn well. But if there are no schools for women, I will not be able to achieve my dream. Malala spoke warmly to us. She said she wanted to be our friend. She said she will stand with us and fight for us to make sure our dreams can come true.
1. Which passage contains an author’s feelings and observations?
   A. first passage
   B. second passage
   C. neither passage
   D. both passages

HINT Which of the passages is told from a first-person point of view?

2. What is the genre of “Malala Yousafzai”?
   A. biography
   B. instructional article
   C. autobiography
   D. speech

HINT Think about the text structure of the passage. Who is the author? What information is being presented?

3. How does each passage help readers understand Malala Yousafzai?

HINT Compare and contrast the details in each passage. Which details are about the same idea? Which details express different ideas?
Getting the Idea

Persuasive writing tries to convince the reader of the writer’s argument. A writer’s argument is his or her opinion on a topic. Arguments are often made in advertisements, editorials, letters, essays, and speeches.

A persuasive essay starts with an introduction. An introduction is the first paragraph of an essay, in which the main idea is presented. An introduction includes a topic sentence, a sentence that gives the main idea of an essay or paragraph, and some general information that is expanded on later in the essay.

When writing an argument, give a clear statement of your position, topic, or point of view. Use language that is appropriate for your audience. Give evidence or examples that will support your position. You might even use emotional language that appeals to people’s feelings. In many arguments, the writer will acknowledge the claims of the opposing side and give reasons why those claims are incorrect or unreasonable. A formal writing style is often most appropriate for making an argument.

An argument can be organized by cause and effect, compare and contrast, or problem and solution. Based on your text structure, you should include transition words or phrases. A transition is a shift from one idea to the next. Your word choice can help you make smooth transitions between ideas and concepts being discussed. Common transitions found in an argument include first of all, for example, I feel, in my opinion, on the one hand, and on the other hand.

Read a student’s argument below for who should be named Teacher of the Year.

In my opinion, Ms. Nolan, my science teacher, has the qualities that make a good role model. First of all, she is sincere and wants to help her students gain an interest in science. She is also aware. She understands that some students have trouble grasping the subject matter, so she works to make the material interesting and clear. Ms. Nolan schedules extra office hours after school so students can figure out where and why they made errors. Also, Ms. Nolan has a terrific sense of humor, so her class always includes a good dose of fun. One time I was frustrated and confused about the homework, and Ms. Nolan cracked a joke that made me laugh so hard I cried.
An argument ends with a concluding section or statement. A **conclusion** recaps the main idea of the whole essay and supports the information presented.

Because Ms. Nolan is sincere and helpful and is aware of her students’ needs, she truly deserves to be named Teacher of the Year.

Organizing your thoughts with a **graphic organizer** can help you include all the points you want to make in your writing. A graphic organizer can help you list evidence or data that will make your argument stronger.

Look at the graphic organizer below. It gives reasons why one student thinks Ms. Nolan should be awarded the title Teacher of the Year.
Coached Example

Read the following letters. Then rewrite each one so that the reasons and details support the author's argument.

1. Dear Mom and Dad,

   I think I should be allowed to stay up an extra hour on Friday and Saturday nights. If you let me do it, I'll be so happy. I will even agree to walk the dog an extra time each day so that you don’t have to do it.

HINT: The argument does not list why staying up an extra hour should be permitted on Friday and Saturday nights. Give concrete reasons to support the writer's point of view.

2. To Whom It May Concern,

   I ate at your restaurant last night with my family and was appalled at the service. It was the worst meal I ever had. And the food tasted terrible, too. Please make some improvements so that people can enjoy going there!

HINT: What exactly was wrong with the meal? Give specific reasons and examples to explain why the author was not satisfied with the service and the food.
Getting the Idea

An **informative text** presents and explains information. Informative texts include newspaper articles, research reports, travel guides, and how-to articles.

When you write an informative text, you should clearly introduce your topic and develop it with relevant facts and details. **Research** is an investigation of facts and details about a topic. An author can use books, interviews, or online sources to conduct research. Some informative texts use graphics, such as charts and tables, and headings to separate the work into sections. All of these features help the reader to comprehend the text.

An informative text can be organized by sequence, cause and effect, compare and contrast, or problem and solution. Based on your text structure, you should include transition words or phrases. A **transition** is a shift from one idea to the next. Common transitions in an informative text include another, as a result, due to, first, however, later, and unlike. Your word choice can help you make smooth transitions between ideas and concepts being discussed. When writing an informative text, you should use a formal language style. You also should not include personal opinions.

Read the following text about Hatshepsut, a female ruler of ancient Egypt. Notice that the language is formal, and only facts are given.

Hatshepsut was one of the few female rulers of ancient Egypt. She was a princess and the wife of the pharaoh, or king. When her husband died, her ten-year-old stepson was supposed to become pharaoh. Hatshepsut said that he was too young to rule on his own. She was named coruler. She ruled for about fifteen years, until her death in 1458 BCE.

An informative text ends with a concluding section or statement. A **conclusion** recaps the main idea of the whole essay and supports the information presented.

Ancient Egypt did not have many female rulers, but Hatshepsut was one of them.
A graphic organizer can help you collect the information for your text. The graphic organizer below shows how the writer collected his thoughts before writing the paragraph about Hatshepsut. The writer decided to use a cause-and-effect pattern that tells what happens as a result of an earlier event.

<table>
<thead>
<tr>
<th>CAUSE</th>
<th>EFFECT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hatshepsut’s husband was an Egyptian pharaoh.</td>
<td>Hatshepsut was an Egyptian princess.</td>
</tr>
<tr>
<td>Hatshepsut’s husband died.</td>
<td>Hatshepsut’s ten-year-old son became pharaoh.</td>
</tr>
<tr>
<td>Boy was too young to rule.</td>
<td>Hatshepsut was named coruler.</td>
</tr>
</tbody>
</table>
Read the following paragraphs. Then rewrite each one to include more concrete details and relevant facts. Research the topics as needed to find the additional information.

1. Because of the unique way in which they are constructed, suspension bridges are the longest kinds of bridges in the world. San Francisco’s Golden Gate Bridge is an example of a suspension bridge.

HINT: There are no details about how a suspension bridge is made and what makes it different from other kinds of bridges.

2. Pablo Picasso was one of the most influential artists of all time. He was one of the artists credited with the invention of the art movement called Cubism. Today, just a single Picasso painting sells for millions of dollars.

HINT: The reader needs more information to get a good sense of who Pablo Picasso was. When did he live? What is Cubism? These details will make the writing more complete.
Getting the Idea

A narrative text tells a story. Fictional pieces such as novels, short stories, poems, and plays can be narrative texts. Nonfiction pieces such as biographies and autobiographies can be narrative texts.

Narrative texts include characters, a setting, a plot, and a conflict or problem that needs to be resolved. Good narratives have a beginning, middle, and end. Descriptions of the characters and dialogue between characters help make the story more effective.

When organizing a narrative, it helps to follow the plot in order from beginning to end. Stay focused on your main idea or theme. Details and vivid language will help the reader imagine the story’s setting. Describe each character’s personality, thoughts, feelings, or appearance.

The paragraph below is an example of narrative writing.

I was simply frightened out of my skin when I arrived at summer camp that first morning. I had never stayed away from home before, and I wasn’t exactly looking forward to the experience. But it was sink or swim for us campers, literally. I met Lori, Carla, and June on the way to rowing class. Our teacher put us together in one boat, and we did our best to stay afloat. That is, until we flipped over and landed right in the lake! About six camp counselors came diving, swimming, and boating to our rescue. I know it sounds strange, but their rescue made me feel a bit comfortable and at home at the camp. I felt like I was going to be safe with the counselors. They really cared about us kids!

The author establishes the setting right away—summer camp. The conflict is that the narrator has never been away from home before and was not looking forward to the summer camp experience. When the narrator and her new friends fall into the lake, the counselors come to their aid immediately. This makes the narrator feel comfortable about the camp. By the end, the narrator feels she will now enjoy the rest of summer camp.
Filling out a graphic organizer can help you plan your narrative. The best kind of graphic organizer to use for narrative writing is a sequence chart. Look at the graphic organizer below. It was filled in by the author of the narrative about summer camp.

**Beginning**
I arrived at camp frightened.

**Middle**
I met Lori, Carla, and June, and our rowboat flipped over.

**End**
The camp counselors came to rescue us, leaving me with a much better feeling about camp.
Coached Example

Read the following narratives. Then add sentences that would improve the narratives.

1. Jenny and her grandmother entered the diner for the millionth time, it seemed. They had a weekly date there every Monday afternoon, where they spent time together talking and giggling about recent events in their lives. But this meeting was different. The diner had a huge sign in the window. Smiles came across the faces of both Jenny and her grandmother. Their weekly dates weren’t ending—they were just moving!

HINT There is no apparent conflict in the passage. Also, the author does not tell you what the sign says.

2. Leon knew he would be the star of the concert tonight. He had started playing the piano years before any of the other students. His sister had told him he was being arrogant for thinking he was better than the other students, but Leon didn’t care. He continued to think he was above the other students, and he didn’t even practice for the performance.

HINT The story is missing an ending. What happens on the day of the concert? Was Leon correct in his assumption about his piano playing?
Literature is a work of imaginative writing that many people consider exceptional. Stories, plays, poems, or graphic novels are considered works of literature. **Historical fiction** is also literature. It is set in a time and place that really existed in history. It may have characters who really existed. What makes it fiction is that imagined elements are added—such as made-up thoughts and words for real characters.

Sometimes you might want to tell how a piece of literature made you feel or explain to someone what you learned. Writing your response is a way to explain your feelings about what you read. To present your best written response, you need to support your claims with evidence from the text. Since other people will be reading your response, it’s best to use formal language, not slang.

The following paragraph is an example of historical fiction.

Clara finished her shift and called her roommate from the pay phone. Before leaving the hamburger stand where she worked, she bought a hamburger for fifteen cents. Walking home, she sighed, thinking about her new teaching credential. She had expected a job teaching fifth grade, but the job depended on special funds from President Lyndon Johnson’s new War on Poverty program. For the first time, the federal government would provide funds for schools that served students living in poverty. The schools could not hire teachers until the federal government sent the extra money for the year, but school had already started and the funds had still not come. Clara opened an envelope from the San Blanca Unified School district and learned that the school had the funds to hire her. “The War on Poverty is working,” she said.

The setting is the 1960s when Lyndon Johnson was president and launched his War on Poverty. Pay phones and fifteen-cent hamburgers are real elements of the times. Clara is a fictional but realistic character who wants to teach. Her problem is that she does not have a teaching job because the school does not have its funds. When the school gets its funds, Clara gets a teaching job.
Another type of fiction is fantasy. A fantasy contains some elements that could not exist in real life. It has some characters or settings that could not exist or events that could not happen in life.

The theme of the story is the main idea, message, or lesson. Historical fiction and fantasy can have similar themes.

Sometimes, stories in different genres can be compared if they are about similar things. For example, a historical fiction story about a teacher who wants to teach students living in poverty might be compared to a fantasy about a teacher who uses magic to feed students living in poverty. The stories are examples of different genres, but they have similarities that connect them.

The following paragraph is an example of historical fantasy. Think about how it compares with the historical fiction story.

Wounded in the Vietnam War, José was now back in New York, fighting, and losing, the War on Poverty. Some of his students arrived so hungry they couldn’t think until after eating the free school lunch, their only meal of the day. After José wished aloud that he could afford breakfast for his students, a live hen, a packet of berry seeds, a loaf pan, and a note appeared. The note said to plant the seeds, feed a berry to the hen, and bake bread in the loaf pan. José planted the seeds, and immediately his yard filled with berry bushes. Each time he picked a berry, another grew in its place, until he had enough for all his students. When he fed a berry to the hen, she laid thirty eggs. He baked a loaf of bread, and when he removed the loaf, another loaf appeared in the pan, and then another and another. His students never went without breakfast again.

Filling out a graphic organizer can help writers compare two different genres, or types of stories. The author filled in the details about the similarities and differences between the stories in the Venn diagram below.
Coached Example

Read the passages and answer the questions.

Sacajawea’s Surprise

Sacajawea accompanied Lewis and Clark on their exploration of the western part of United States territory. After months of hiking through unfamiliar areas, Sacajawea entered the territory where she had grown up with her Shoshone family. As she gathered roots, she suddenly heard the word “Indians,” and her stomach knotted with fear. Was it hostile warriors like the ones who had slaughtered most of her family, kidnapped her, and sold her to her French husband? She dropped the roots, emerged from the trees, and was overjoyed to see a group of Shoshone. The Shoshone led her to their camp, where she let out a cry of joy. She rushed forward and embraced the chief, her brother!

Egrim’s Adventure

Egrim followed the other elves along the river, looking for a safe home far away from humans. Although some humans appreciated the elves for their good deeds, others were determined to make slaves of them and take advantage of their magical powers. Just when the elves found a beautiful spot deep in the forest, humans appeared, hunting them. The elves made themselves invisible and fled, continuing up the river until it widened into a huge lake full of islands. Using their magic, they built boats out of branches and leaves and explored the lake. They found an island with everything they needed: forest, meadows, streams, fruit trees, and fish. Egrim used his magic to enchant the island, so it would be invisible to humans. The elves had a safe home at last.

1. Which of these passages is historical fiction and which is fantasy? How can you tell?

   ______________________________________________________________________

   HINT In which passage are there characters who really existed in history? Which contains imaginary characters and events that could not happen?

2. If you were to write another paragraph on the same theme, what would be similar about the topic and content?

   ______________________________________________________________________

   HINT What are the characters doing in each passage?
Getting the Idea

**Informational text** is nonfiction text that provides information on a specific topic. You might think that the terms *nonfiction text* and *informational text* refer to the same thing, but they do not. Informational texts provide information, while nonfiction texts can include accounts of factual events while incorporating literary elements, such as setting and plot.

To understand informational text, you need to analyze it and reflect on it. To **respond to informational text** in writing, you may need to conduct some research. It is especially important to evaluate persuasive literature, or what authors write to persuade audiences of their opinions. An author’s argument is the way in which an author presents an opinion in writing. Authors’ arguments use persuasion, which is an attempt to change how readers think, act, or feel about something. An author may make claims that help to support an argument. The author must support these claims with evidence such as facts, examples, or logical and believable reasons.

When reading persuasive text, it is important to distinguish between facts and opinions. A fact is a statement that can be proved to be true or false. You can often check to verify facts in informational text. An opinion is a statement that cannot be proved. People will agree or disagree with others’ opinions.

The following paragraph is an example of a persuasive argument.

> Schools should not be able to sell junk food or sugary beverages. Junk food and sugary beverages do not taste good. Statistics show that both obesity and diabetes are on the rise among students. Both sugar and fat are known to contribute to these conditions. It is the school’s responsibility to help students make healthful food and beverage choices.

This argument supports the opinion with logical reasons and with facts. You could conduct research and check the facts are true. You can decide if the reasons make sense. This argument makes a claim that the author does not support: that junk food does not taste good. This is only the author’s opinion.
Read the next paragraph and identify the author’s argument.

Schools should be allowed to sell junk food and sugary beverages. Junk food is not as bad as people say. Students should make their own decisions about eating junk food. Schools can educate students about good food choices but cannot force them to avoid fatty foods or sugary beverages. Students are allowed to bring food to school, so if they cannot buy candy, chips, and soda at school, they will bring it with them. If students do spend money on junk food, they would be wiser to spend their money at school. That way the school will get the money instead of stores.

This argument supports the opinion with logical reasons. You can decide if the reasons make sense and support the author’s opinion. This argument makes one claim that the author does not support: “Junk food is not as bad as people say.” This is only the author’s opinion.

Filling out a graphic organizer can help writers plan their arguments. The best kind of graphic organizer to use to respond to informational text is a word web. Look at the graphic organizer below. The author filled in the details about junk food.

![Graphic Organizer]

- **Facts**: Statistics show both obesity and diabetes are on the rise. Sugar and fat contribute to obesity and diabetes.
- **Opinion**: Schools should not be allowed to sell junk food or beverages.
- **Reason**: It is the school’s responsibility to help students make healthful food and beverage choices.
- **Example**: Selling sugary and fatty foods makes it more convenient for students to make unhealthy choices.
Coached Example

Read the passage and answer the questions.

Texting has a positive effect on overall communication. It is more convenient than meetings or phone conversations because texters can send or receive messages at any time and any place. Unlike making cell phone calls, texting does not create noise or annoy other people. Therefore, it is permitted in many places, such as waiting rooms, where cell phone calls are not allowed. Texters can communicate without waiting until it is convenient for two people to meet or talk on the telephone. Personally, I would rather get a text message than a phone call, because it does not interrupt what I am doing. I can read the text message whenever I have time. Texting is much more fun than talking. Texting has a positive impact on written communication, too, because students and other people get used to communicating their thoughts in writing. Research shows that receiving a text message makes people happy and helps them feel connected. Even if someone is too busy to get together or lives far away, he or she can always text and feel that another person is there for him or her. Communication has become so much better on every level since people began texting.

1. What claim does the author make about the convenience of texting?

2. Give examples of facts that support this claim and an opinion that does not support it.

HINT What does the author say about the advantages of texting?

HINT Look for key words that signal an opinion.
There are several steps to the writing process. The first step is to plan your writing. After planning your writing, the next step is to write a draft. A draft is a first attempt at writing, which may include errors in organization, content, and mechanics. After you finish your draft, you revise and edit it.

Revising is the process in which writers review what they have written to be sure it is clear, effective, and well organized.

Editing is the process in which mistakes are corrected to ensure the writing follows standard English conventions. A writer will revise and edit his or her work so that it is ready for the publishing stage. He or she should add transitional words or phrases, such as in addition, furthermore, and as a result, to make the ideas flow better.

Publishing means sharing a finished work with others.

Clear and coherent writing develops ideas, organizes facts and details, and uses appropriate word choices for the audience. Sometimes this kind of clear writing cannot be accomplished the first time the writer makes a draft. It may take a few revisions to get the language and information across clearly and efficiently with the appropriate style and tone.

Sometimes writers review each other’s work and give each other guidance and support when editing and making revisions. Teachers also help students develop their writing and maintain a consistent style and tone.
Here are some things good writers look for when revising and editing their work.

<table>
<thead>
<tr>
<th>What to Look For</th>
<th>What It Means</th>
<th>Bad Example</th>
<th>Good Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>consistent style and tone</td>
<td>The use of the same kind of language and tone throughout a passage, such as</td>
<td>The trumpet has been a respected instrument in the brass family for centuries. Toot, toot, play it!</td>
<td>The trumpet has been a respected instrument in the brass family for centuries. Its vibrant sound is easy to recognize.</td>
</tr>
<tr>
<td></td>
<td>formal or informal language.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>precise vocabulary</td>
<td>The use of specific words rather than general ones to convey your ideas.</td>
<td>This drink is good.</td>
<td>This apple cider is delicious.</td>
</tr>
<tr>
<td>sentence clarity</td>
<td>Sentences need to be clear and easy to understand. Avoid using too many</td>
<td>The thing they thought they were going to do they ended up not doing, even though they would do it.</td>
<td>They didn’t do what they thought they were going to do.</td>
</tr>
<tr>
<td></td>
<td>words.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence order</td>
<td>Sentences should appear in the order that makes the most sense, often</td>
<td>It grows to no more than forty inches tall. The Shetland pony is a very small breed of horse.</td>
<td>The Shetland pony is a very small breed of horse. It grows to no more than forty inches tall.</td>
</tr>
<tr>
<td></td>
<td>starting with a clear topic sentence.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>sentence variety</td>
<td>Make your sentences look different. Try not to start two or more sentences</td>
<td>Dean went to look for them in the library. Then Dean went to look for them in the gym.</td>
<td>Dean went to look for them in the library. Then he checked the gym.</td>
</tr>
<tr>
<td></td>
<td>the same way, and do not use the same word too many times.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Thinking It Through

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

(1) Plants adapt to their habitat, or where they live. (2) For example, burdock plants create seeds with sticky hooks. (3) The hooks cling to the fur of animals that carry the seeds to other places. (4) An adaptation is a body part or feature that helps living things survive under certain conditions. (5) The stem of the cactus plant has a hollow barrel shape that can store water. (6) This is important to life in the desert. (7) The cactus is also covered with long, sharp thorns to keep animals away. (8) Some animals, like the snowshoe hare, use skin or fur coloring to protect themselves. (9) The hare’s white fur makes it hard for other animals to see it in the snow. (10) Color adaptations can also warn people and animals to keep away. (11) The bright color of certain animals, such as some snakes, can signal that they are poisonous.

How can you rewrite the beginning of the paragraph so that it starts with a clear topic sentence?

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

_________________________________________________________________________

HINT Is there a topic sentence in the paragraph as it is written now? Where should the topic sentence go?
Read the passage and answer the questions.

Hanna had a lot of things to do last week. Hanna had to study for a math test. Hanna had to go to a doctor’s appointment. Hanna had to buy a birthday present for her sister. Hanna had to babysit for her baby cousin, too. Hanna was busy but didn’t want to miss out on her school activities, either. Hanna had baseball practice on Monday and a school play on Tuesday.

1. How can the author revise the passage to improve it?
   A. Do not repeat the name Hanna so many times.
   B. List fewer things that Hanna has to do.
   C. Add more characters to the story.
   D. Rearrange the sentences in a clearer order.

   **HINT** Which answer choice tells about something that would make the passage easier to read?

2. What can the author add to tell the reader more about Hanna?
   A. What does Hanna have planned for next week?
   B. How does Hanna feel about her plans?
   C. What will Hanna’s school play be about?
   D. What time does Hanna have to babysit her cousin?

   **HINT** Which answer choice asks a question that tells most about the character?
Research and Resources

Getting the Idea

Research means to gather information about a topic. In nonfiction writing, research is an important stage. A resource is something that can be used to help you research a topic. Print resources such as encyclopedias, nonfiction books, and articles in magazines, newspapers, and journals can help. Online resources include trusted Web sites and electronic databases. Make sure the sources you use are current and reliable. The chart below lists and describes common resources that many people use to write reports.

<table>
<thead>
<tr>
<th>Resource</th>
<th>What It Is</th>
</tr>
</thead>
<tbody>
<tr>
<td>almanac</td>
<td>Book of facts published each year, with lists of important events that occurred that year. It also has current facts and figures on many subjects, from sports to currency exchange.</td>
</tr>
<tr>
<td>atlas</td>
<td>Book of maps dealing with a particular country, state, or region. There are also atlases of the entire world.</td>
</tr>
<tr>
<td>encyclopedia</td>
<td>Alphabetical listings of topics with a short, factual article on each. Can be one long book or a series of books.</td>
</tr>
<tr>
<td>Internet</td>
<td>Network of online resources such as dictionaries, library catalogs, and Web sites. Educational sites, which end in .edu, are generally good to use. Look for sites that are written by experts or reliable groups.</td>
</tr>
<tr>
<td>newspaper</td>
<td>Daily or weekly publication with reports on local, national, and international events, as well as opinions and features.</td>
</tr>
<tr>
<td>nonfiction book</td>
<td>Book on a specific subject based on facts. Nonfiction books are usually written by experts on the subjects.</td>
</tr>
<tr>
<td>periodical</td>
<td>Weekly or monthly publication about a topic. Examples are magazines, academic journals, and newsletters.</td>
</tr>
<tr>
<td>textbook</td>
<td>A book containing factual information about one field of study. Often covers many topics in a general way.</td>
</tr>
</tbody>
</table>
When you research a topic and use resources for your report, you must give credit to the source where your information came from. Be sure to include the names of your sources in a bibliography, or list of sources used for a report or written project. When quoting from a source, you must use quotation marks and credit the source in a footnote.

As Smith states in his book, “the table is an underrated invention.”

Smith, Inventions, page 82.

When you paraphrase, you put someone else’s words into your own words.

Original sentence: Many people know the story of George Washington chopping down the cherry tree, but this may only be a tall tale with no basis in fact.

Paraphrased sentence: George Washington probably never chopped down a cherry tree, but the story persists until this day.

Although paraphrased ideas do not need to be put in quotation marks, they do need to be credited in the bibliography.

If you are unsure about the reliability of one of your sources, use a second resource to double-check the information. Then include both resources in your bibliography.

Here are some examples of how to list your sources in your bibliography.

**A Book by a Single Author**

**A Book by More Than One Author**

**An Encyclopedia Entry**

**A Magazine Article**
Thinking It Through

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

A pelican is a type of water bird. Its telltale feature is the pouch under its beak. Pelicans also have webbed feet and long, narrow beaks. They eat fish, so they tend to live near large bodies of water. They are commonly found in coastal regions or near rivers, though they do not like polar climates. There are several different species of pelicans found on every continent besides Antarctica. Fossils show that pelicans have existed for over forty million years.

What kind of resource did this paragraph MOST LIKELY come from? What information would someone need about the resource in order to credit it in a bibliography?

---

HINT Review what information is needed to credit a source in a bibliography.
Humans have valued honeybees for thousands of years. Rock paintings from 13,000 BCE show people gathering honey from wild beehives. Later, the ancient Egyptians learned how to domesticate, or tame, bees so that they could gather honey whenever they wished. Bees were such a precious resource that jars of honey were placed in many pharaohs’ tombs.

Today, beekeeping is a big business in the United States because farmers need bees in order for their crops to grow. This humble insect pollinates almost one-third of all the crops grown in the United States.

1. If you needed to find out what an Egyptian pharaoh was, which would be the BEST resource to use?
   A. an atlas
   B. a magazine
   C. an encyclopedia
   D. an almanac

HINT: Which resource contains an alphabetical listing of many different topics?

2. Which would be the BEST resource for finding out more about the life cycle of bees?
   A. an almanac
   B. a newspaper
   C. an atlas
   D. a nonfiction book

HINT: Which resource would most likely contain basic information related to the topic of bees?
A pronoun is a word used in place of a noun. A pronoun can be used as a subject of a sentence or an object of a sentence.

A subject pronoun takes the place of the subject in a sentence (I, you, he, she, it, we, they). He likes to play chess.

An object pronoun takes the place of an object in a sentence (me, you, him, her, it, us, them). Grandpa played twenty questions with us.

An antecedent is the word that a pronoun refers to. Pronouns should always agree with their antecedents in number, person, and gender.

The Wilsons had a difficult journey.
Incorrect: It had a difficult journey.
Correct: They had a difficult journey.

A possessive pronoun shows ownership. A possessive pronoun can be used alone, or it can be used to describe a noun (mine, yours, his, hers, theirs).

Those gloves are mine.

Some possessive pronouns can be used to modify a noun (my, your, her, his, its, our, their). My pen is on the table.

An intensive pronoun emphasizes a noun or pronoun. It can refer to any noun or pronoun in a sentence (myself, yourself, herself, himself, itself, ourselves, yourselves, themselves). I myself can never figure out directions on folded maps.

A vague pronoun is one that has no clear reference to a noun it replaces. Jenny was happy with her grades. It made her brother jealous. The pronoun it does not refer back to the nouns Jenny or grades. You can fix vague pronouns by writing the sentence in different ways: Jenny’s brother was jealous because Jenny was happy with her grades.
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. He wants to be the first student to finish her test.

   HINT: What is the subject of the sentence? What is the gender of the subject?

2. Please give me back my umbrella when you are finished with it.

   HINT: Which possessive pronouns are used alone, and which are used to modify nouns?

3. Janie brought some lunch down to the lake for Mom and me.

4. I won’t answer Janet’s question until she raises her hand.

5. If you want to see the play, he must arrive early.

6. You are my best friend. It makes me so happy!

7. The girls themselves will have to answer the questions.

8. I think his problems will work itself out.
The English language has many rules for writing and speaking correctly. Knowing these rules will help you avoid English language usage errors in your writing.

A **sentence fragment** is an incomplete sentence. It may be missing a subject, or a verb, or a complete thought. A sentence fragment does not make sense on its own because it does not contain an independent clause. An **independent clause** has a subject and verb and expresses a complete thought.

*Incorrect:* After we come back from the library.
*Correct:* We have to take a test after we come back from the library.

A **run-on sentence** has two or more independent clauses without correct punctuation to separate them. You can break run-on sentences into separate sentences. You can also use a conjunction with a comma to make a compound sentence. Another way to fix a run-on sentence is to separate the two independent clauses with a semicolon.

*Incorrect:* Everyone saw us come in late I was so embarrassed.
*Correct:* Everyone saw us come in late. I was so embarrassed.

**Slang** is very informal language or phrases that are not usually thought of as part of our regular language. Slang is often acceptable in speaking but not in writing, unless it is part of a character’s dialogue. Here are some examples of slang for the word good: *groovy, phat, radical, cool.*

A **double negative** is the use of two negative statements in the same sentence or clause so that they cancel each other and create a positive statement.

*Incorrect:* She didn’t see nothing.
*Correct:* She didn’t see anything. OR She saw nothing.

**Usage errors** are errors in grammar. Use of the correct verb tense, word choice, and verb form are important. Some examples of common usage errors are using the past tense instead of the past participle (*I should have went*), using a participle instead of a verb tense (*I been out of school all week*), confusing adjectives with adverbs (*I feel good*), and using unacceptable words (*ain’t*).
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. There is no one to open the store it does not open until 10:00.

   HINT Look for the subject of the sentence. There should be only one.

2. You drew a well picture of the waterfall, dude.

   HINT Does the adjective used to describe the picture make sense, and is slang used?

3. Show the man your tickets sit by the main entrance.

4. Start the grill; I can help you.

5. Lexi didn’t see no people waiting at the bus stop.

6. There been plenty of people to ask about the homework assignment.

7. We wanted to tell the kids that they played a radical game today.

8. She wasn’t thinking about anybody’s feelings when she said that.
Capitalization is the use of uppercase letters in writing. Uppercase, or capital, letters are used to start a sentence. They are also used to start proper nouns and the pronoun I. The chart below gives examples of words that require capitalization.

<table>
<thead>
<tr>
<th>Type of Proper Noun</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>book and story titles</td>
<td><em>A Wrinkle in Time</em>, “The Legend of Sleepy Hollow”</td>
</tr>
<tr>
<td>days and months</td>
<td>Monday, Sunday, January, October</td>
</tr>
<tr>
<td>events or periods</td>
<td>Great Depression, World War II</td>
</tr>
<tr>
<td>holidays</td>
<td>Independence Day, Thanksgiving</td>
</tr>
<tr>
<td>names of companies</td>
<td>ABC Technology, Fountain Books</td>
</tr>
<tr>
<td>names of monuments and buildings</td>
<td>Statue of Liberty, White House, Lincoln Memorial, Stanford Library, Shaker High School</td>
</tr>
<tr>
<td>names of people</td>
<td>Jorge, Luanne, Gregory, Maggie</td>
</tr>
<tr>
<td>names of places</td>
<td>Main Street, Atlantic Ocean, Chicago</td>
</tr>
<tr>
<td>titles of people</td>
<td>Mr., Mrs., Dr., President, Queen</td>
</tr>
</tbody>
</table>

Spelling is the accepted arrangement of letters in words. The chart below lists some commonly misspelled words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Reason</th>
</tr>
</thead>
<tbody>
<tr>
<td>acceptable, changeable</td>
<td>People tend to end these words in -ible, but the -able ending is correct.</td>
</tr>
<tr>
<td>accommodate, committed</td>
<td>The double <em>m</em> is often forgotten in these words, which already have double letters.</td>
</tr>
<tr>
<td>foreign, leisure</td>
<td>These words do not follow the <em>i</em> before <em>e</em> rule.</td>
</tr>
<tr>
<td>independent, apparent</td>
<td>People tend to use -ant at the end of these words, but the -ent ending is correct.</td>
</tr>
<tr>
<td>judgment, argument</td>
<td>People often forget to remove the <em>e</em> at the end of these root words before the suffix is added.</td>
</tr>
</tbody>
</table>
Lesson 25: Capitalization, Spelling, and Punctuation

Thinking It Through 1

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

1. When Mr. conway heard our argument, he laughed at us.

   ____________________________________________________________________________

   HINT Review the rules of capitalization of proper names and titles, as well as common spelling rules.

2. Gerry and Sam do the best maintenance work at four corners Garage.

   ____________________________________________________________________________

   HINT How are names of companies capitalized? Think about how suffixes are added to base words.

3. Should we see that foreign film called camilla and jacques?

   ____________________________________________________________________________

4. I think it is acceptable to ask Mr. Lewis to drive us to school.

   ____________________________________________________________________________

5. The memorial day parade occasionally starts a little late.

   ____________________________________________________________________________

6. Who was your next door neighbor on green street?

   ____________________________________________________________________________

7. After walking through the park by himself, Jake felt very independent.

   ____________________________________________________________________________

8. Do you think the crack in the liberty bell is noticeable?

   ____________________________________________________________________________
**Punctuation** helps readers understand sentences. Each mark of punctuation has a role to play in the sentence. Punctuation tells the reader when ideas begin and end and when to pause. The chart below shows common punctuation marks and how they are used.

<table>
<thead>
<tr>
<th>Punctuation</th>
<th>How It Is Used</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>comma (,)</td>
<td>Separates words in a series, sets off words of dialogue, or comes after an introductory phrase.</td>
<td>Mom said, “Our flag is red, white, and blue, so leave those crayon colors out for the children.”</td>
</tr>
<tr>
<td>dash (—)</td>
<td>Replaces commas or parentheses in more informal writing to set off phrases or indicate pauses. Use two dashes if the phrase is in the middle of a sentence and one if it is at the end.</td>
<td>My best friend—Sam—is sick today. Everyone was laughing at him—except me.</td>
</tr>
<tr>
<td>exclamation point (!)</td>
<td>Ends sentences that express emotion.</td>
<td>That was an earthquake!</td>
</tr>
<tr>
<td>parentheses ( )</td>
<td>Encloses a word, phrase, or sentence that is not essential to the sentence. A sentence or paragraph must be grammatically complete without the phrase in parentheses.</td>
<td>There’s no way to get that door open (without breaking the lock), so we’d better call for help.</td>
</tr>
<tr>
<td>period (.)</td>
<td>Ends declarative and imperative sentences and is used after abbreviations.</td>
<td>Mr. Woo read a book about America.</td>
</tr>
<tr>
<td>question mark (?)</td>
<td>Ends sentences that ask questions.</td>
<td>Who is that?</td>
</tr>
<tr>
<td>quotation marks (“ ”)</td>
<td>Encloses the exact words of a speaker.</td>
<td>Carlos said, “I have an idea.”</td>
</tr>
</tbody>
</table>
Thinking It Through 2

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

1. Lori said “You have to clean the dishes before we eat dessert.

   _____________________________________________________________

HINT Review the rules of commas and quotation marks.

2. There were so many people at your fund-raiser—good for you—!

   _____________________________________________________________

HINT How many dashes are used to set off a phrase that comes at the end of a sentence?

3. We wanted to buy mom a (present) with our money.

   _____________________________________________________________

4. We can borrow the chairs, tables, and plates for the party.

   _____________________________________________________________

5. I have seen a lot of interesting (people since) I got here.

   _____________________________________________________________

6. “Please stand over there” said Jimmy (who was becoming) angry.

   _____________________________________________________________

7. Whenever anyone asks me that question—anyone, I start to laugh.

   _____________________________________________________________

8. This is the best (and funniest) show on television.

   _____________________________________________________________
A multiple-meaning word is a word that has more than one definition. To understand which meaning the author intends, use context clues, or other words in the same sentence or paragraph. The part of speech of the word in the sentence is also a clue to the meaning of the word. Read the following sentence.

For Ralph, autumn was the perfect season to take nature hikes.

The word season can mean “to add flavoring to food.” The word autumn, however, points the reader in a different direction. The word is also used as a noun in the sentence. In this sentence, season means “a time of year.”

There are several context clues that can help you determine the meaning of a multiple-meaning word. The relationships of the other words in the sentence can help. These include cause and effect, part to whole, and item/category.

Because Sara got low grades on both her spelling and math tests, she was somber.

Based on the cause-and-effect relationship of how someone usually feels when he or she gets low grades, you can determine that the word somber means “sad.”

A homonym is a word that is spelled the same as another word but has a different meaning. A homograph is a type of homonym that is spelled the same as another word but has a different meaning and pronunciation. The chart below shows some homonyms.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning 1</th>
<th>Meaning 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>drop</td>
<td>to fall</td>
<td>to stop doing something</td>
</tr>
<tr>
<td>fine</td>
<td>well, good</td>
<td>a penalty owed in money</td>
</tr>
<tr>
<td>object</td>
<td>a thing, purpose, or goal</td>
<td>to be against</td>
</tr>
<tr>
<td>place</td>
<td>an area</td>
<td>to put something somewhere</td>
</tr>
<tr>
<td>rich</td>
<td>wealthy</td>
<td>strong, as in flavor or smell</td>
</tr>
<tr>
<td>state</td>
<td>area within a country</td>
<td>to say something</td>
</tr>
<tr>
<td>turn</td>
<td>to change to something different</td>
<td>to move to face in a particular direction</td>
</tr>
</tbody>
</table>
A root is a word part that gives a word its main meaning. Many words we use in English come from Greek or Latin roots. An affix is the beginning or ending of a word that can change the meaning of a root word. The chart below shows some common roots, their meanings, and how they are used.

<table>
<thead>
<tr>
<th>Root</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>alter</td>
<td>other</td>
<td>alternate, alteration</td>
</tr>
<tr>
<td>audio</td>
<td>of or related to sound</td>
<td>audience, auditory</td>
</tr>
<tr>
<td>grate</td>
<td>pleasing</td>
<td>gratify, grateful</td>
</tr>
<tr>
<td>jud</td>
<td>to judge, or decide</td>
<td>judicial, judge</td>
</tr>
<tr>
<td>liter</td>
<td>letter</td>
<td>literature, illiterate, literal</td>
</tr>
<tr>
<td>mar</td>
<td>of the sea</td>
<td>marine, mariner, maritime</td>
</tr>
<tr>
<td>min</td>
<td>small</td>
<td>minute, miniscule, minority</td>
</tr>
<tr>
<td>mut</td>
<td>to change</td>
<td>mutate, mutant</td>
</tr>
<tr>
<td>photo</td>
<td>of or related to light</td>
<td>photography, photocopy, photojournalism</td>
</tr>
<tr>
<td>vic, vinc</td>
<td>to defeat</td>
<td>victorious, invincible</td>
</tr>
</tbody>
</table>

In these examples, the root stays the same, but the affixes can change to change the meaning of each word. An audience, for example, is “a group of people who hear a performance.” Auditory means “related to the sense of hearing.” Audible means “able to be heard.” If you know the meaning of a root, you can figure out the meaning of the word with its affix.
Thinking It Through

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

On Hector’s eleventh birthday, he was given a really nice watch from his uncle. It was the watch he had wanted ever since he had seen it in a catalog months before. But, to Hector’s surprise, there was something wrong with his brand-new present. He discovered a crack on the glass of the watch’s face. The company would have to exchange it for a new one.

Hector knew he must be patient until the new watch came. When the package finally arrived, he couldn’t wait to open it. As he untied the bow, Hector knew that the watch would be perfect this time. He took the watch out of the box and smiled from ear to ear. Hector had just received the coolest watch in town!

How can you tell which meaning of the word **patient** the author is writing about? Give examples of the context clues that tell you.

______________________________
______________________________
______________________________
______________________________

**HINT** Look at other words in the sentence to help you.
Coached Example

Read the passage and answer the questions.

Philip stared gloomily at the computer screen and sighed. His book report was due tomorrow, yet he was still on the first paragraph. Ms. Chen had given the class two weeks to write the paper, but Philip had kept putting it off. He had played basketball, watched TV, surfed the Internet—anything to avoid writing the report. Finally, a couple of hours ago, he decided to drop everything and sit down at his desk. His objective was to finish his paper. Philip glanced at the clock on the wall. The audible ticking of the clock reminded him of his deadline. Philip looked down at the keyboard. He wished this paper could write itself.

1. What does the root of the word *audible* mean?
   - A. awful
   - B. able
   - C. related to sound
   - D. related to clocks

   **HINT** Use the rest of the sentence and paragraph to help you find the meaning of the root.

2. What is the meaning of the word *objective* in the passage?
   - A. goal
   - B. to be against
   - C. a noun affected by a verb
   - D. something that can be touched

   **HINT** Philip is trying to accomplish something.
A word can have two different kinds of meanings—its dictionary meaning and its implied meaning. The **denotation** of a word is its dictionary meaning. The **connotation** is the implied meaning. A word’s connotation is made up of the feelings, memories, or images that come to mind when you hear the word.

For example, the words *house* and *home* have the same general definition, or denotation. They both mean “a place where someone lives.” However, many people associate things such as comfort, love, and family with the word *home*. The word *home* has a positive connotation. The word *hovel* is also a synonym for *home*, but it has a negative connotation. It connotes a lower level of quality. People prefer to live in a house but not a hovel. The word *house* has a neutral connotation, meaning it is neither positive nor negative.

The word *thrifty* can have a positive connotation. But its synonym, *cheap*, usually has a negative connotation. Similarly, *proud* has a positive connotation, but its synonym, *conceited*, has a negative connotation.

Use a dictionary or a glossary to find the denotation of a word. Below is a sample dictionary entry for the word *young*.

**young adj.** 1. Being in the early or undeveloped period of life or growth. 2. Newly begun or formed. 3. Of or relating to youth or early life.

A thesaurus can give you a hint about a word’s connotation by listing words that have the same feeling or tone as the one you are looking up. Below is a sample thesaurus entry for the word *young*.

**young adj.** meaning: being between childhood and adulthood  
*synonyms*: adolescent, immature, juvenile, youthful  
*antonyms*: old, elderly, aged, mature, grown-up, adult, full-grown
The chart explains the denotation and connotation of different words.

<table>
<thead>
<tr>
<th>Word</th>
<th>Denotation</th>
<th>Connotation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>frugal</td>
<td>not generous; economical</td>
<td>being careful with resources responsibly</td>
<td>Joy’s frugal father always had money set aside for a rainy day.</td>
</tr>
<tr>
<td>stingy</td>
<td>not generous</td>
<td>unwilling to share</td>
<td>John was so stingy that he only gave his brother one potato chip.</td>
</tr>
<tr>
<td>car</td>
<td>automobile</td>
<td>average automobile in good working condition</td>
<td>Mark brought his car to the mechanic.</td>
</tr>
<tr>
<td>jalopy</td>
<td>automobile</td>
<td>automobile that is not in good condition</td>
<td>Jason’s jalopy broke down on the interstate.</td>
</tr>
<tr>
<td>breeze</td>
<td>moving air</td>
<td>refreshing wind</td>
<td>The sea breeze on the beach was welcoming.</td>
</tr>
<tr>
<td>gale</td>
<td>moving air</td>
<td>destructive, powerful wind</td>
<td>A gale tore my flag to pieces.</td>
</tr>
<tr>
<td>terrified</td>
<td>afraid, scared</td>
<td>overwhelmed with fear</td>
<td>Lee was terrified as he was about to parachute for the first time.</td>
</tr>
<tr>
<td>petrified</td>
<td>afraid, scared</td>
<td>paralyzed with fear; unable to act or move</td>
<td>The hiker was petrified when he noticed a mountain lion five feet away.</td>
</tr>
<tr>
<td>frightened</td>
<td>afraid, scared</td>
<td>lesser degree of fear, lasting for a brief moment</td>
<td>The raccoon frightened Rachel when it jumped out of the garbage can.</td>
</tr>
</tbody>
</table>
Thinking It Through

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

The front door slammed, and Rosalinda heard a voice call out, “I’m home!” She hurried out into the hallway to greet her father. She was as excited as a five-year-old child on her birthday. Her father was bringing home a computer!

Rosalinda ran to hug her father. “Did you get it?” she asked.

Mr. Ramonov chuckled. “Yes, I got it. The boxes are in my car. Let’s go fetch them together.”

Rosalinda knew it would be her best birthday ever.

What is the denotation of the word **slammed** in the first sentence? Does the word have a positive or negative connotation in the passage?

**HINT** Think of synonyms for the word and think about the context of the sentence.
Coached Example

Read the passage and answer the questions.

Jordan skipped down the sidewalk. She could smell the odor of the blooming rosebushes and hear the bluebirds chirping in the trees. Every part of the world seemed to be alive and thriving. Across the street, Mrs. Jimenez tended to her vegetable garden. She glanced up to wave warmly at Jordan. Jordan’s friend Lisa ran out of her house to greet her. They were going to play in Lisa’s yard. Jordan loved the spring; it was her favorite season.

1. Read the following sentence.
   She could smell the odor of the blooming rosebushes and hear the bluebirds chirping in the trees.
   Which synonym for odor has a positive connotation?
   A. smell
   B. fragrance
   C. stench
   D. stink
   HINT The correct word is used for something that smells nice, such as perfume.

2. What is the denotation of the word thriving?
   A. dying
   B. struggling
   C. blossoming
   D. greeting
   HINT Think about the context of the word. How is the word used?
**Lesson 1**
Thinking It Through
Answers will vary. Sample answer: Max decides that the grown-up thing to do would be to help his little sister.

Coached Example
1. D
2. A

**Lesson 2**
Thinking It Through
Answers will vary. Sample answer: The story is written from the third-person limited point of view because the narrator is not a character in the story, but the story is told from Greg’s point of view.

Coached Example
1. A
2. C

**Lesson 3**
Thinking It Through
Answers will vary. Sample answer: The theme is “don’t judge people before you get to know them” or “don’t judge a book by its cover.”

Coached Example
1. D
2. B

**Lesson 4**
Thinking It Through
Answers will vary. Sample answer: The sentence uses personification because it gives human characteristics to the snow, which is not human.

Coached Example
1. B
2. C

**Lesson 5**
Thinking It Through
Answers will vary. Sample answer: The flashback shows the past experiences of the characters as they tried to get into the restaurant to visit their aunt.

**Lesson 6**
Thinking It Through
Answers will vary. Sample answer: They both enjoy writing to each other and telling about their lives. They differ in that Sue likes riding horses, whereas Bill likes skateboarding.

Coached Example
1. C
2. B
3. Answers will vary. Sample answer: The passages differ because “The Longest Year” talks about the yearly calendar and “Why February Has 28 Days” talks about differences between individual monthly calendars.

**Lesson 7**
Thinking It Through
Answers will vary. Sample answer: Stephen is afraid to do what his friends expect him to do.

Coached Example
1. C
2. B

**Lesson 8**
Thinking It Through
Answers will vary. Sample answer: The colors green and yellow must be in the middle of the spectrum. The paragraph does not explicitly state where the colors are. I read that violet and blue are at one end of the spectrum, and red and orange are at the other. I used this textual evidence and what I know to make an inference that green and yellow are in the middle of the spectrum.

Coached Example
1. A
2. B
Lesson 9
Thinking It Through
Answers will vary. Sample answer: The main idea is that Thomas Jefferson’s books were used as a replacement for the Library of Congress after it was burned. A detail is that the Library of Congress is the largest book collection in the world.

Coached Example
1. B
2. B

Lesson 10
Thinking It Through
Answers will vary. Sample answer: The text structure is cause and effect because it tells about Seward’s actions as the cause of people’s criticisms and the effect of the discovery of oil.

Coached Example
1. A
2. A

Lesson 11
Thinking It Through
Answers will vary. Sample answer: The explanation of the activity comes at the end so that you know what results to expect when you perform the experiment.

Coached Example
1. B
2. C

Lesson 12
Thinking It Through
Answers will vary. Sample answer: The text gives the reader instructions about how to do something.

Coached Example
1. A
2. C

Lesson 13
Thinking It Through
Answers will vary. Sample answer: The coldest planet is likely Neptune because it is farthest from the sun.

Coached Example
1. B
2. C
3. Answers will vary. Sample answer: The diagram gives a visual representation of the concepts discussed in the passage.

Lesson 14
Thinking It Through
Answers will vary. Sample answer: The author’s argument is that our actions affect plants and animals. The facts help to defend the author’s point of view, so they are persuasive to the reader.

Coached Example
1. C
2. D

Lesson 15
Thinking It Through
Answers will vary. Sample answer: The passage is a secondary source because it does not give a firsthand account of an event.

Coached Example
1. B
2. A
3. Answers will vary. Sample answer: The passages are alike because they are both about life on the prairie. They are different because “The Life of Laura Ingalls Wilder” is a secondary source and “Favors of the Small Farm” is a primary source written by Wilder.

Lesson 16
Thinking It Through
Answers will vary. Sample answer: The first passage is a diary entry. It is a firsthand account of seeing an eclipse. The second passage is a science text. It has facts and details about solar eclipses.

Coached Example
1. B
2. A
3. Answers will vary. Sample answer: The first passage tells me facts and details about Malala’s life. The second passage helps me to understand the impression Malala made on one girl. This helps me to understand the effect Malala has had on people’s lives.
Lesson 17
Coached Example
1. Answers will vary. Sample answer: Since I do not have to get up early on Saturday morning or Sunday morning, staying up an hour later Friday night and Saturday night will not affect my sleep.
2. Answers will vary. Sample answer: The waiter took forever taking our order, and we waited over an hour for the food to come out of the kitchen. When the meals arrived at our table, the food was overcooked and cold.

Lesson 18
Coached Example
1. Answers will vary. Sample answer: The main forces in a suspension bridge of any type are tension in the cables and compression in the pillars. Almost all the force on the pillars is vertically downward, and they are also stabilized by the main cables. In a suspended deck bridge, cables suspended via towers hold up the road deck. The weight is transferred by the cables to the towers, which in turn transfer the weight to the ground.
2. Answers will vary. Sample answer: Pablo Picasso was a Spanish painter who lived from 1881 to 1973 and spent most of his adult life in France. Cubism is a style of painting that Picasso helped develop with another artist in which objects are represented as cubic shapes.

Lesson 19
Coached Example
1. Answers will vary. Sample answer: They had heard that the restaurant was closing. The sign read, “Come visit us at our new location on East Street!”
2. Answers will vary. Sample answer: On the night of the performance, Leon choked up. He played poorly and missed many notes. He became so upset that he stormed off the stage before his set was over.

Lesson 20
Coached Example
1. The first is historical fiction and the second is fantasy. The setting in the first is a real time and place. Some events, such as the exploration, actually took place, and all of them could have taken place.
2. It would have to do with a character’s experience during an exploration.

Lesson 21
Coached Example
1. Texting is more convenient than meetings or phone conversations.
2. Support: Texters can send and receive messages at any time or any place. Texting does not create noise. Texting is permitted in places where cell phone calls are not. Texters can communicate without waiting until it is convenient for two people to meet or talk on the telephone. A text does not interrupt what the recipient is doing. Does not support: Texting is much more fun than talking.

Lesson 22
Thinking It Through
Answers will vary. Sample answer: Move sentence 4 so that it is the first sentence of the passage.

Coached Example
1. A
2. B

Lesson 23
Thinking It Through
Answers will vary. Sample answer: The paragraph most likely came from an encyclopedia or a nonfiction book. For a bibliography, the book title, author, city where published, publisher, and year of publication would be needed.

Coached Example
1. C
2. D

Lesson 24
Thinking It Through
1. He wants to be the first student to finish his test.
2. Please give me back my umbrella when you are finished with it.
3. correct as is
4. I won’t answer Janet’s question until she raises her hand.
5. If you want to see the play, you must arrive early.
6. You are my best friend, and that fact makes me so happy!
7. correct as is
8. I think his problems will work themselves out.

Thinking It Through 2
1. There is no one to open the store. It does not open until 10:00.
2. You drew a good picture of the waterfall, my friend.
3. Show the man your tickets, and then sit by the main entrance.
4. correct as is
5. Lexi didn’t see any people waiting at the bus stop.
6. There were plenty of people to ask about the homework assignment.
7. We wanted to tell the kids that they played a great game today.
8. correct as is

Lesson 25
Thinking It Through 1
1. When Mr. Conway heard our argument, he laughed at us.
2. Gerry and Sam do the best maintenance work at Four Corners Garage.
3. Should we see that foreign film called Camilla and Jacques?
4. correct as is
5. The Memorial Day parade occasionally starts a little late.
6. Who was your next door neighbor on Greene Street?
7. correct as is
8. Do you think the crack in the Liberty Bell is noticeable?

Thinking It Through 2
1. Lori said, “You have to clean the dishes before we eat dessert.”
2. There were so many people at your fund-raiser—good for you!
3. We wanted to buy Mom a present with our money.
4. correct as is

5. I have seen a lot of interesting people since I got here.
6. “Please stand over there,” said Jimmy (who was becoming angry). OR “Please stand over there,” said Jimmy, who was becoming angry.
7. Whenever anyone asks me that question—anyone—I start to laugh.
8. correct as is

Lesson 26
Thinking It Through
Answers will vary. Sample answer: The words “until the new watch came” tells me that patient is about waiting for something.

Coached Example
1. C
2. A

Lesson 27
Thinking It Through
Answers will vary. Sample answer: The denotation of slammed is to “shut loudly and forcefully.” The connotation of the word is positive in the paragraph because it shows excitement in the scene.

Coached Example
1. B
2. C