Errata
Corrections to these Teacher’s Edition pages are included in this booklet.

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The television and Internet still worked as we watched the progress of the hurricane. When the storm finally hit, the winds rattled the hurricane shutters and the power went out. After the hurricane passed, the sun came out and the air was calm. We went outdoors to inspect the damage. There were many downed tree branches in the neighborhood, but the house was unharmed. Once again, our preparations worked!

Answer the following questions.

1. Which of the following describes the point of view in the story?
   A. first-person, with Jenna as the narrator
   B. first-person, with Mom as the narrator
   C. third-person, with the family as the narrator
   D. third-person, with the narrator outside story

2. Part A
   What are some of Mom's character traits?
   A. happy and serene
   B. calm and practical
   C. anxious and scared
   D. sad and angry

   Part B
   Which sentence from the excerpt best supports the answer in Part A?
   A. "Hurrying upstairs, Mom knocked quickly on our bedroom doors."
   B. "Well, said Mom, 'for now, wear your hiking boots. You need sturdy shoes.'"
   C. "We watched the progress of the hurricane."
   D. "We went outdoors to inspect the damage."

3. Which of the family's actions best shows that they are prepared for the hurricane? Select three that apply.
   A. They have emergency supplies.
   B. They put up the hurricane shutters.
   C. They have rain boots for the whole family.
   D. They bring the lawn furniture into the garage.
   E. They are at work or school when the hurricane warning is issued.

4. Which statement best describes the narrator?
   A. She doesn't want to help prepare for the storm.
   B. She complains about the work.
   C. She knows how to help prepare for the storm.
   D. She slowly wakes up and gets her rain boots and slicker.

5. Imagine that Jake is the narrator of the story. How might the story be different?
   Below is paragraph 7. On the lines below, rewrite paragraph 7 from Jake's point of view.

After breakfast, we all left the house, but when the hurricane watch became a hurricane warning several hours later, Jenna and I were dismissed from school. Dad met us at the bus stop, and we flew into action at home; we know the routine because we have practiced it before.

Possible answer: After breakfast, we all left the house, but when the hurricane watch became a hurricane warning several hours later, Jenna and I were dismissed from school. Dad met us at the bus stop, and we flew into action at home; we know the routine because we have practiced it before.

Common Errors and Support

- If students have trouble identifying character traits, have them look at the descriptions of characters they circled in the text and consider what these descriptions say about the members of this family.

- **Question 3**: If students struggle to identify multiple answers, suggest they imagine themselves in the same situation as the family:

  **If a hurricane were coming, what things would you do to prepare?**
  Possible answer: I would make sure we had food, water, and other supplies. I would help make sure my home was safe.

- **Question 5**: If students need additional guidance, remind them how pronoun use helps distinguish between the third-person and first-person points of view.

**Hands-On Activity**

Create a Comic Strip

**Materials**: comic strip; paper or poster board; crayons, colored pencils, or markers

As a class, think of a story students know that includes at least three characters, such as The Wizard of Oz or a superhero fantasy. Have three groups of students each create a comic strip of the chosen story, told from the point of view of one of the characters.

- Display a comic strip. Note the use of panels for showing a setting and action and of speech balloons for presenting dialogue.
- Tell students to make notes about what they will show in their comic strips, including dialogue for speech balloons.
- Have students sketch the panels and complete the speech balloons.
- Ask students to share their comic strips. Discuss how changing the point of view affects the way the story is told.
Common Errors and Support

- **Question 2:** If students have trouble determining the story's theme, suggest they try to complete the following sentences: *Maya's main challenge in the story is _______. She overcomes this challenge by _______.*

- **Question 4:** If students struggle with determining the most important detail, ask them to review each answer choice and ask whether it is essential to understanding Maya's story.

- **Question 5:** If students have difficulty choosing what to include in a summary, ask them to imagine they are telling a friend about the story. Help them decide which details in the story are not important enough to tell their friend. Students may benefit from using Graphic Organizer 15: Summary Chart for Fiction to record important details and events.

**Hands-On Activity**

**Create a Visual Summary**

**Materials:** paper; index cards; paper clips; pens or markers

Have pairs or groups of students carry out an activity to reinforce summarizing skills.

- Instruct each pair or group to choose a story they have read in a previous lesson and write its title on the sheet of paper.
- Have students create a four-sentence summary of the story, plus two sentences that are unimportant for the summary. They should write each sentence on an index card and clip the cards to the paper in random order.
- Have the rest of the class reread the story. Each pair or group should then read aloud the six sentences from their cards.
- Have the class vote on whether each sentence should be in the summary and then put the summary sentences in order.
Common Errors and Support

- If students have difficulty identifying the changes in tone, direct them to reread the dialogue, as well as to look at the characters’ facial expressions. How do these things change from the first panel to the last panel?

- **Question 2**: If students struggle to make multiple inferences, remind them to supplement what they see in the text and visuals with their own knowledge and then lead a discussion about key details in the story:

  What does the girl say that reveals how she feels about going to the house?

  She says, “I have a funny feeling about this.”

  What would you feel if you said you had a funny feeling about something?

  Possible answer: I would feel nervous or worried.

  Guide students to eliminate any answer choices that are not related to a feeling of nervousness or anxiousness.

**Hands-On Activity**

**Draw a Graphic-Story Panel**

Materials: slips of paper, drawing paper, colored pencils or markers

Have pairs or groups of students create a graphic-story panel that conveys a particular tone.

- Write the following tones on slips of paper: angry, comic, excited, joyful, outraged, sympathetic, uneasy.

- Have each pair or group choose one slip of paper.

- Next, ask students to draw a panel for a graphic story that clearly conveys the tone they have chosen. Students can include text in speech bubbles with their art.

- Have each pair or group share its panel with the class. The class can try to guess the tone from the panel, or students can explain how each panel conveys the tone.
Checklist for Question 5: To earn a top score, the student should:

- describe each graphic story’s illustrations.
- analyze how the graphic stories’ illustrations contribute to the meaning and tone of the story.
- use conventional capitalization, punctuation, spelling, and grammar.

Journal Activity

Provide the following prompts for students, and suggest they choose one for their journals:

- Why do you think some writers choose to create graphic stories? What can a graphic story do that a text-only story cannot do?
- How can setting help create tone? Describe a setting from a story you have read or a movie you have seen that created a particular tone.
When I learned that I received an NEA National Heritage Fellowship in 2010, I was excited. By that time, both my grandmother and mother had passed away. I felt like it was a wonderful tribute to them because they had always encouraged me to make baskets.

Now I sell my baskets to people who appreciate them as art.

I travel around the country and sell my baskets at craft shows and festivals. Those long, hot summer days of my childhood, it turns out, were days well spent.

Mary Jackson grew up in South Carolina; the part of South Carolina where I grew up became well known for its sweetgrass baskets. Women, including my mother and grandmother, set up small stands along Route 17 to sell their wares. Point out that the title and drawing on the front. On the inside, students can write numbered steps explaining how to do the task. When possible, they can include drawings.

Have pairs swap brochures and assess their ability to learn how to do something by following the steps in each other’s technical texts.

Hands-On Activity

Create a Technical Text

Materials: crayons, pencils, drawing paper

Have students work in pairs to create a trifold brochure that explains how to do something.

• Ask students to brainstorm about what they might teach others to do. It should be something they enjoy, such as playing a game or putting on a puppet show, or something they want others to know, such as why and how to compost.

• Model folding paper to make a trifold brochure. Point out that the title and drawing can go on the front. On the inside, students can write numbered steps explaining how to do the task. When possible, they can include drawings.

• Have pairs swap brochures and assess their ability to learn how to do something by following the steps in each other’s technical texts.

Common Errors and Support

• Question 1: If students struggle to distinguish genres, refer them to the examples listed in the genre chart in Getting the Idea.

• Question 3: If students struggle to identify the detail that supports the inference, help them focus on the excerpt’s relevant information that supports the inference drawn.

Who set up the small stands along the road? What were their wares—what were they selling?

Possible answers: the women where Mary Jackson grew up in South Carolina; the sweetgrass baskets they wove.

Inference: During the author’s childhood, women made most of the sweetgrass baskets in South Carolina.

The part of South Carolina where I grew up became well known for its sweetgrass baskets. Women, including my mother and grandmother, set up small stands along Route 17 to sell their wares.
**Getting the Idea**

**Comparison**

Text structure refers to how a text is organized. An author of an informational text uses compare-and-contrast text structure to show how ideas are alike and different. To understand the text structure, look for relationships between ideas. Comparison signal words and phrases include similar, same, like, both, also, and too. Contrast signal words and phrases include unlike, however, on the other hand, but, instead, whereas, and although.

**Step 1** Reread the paragraph. To determine whether it uses a compare-and-contrast text structure, ask yourself, “How are the ideas organized?” Underline any comparison or contrast signal words. Then circle each idea being compared, and draw a box around each idea being contrasted.

**Step 2** Complete the Venn diagram below.

**Comparison and Problem and Solution**

**Warm Up**

Invite students to make some informal comparisons and contrasts based on their experience at school.

- **At school, how are Mondays and Fridays similar? How are they different?**
  - Possible answer: We follow the same general schedule on both days. We have a weekly quiz on one day. On Mondays, we think about the week ahead; on Fridays, we think about the weekend.

Guide students to describe a problem and present one or more solutions.

- **What are some issues here at school that we need to fix or learn to handle better?**
  - Possible answer: During recess, the sixth graders never let us on the swings. It would help if we took turns. We could use the swings every other day.

**Problem and Solution**

Another type of text structure is problem and solution. An author might present a problem or challenge and then provide one or more possible solutions. You can tell whether a text has a problem-and-solution structure by looking for signal words and phrases that state a problem, challenge, or issue, such as the problem is, the question is, a solution is, one answer is, concern, challenge, solve, and figure out.

When comparing two or more texts, good readers look at the texts’ structures to determine how ideas, events, concepts, or facts are related.

Read the paragraph below. Then follow the steps to analyze its structure.

One problem our school faces is that we need science lab equipment, but there is no money in the budget to buy it. One solution for getting the equipment students need is to start a fund-raising campaign. We could have a weekly bake sale, car wash, raffle, or relay race. We could also host a relay race, with people pledging to contribute a certain amount of money. Or we could start collecting aluminum cans from all students and teachers to return for money. If we do just one of these things, we’ll be that much closer to buying the lab equipment.

**Step 1** Reread the paragraph. To identify whether the text structure is problem and solution, ask yourself, “How are the ideas organized?” Underline any signal words or phrases that indicate a problem or solution. Circle the problem and then underline any solution or solutions.

**Step 2** Complete the problem-and-solution chart below.

**Comparison**

- Introduce the term comparison. Then review the signal words and phrases and ask students if they can think of any others. Have volunteers use some of the signal words and phrases in sentences. Make sure all students understand that a contrast shows how things are different.

- Guide students through the paragraph comparing reptile eggs and bird eggs. Model locating a comparison or contrast signal word or phrase.

**Problem and Solution**

- Discuss the terms problem and solution. Explain that problem-and-solution texts usually spend more time discussing solutions than problems. Furthermore, sometimes an author might use this text structure to persuade or present an opinion.

- Explain to students how to complete the problem-and-solution graphic organizer in Step 2. When students have finished, discuss the author’s solutions.

- **Why do you think the author gives so many specific solutions?**
  - Possible answer: A variety of options allows many different students to become involved.
Coached Example

1. **Dr. Charles Drew: Father of the Modern Blood Bank**
   - Charles Drew was an African American surgeon, researcher, and educator. His life and work show that if you work hard, you can bring about remarkable change in the world.
   - In the 1930s, Drew, already a doctor, was working on a degree in medical science at Columbia University. He discovered a method of storing blood plasma, the watery part of blood, so it keeps for a long time. While red blood cells and blood plasma are both essential to life, blood plasma itself can save the lives of people who have lost a lot of blood. Plasma's long storage life makes it easier to transport. In emergencies, it can be given to people with any blood type. Drew's discovery led to the development of blood banks. Blood banks store large amounts of plasma for future use, so doctors always have a supply when patients need it.
   - A few years later, the U.S. government called on Drew to address a far greater challenge. He was asked to help save the lives of soldiers and civilians under attack in Britain during World War II. Thousands of soldiers were becoming badly wounded in battle. They lost a tremendous amount of blood. Because doctors and nurses could only do so much to stop the bleeding, the soldiers often bled to death. As a solution, Drew began work on a project called Blood for Britain that greatly improved the wounded's chances for survival. Drew oversaw the collection of roughly 14,500 pints of blood over the course of the project. Drew’s work on Blood for Britain was so successful that he later developed a similar blood-bank project for the American Red Cross to use with the U.S. military.
   - In the 1940s, the U.S. government called on Drew to address a far greater challenge. He was asked to help save the lives of soldiers and civilians. Drew became a key figure in the development of modern blood banks. He discovered a method of storing blood plasma, the watery part of blood, so it keeps for a long time. While red blood cells and blood plasma are both essential to life, blood plasma itself can save the lives of people who have lost a lot of blood. Plasma's long storage life makes it easier to transport. In emergencies, it can be given to people with any blood type. Drew’s discovery led to the development of blood banks. Blood banks store large amounts of plasma for future use, so doctors always have a supply when patients need it.
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2. **Support for Coached Example**
   - Have students read the article. Encourage them to underline signal words, circle the main problem, and draw a box around the solution or solutions. Students also may benefit from filling out Graphic Organizer 7: Two-Box Flow Chart to capture the article's main points.
   - **Questions 1 and 3:** Suggest that students identify signal words and phrases by using scanning—that is, not reading every word in the passage but, instead, looking quickly through the text in search of a specific word, phrase, or detail.
   - **Question 2:** If students struggle to identify the main problem, suggest they review their markup of the passage. If they did not circle any of the options listed in Part A, urge them to reread the passage and read the underlined parts closely. Then they can ask themselves, “What problem do all the solutions I underlined fix?”

**Lexile measure:** 1040L
Practice 1

Read the article. Use the Reading Guide to help you identify the text structure.

Matter Matters

Students read an informational article about the scientific meaning of the word matter. Every kind of matter is made up of tiny particles. Matter exists in three common states: solid, liquid, and gas. Each state is described, with comparisons made in terms of shape, volume (the amount of space the substance occupies), and the movement of particles when matter is in each state.

Lexile measure: 880L

Practice 1

Read the excerpt from paragraph 3.

A few years later, the U.S. government called on Drew to address a far greater challenge. He was asked to help save the lives of soldiers and civilians under attack in Britain during World War II. Thousands of soldiers were becoming badly wounded in battle. They lost a tremendous amount of blood. Because doctors and nurses could only do so much to stop the bleeding, the soldiers often bled to death. As a solution, Drew began work on a project called Blood for Britain that greatly improved the wounded’s chances for survival.

On the lines below, explain how this excerpt is a good example of a problem-and-solution text structure. Support your response with text evidence.

Possible answer: To indicate a problem-and-solution text structure, the author uses the words “challenge” and “solution.” The challenge, or problem, is that thousands of soldiers were bleeding to death during World War II. Drew’s solution, a project called Blood for Britain, increased the odds that the wounded would survive.

Lesson 12: Comparison and Problem and Solution

Practice 1

Read the Passage

Matter Matters: Students read an informational article about the scientific meaning of the word matter. Every kind of matter is made up of tiny particles. Matter exists in three common states: solid, liquid, and gas. Each state is described, with comparisons made in terms of shape, volume (the amount of space the substance occupies), and the movement of particles when matter is in each state.

Lexile measure: 880L

Question 5: Stress the importance of providing text evidence. You may wish to provide the following sentence frames:

The author uses a _______ structure to help readers understand _______. You can identify the structure because _______.

Practice 1

Read the article. Use the Reading Guide to help you identify the text structure.

Reading Guide

As you read the article, underline signal words that indicate a comparison or a contrast. How are the ideas or facts about the states of matter alike or different? Circle the subjects that are compared and contrasted.

Rocks, water, a balloon, and even your own body—they’re all made up of tiny particles, as is all matter. The particles, or very small pieces, are always moving. How close together those particles are and the speed at which they are moving determine matter’s “state.” The three common states of matter are solid, liquid, and gas.

A solid is a substance that has a shape of its own and a volume that does not change. Volume is the amount of space that the substance occupies. The properties of solids result from the arrangement of their particles. The particles are packed closely together and cannot move freely. Instead, they vibrate in place.

A gas is a substance that has neither a definite shape nor a definite volume. Unlike particles in solids, particles in gases move freely in all directions. Free movement of particles is the reason the volume of a gas is not definite. In a closed container, such as a balloon, particles of a gas spread out and completely fill the container, taking on its shape and volume.

A liquid is a substance that has a definite volume but no definite shape. Instead, a liquid takes the shape of its container. When water is poured from a bucket into a bottle, the water becomes bottle-shaped. The volume of water is the same, but the shape is different. These liquid properties, like those of solids, result from the arrangement of particles. Particles in liquids are packed closely together, but they are free to move around. The particles can slip and slide around and over each other, allowing the liquid to flow.

On the lines below, explain how this excerpt is a good example of a problem-and-solution text structure. Support your response with text evidence.

Possible answer: To indicate a problem-and-solution text structure, the author uses the words “challenge” and “solution.” The challenge, or problem, is that thousands of soldiers were bleeding to death during World War II. Drew’s solution, a project called Blood for Britain, increased the odds that the wounded would survive.
Coached Example

Read the passage. Circle the academic and domain-specific vocabulary words in the passage. Underline the context clues that help you figure out their meanings.

Corn

Across the world, farmers grow 

\textit{grain} crops such as \textit{rice}, \textit{wheat}, oats, and barley, to feed people and animals. Because it is such a widely farmed crop, the all-time champion of agriculture is corn. Farmers cultivate, or grow, more acres of corn and \textit{harvest} more of it than any other crop. Some of the corn that farmers gather is used to make food, but corn has other uses as well. It goes into many more products than you might imagine.

Corn is no new crop on the block. More than seven thousand years ago, farmers in southern Mexico began to sow, tend, and \textit{harvest} corn for food. Like squirrels saving nuts for the winter, families could store \textit{dried corn kernels}, keeping them on hand in case of food shortages. People also 

\textit{cough drops} with corn in them. In exchange, they received food, clothing, and tools they needed to survive. By the 1400s, corn had spread through trade networks across much of North, Central, and South America.

In 1492, the European explorer Christopher Columbus sailed from Europe to the Americas. There he saw many animal and plant species that Europeans had never heard of, including corn. In 1493, Columbus took some corn kernels back to Spain. Eventually, corn became an important European crop. As time passed, people around the world began to cultivate corn; it reached every continent except Antarctica.

Today, you look through a kitchen, cafeteria, or grocery store, you'll find products made from corn. It's in tortillas and chips, in breads and cakes, and, of course, in bags of popcorn. But you'll find corn products in other places, too. Its main use is as \textit{feed} for livestock such as chicken, pigs, and cows. It's used to feed fish, too. In pharmacies, you can find corn products such as \textit{cough drops} and deodorants. Corn is also in the fuel at your local gas station. With all these uses, "King Corn" is part of people's lives every day.

Lesson 13: Determine Word Meaning

Support for Coached Example

- Have students read the passage. Ask them to circle the academic and domain-specific vocabulary words and underline the context clues that help them figure out their meanings. Remind them that academic vocabulary includes precise words that convey ideas clearly, while domain-specific vocabulary includes words that have special meanings in specific areas of study.

- **Question 1**: Remind students that a synonym is a word or phrase that means the same or nearly the same as another word or phrase.

- **Question 2**: Help students understand that the answer for Part B consists of the main context clue that helped them identify the correct answer to Part A.
Lesson 18: Write a Response to Text

Model Text
A student read the story “Jack and the Beanstalk” and wrote a response to the following prompt. Read the response and the side notes to learn how the author followed the rules of response writing.

Prompt: Write a response essay in which you analyze characters in a traditional story. Analyze how the characters respond to challenges to better understand the story’s theme.

Comparing Jack and the Giant’s Wife

“Jack and the Beanstalk” is full of challenges. Although Jack and the giant’s wife have different personalities, they respond to challenges similarly. Both are helpful, and both are good at solving problems.

Jack stresses to be helpful on the farm. He feels terrible when his mother is furious that he traded their cow for some magic beans. He was just trying to be helpful.

The giant’s wife, too, is helpful and caring. She helps Jack twice, first when she saves him from the giant, and then when she tells him about the goose that lays golden eggs.

Both Jack and the giant’s wife respond to the giant cleverly. The giant’s wife tricks him by hiding Jack, and Jack tricks him by waiting until he is asleep to steal the goose.

Both Jack and the giant’s wife respond to challenges with helpfulness, kindness, and cleverness. This suggests an important theme: Cleverness and working together can help you solve problems. The two characters might even enjoy being neighbors!

Studying the Model Text
• The Model Text shows students the elements of a well-written response to a text. In addition to using the side notes to help students analyze the Model Text, guide them through these discussion questions:

Writing prompt/Position: How does the student connect his or her position to the prompt?
Possible answer: The prompt asks students to write about how characters “respond to challenges.” The student uses that phrase in the position statement in the introduction and then again in the conclusion.

Supporting evidence: How many pieces of text evidence does the student writer provide? Is each piece of evidence convincing? Why or why not?
Possible answers: Each of the middle three paragraphs contains one or two items of text evidence. The items are convincing because they describe specific actions that show the characters being helpful, kind, or clever.

Earth Is “Just Right”

Anika was instructed to write a five-paragraph response to the informational text below. The prompt asked her to analyze the text structure.

Earth Is “Just Right”

1. Why is Earth the only habitable planet in our solar system? The answer has to do with Earth’s place in space. Earth is the third planet from the sun, and it meets all the requirements for living things. Earth has a source of energy and liquid water, and its surface temperatures are not too hot or too cold. Our blue planet is “just right” for life to flourish.

2. Why isn’t there life on Mercury and Venus, the first and second planets from the sun? Venus is about the same size as Earth, and it even had flowing water at one time. But Venus is too close to the sun for its water to flow. All its water exists in the form of thick vapor. Mercury is scorching hot like Venus. Mars, the fourth planet from the sun, once had liquid water that flowed in rivers, lakes, and oceans. However, Mars is so cold now that most of its water remains frozen in the ground.

Coached Example

Which best describes the main text structure of the passage?
A. The passage uses a problem-and-solution structure to state a problem about the solar system and then explain how each planet solves it.
B. The passage uses a sequential structure to show the chronological order of the planets in the solar system.
C. The passage uses a compare-and-contrast structure to explain why Earth is habitable and why other planets are not.
D. The passage uses a cause-and-effect structure to explain why water is so important to our solar system.

Support for Coached Example

• Before students read the informational text, have them review the prompt to set a purpose for reading—in this case, to identify the text’s structure and to understand why that structure is effective.

• Question 1: If needed, review the four types of text structure noted in the answer choices. (See Lessons 11 and 12.) Have students identify details in the passage that make the text structure clear:

How does the first sentence of the text suggest the text’s structure?
Possible answer: The question refers to Earth as “the only habitable planet in our solar system.” This implies that all the other planets are uninhabitable—a contrast.
• **Question 2:** If students have difficulty with the Venn-diagram format, ask pointed questions about Earth versus the other planets:

**Which planets have liquid water? Are all the planets alike in size? In temperature? Where would you note this information in the Venn diagram?**

**Answers:** Only Earth has liquid water. Earth and Venus are alike in size, but Mars is smaller. All three planets are very different in temperature. Consider having students work with partners to complete the Venn diagram or to confirm the accuracy of their notes.

• **Question 3:** Make sure students know to refer to the Venn diagram to complete the paragraph. Discuss with students why compare and contrast works well for the informational text:

**Why is the text’s structure appropriate for this topic?**

**Possible answer:** The text structure highlights the differences between Earth and other planets. The author’s main point is to show how these differences make Earth the only habitable planet in the solar system.
Develop a plan for a response essay on the following prompt about “Myrtle Magee and the Pesky Winds”. This story is organized around Myrtle’s need to walk to the store on a windy day. How does the author use language and the story events to create a silly story?

Prompt: How does the author use language to emphasize the characters and events?

1. First look at the story events and how they are connected. Use the chart below to record information. Possible answers below.

<table>
<thead>
<tr>
<th>Event</th>
<th>Event 2</th>
<th>Event 3 (Solution)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem: Myrtle needs to go to the store, but it’s windy.</td>
<td>Myrtle puts pans in her pockets so she won’t blow away,</td>
<td>Myrtle grabs Bruce’s leash, and she bobs down the sidewalk.</td>
</tr>
<tr>
<td>What is common in each event?</td>
<td>Myrtle puts on ski boots so she won’t blow away,</td>
<td></td>
</tr>
<tr>
<td>Myrtle tries something new until she figures out the solution to her problem.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2. Now use the chart below to identify examples of how the author uses language. Explain the effect of the language, including what it shows about the characters and events. Keep your position statement in mind. Possible answers below.

<table>
<thead>
<tr>
<th>Examples of Language Type</th>
<th>What the Language Shows</th>
</tr>
</thead>
<tbody>
<tr>
<td>“On days when the pesky winds puffed, Myrtle Magee had a pickle of a problem.”</td>
<td>rhyme</td>
</tr>
<tr>
<td>“Myrtle was slight, and her weight was light”</td>
<td>alliteration</td>
</tr>
<tr>
<td>“But the pesky winds toppled her onto her side, ski boots askew.”</td>
<td>silly, colorful description</td>
</tr>
</tbody>
</table>

3. Write a paragraph that focuses on one of the story events. Explain how the language makes the event funnier than it really is. Include examples from the charts you did to support the idea that the language and the story events create a silly story.

   Possible answer: When Myrtle puts the pans in her pockets, the author uses rhyme to explain Myrtle’s solution. “I must weigh myself down so I don’t fly around,” she says. The sound of pans (“click and clank”) is an example of onomatopoeia, another technique that the author uses to make the story silly. Finally, the author uses alliteration. There are many words that begin with p: pans, purse, perhaps, pesky.

   Reread what you wrote to make sure you have supported your point with text evidence. Correct any errors in spelling, grammar, or punctuation.

4. Start your response to literature.

   Write a paragraph that focuses on one of the story events. Explain how the language makes the event funnier than it really is. Include examples from the charts you did to support the idea that the language and the story events create a silly story.

   Possible answer: When Myrtle puts the pans in her pockets, the author uses rhyme to explain Myrtle’s solution. “I must weigh myself down so I don’t fly around,” she says. The sound of pans (“click and clank”) is an example of onomatopoeia, another technique that the author uses to make the story silly. Finally, the author uses alliteration. There are many words that begin with p: pans, purse, perhaps, pesky.

   Reread what you wrote to make sure you have supported your point with text evidence. Correct any errors in spelling, grammar, or punctuation.

• Question 1: Relate the question to the prompt: What do we mean when we talk about the way an author uses language?
   Possible answer: An author’s use of language refers to the particular words the author chooses, and how he or she combines them to create effects.

• Question 2: If students struggle to complete the position statement, point out the connection between the statement and the correct answer to Question 1. Suggest that students can use some language from that answer in the position statement.

• Question 3: If students have trouble identifying and analyzing examples of language from the passage, have them start by noting statements from the text that strike them as unusual and imaginative. Again, note the answer they chose for Question 1.

• Question 5: If students struggle to write the paragraph, have them look back to the chart in Question 3 to help them think about the effects of language on the story. Students might ask themselves, “How does this story make me feel? What words or language made me feel this way? Was this likely the author’s intention?”

• Question 6: Have partners exchange papers and use Graphic Organizer 8: Peer Review Form to evaluate the writing. Ask students to focus on the clarity of the writer’s explanation of the type of language and its effect.
Practice 2

Support for Practice 2

- As students read the narrative about the fiftieth anniversary of the March on Washington, encourage them to circle the author’s main points.
- Review the prompt, making sure students understand that their response should have a position statement and text evidence.

Read the passage.

Remembering King’s Dream

WASHINGTON, D.C.—Thousands gathered today to celebrate the fiftieth anniversary of the March on Washington for Jobs and Freedom. About 250,000 people attended that 1963 event, which became a turning point in American history.

At the time, the basic rights of African Americans were being denied. People in power were trying to address this problem, but too little was being done. Some citizens were tired of injustice. They wanted African Americans to have the same opportunities as other American citizens. So, they decided to make their voices heard at the march.

Martin Luther King Jr.’s speech on that day was the highlight of the event. He began by reminding people that it had been one hundred years since President Lincoln had signed the Emancipation Proclamation. Yet African Americans were still not treated as equal citizens.

However, King and other civil rights leaders hoped for change. Most famously, King claimed, “I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin but by the content of their character.” He imagined a day when children of all backgrounds could hold hands and join together as sisters and brothers.

The speech, which became known as the “I Have a Dream” speech, is considered one of the most powerful speeches of all time. After the march, people could no longer ignore the issue of civil rights. People at today’s anniversary event recited parts of the speech. The march and King’s speech became a turning point in the struggle for equality. Although we have come a long way since the march, we still have a long way to go to fully achieve King’s dream.

Read the writing prompt.

Write a response to “Remembering King’s Dream” that analyzes the author’s purpose for writing this informational text. Remember to consider your task, audience, and purpose.

Make sure you
- analyze the text, rereading to identify the author’s purpose and the chosen text structure.
- include an introduction that states your position and addresses the prompt.
- provide test evidence to support your position.
- use transitions to connect ideas and show relationships.
- write a conclusion that restates your position and summarizes your most important points.
- reread, edit, and proofread your response to fix any mistakes in grammar, spelling, mechanics, or punctuation.

Plan your response in the chart below before you write. Possible answers below.

Position Statement: The author wrote “Remembering King’s Dream” to remind readers how important Martin Luther King Jr.’s speech was in American history.

<table>
<thead>
<tr>
<th>Points</th>
<th>Supporting Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>At the time, African Americans were growing tired of injustice.</td>
<td>People made their voices heard at the 1963 March on Washington for Jobs and Freedom.</td>
</tr>
<tr>
<td>The issue of civil rights became impossible to ignore after the march.</td>
<td>The speech is considered “one of the most powerful speeches of all time.”</td>
</tr>
</tbody>
</table>

Students will have two pages in the Student Edition to write their answer to the prompt, which is Question 2. See the checklist below.

Checklist for Question 2: To earn a top score, the student should:
- demonstrate an understanding of the author’s purpose and the requirements of the prompt.
- include a clear position statement in the introduction.
- provide supporting points (including text evidence) that are well organized and connected with transitions.
- offer a conclusion that restates the author’s opinion and summarizes the most important ideas.
- use conventional grammar, spelling, mechanics, and punctuation.
- edit and proofread the analysis to correct errors.
**Getting the Idea**

**Warm Up**

Explain that at one time, people passed down stories as a form of entertainment. Even today, telling stories is one way people make connections and maintain traditions at reunions, holiday parties, and other gatherings. Have students note in their journals some favorite stories they have heard over the years.

**Writing a Narrative**

- Explain that even professional writers use the prewriting and planning stages to decide what to write. Prewriting and story mapping help shape a narrative before a writer begins to write.
- If you wish, have students use Graphic Organizer 10: Narrative Essay Organizer to follow along as they complete steps 1 and 2.

**Step 1: Prewriting**

When you plan a narrative, think about your task, purpose, and audience. What kind of story do you want to write, and for whom? Decide whether you want to write about things that actually happened, or about made-up characters and events. Begin brainstorming ideas by asking yourself such questions:

- What is the setting? Where and when does your story take place?
- Who are the characters? What are their traits, or qualities?
- What is the problem in the plot?
- What is the point of view? The narrator is the person who tells the story. A first-person narrator is a character in the story, telling his or her own story. A third-person narrator is someone outside the story.

Read the idea for a narrative below. Complete the chart with a possible resolution.

<table>
<thead>
<tr>
<th>Character(s)</th>
<th>Setting(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Britney, her dad, Britney's friends</td>
<td>pizza restaurant, dad's car, a park</td>
</tr>
</tbody>
</table>

**Problem**

Britney feels guilty because she's disappointed about celebrating her birthday by just eating pizza with her dad. Meanwhile, Britney's dad can't wait to finish their pizza and take Britney to a surprise party at the park!

**Resolution of the Problem**

Britney gets to the park, she is happily surprised to find that her friends are there.

- Remind students that sensory details draw readers into a narrative by creating mental images. Suggest that students add details appealing to the senses whenever appropriate.
- If necessary, review the use of quotation marks to set off dialogue. Make sure students understand how to set dialogue off from dialogue tags such as “said Britney” or “her father replied.”
- Present the concept of pacing by offering examples from mystery stories or movies. The tension and action become increasingly intense, building to a climax, until the mystery is resolved. Show students how transitions and temporal words aid pacing in those texts.

**Step 2: Planning**

To organize the narrative, use a story map to outline the sequence of events. Look at the ideas you brainstormed, and decide how the characters will work through the problem in the story.

Look at the story map below. Think of an idea for the third event that will help this plot develop. Then write an idea for the conclusion of the story. The conclusion should follow the events of the story and show how the problem is resolved or how the characters change.

**Beginning: Event 1**

On Britney's birthday, Britney and her dad eat pizza at their favorite pizza place. Britney feels guilty because she wishes she were celebrating with her friends.

**Middle: Possible answers below.**

**Event 2**

After pizza, they drive home. Britney thanks her dad for the special meal but privately feels disappointed. Britney's dad says he has to make one more stop.

**Event 3**

They arrive at a park, where Britney is shocked to find her friends and family shouting, “Surprise!”

**Conclusion**

Britney's dad winks and hugs Britney before she joins her friends. Britney feels happy and thankful.

**Step 3: Drafting**

Next, use the story map to write a draft of the narrative. To draw readers into your story and keep them engaged, include sensory details to tell how things sound, look, feel, and smell. Use concrete and precise words to give readers a clear picture of what is happening. Develop the story by using dialogue—conversations between characters. Dialogue is a good way to show how your characters respond to situations.

**Step 4: Revising**

Read through your draft, looking for places where readers might get confused about what is happening and why. To show connections between events and ideas, add transition words and phrases such as and, yet, besides, and in addition to. To make the order of events clear and to show time passing, add temporal words and phrases such as first, then, at last, or after that. Look for places to add more dialogue or description. Replace words that are unclear or used too often.

**Getting the Idea**

**Key Words**

narrative  sensory  details  dialogue  transition words  temporal words

**Getting the Idea**

The purpose of narrative writing is to tell a story that entertains readers. Some narratives are fictional, while others tell true stories, but all narratives have characters, a setting, a plot, and a point of view.

**Writing a Narrative**

- Explain that at one time, people passed down stories as a form of entertainment. Even today, telling stories is one way people make connections and maintain traditions at reunions, holiday parties, and other gatherings. Have students note in their journals some favorite stories they have heard over the years.

**Writing a Narrative**

- Explain that even professional writers use the prewriting and planning stages to decide what to write. Prewriting and story mapping help shape a narrative before a writer begins to write.
- If you wish, have students use Graphic Organizer 10: Narrative Essay Organizer to follow along as they complete steps 1 and 2.

**Getting the Idea**

**Warm Up**

Explain that at one time, people passed down stories as a form of entertainment. Even today, telling stories is one way people make connections and maintain traditions at reunions, holiday parties, and other gatherings. Have students note in their journals some favorite stories they have heard over the years.

**Writing a Narrative**

- Explain that even professional writers use the prewriting and planning stages to decide what to write. Prewriting and story mapping help shape a narrative before a writer begins to write.
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**Getting the Idea**

**Warm Up**

Explain that at one time, people passed down stories as a form of entertainment. Even today, telling stories is one way people make connections and maintain traditions at reunions, holiday parties, and other gatherings. Have students note in their journals some favorite stories they have heard over the years.

**Writing a Narrative**

- Explain that even professional writers use the prewriting and planning stages to decide what to write. Prewriting and story mapping help shape a narrative before a writer begins to write.
- If you wish, have students use Graphic Organizer 10: Narrative Essay Organizer to follow along as they complete steps 1 and 2.
Help students recognize that there are many ways besides sequence charts to organize their notes. Brainstorm some suggestions with students (for example, a web, a chart for main ideas and details, a Venn diagram, and so on).

If your school prefers a specific bibliographic style, substitute that for the examples given on the student page. If not, review the parts of each citation: author’s name, last name first; title of article or website in quotation marks or title of book in italics; publisher or organization; date; and page numbers, if relevant.

Coached Example

Milo needs to find information about Death Valley in California for a science report on desert habitats in North America. He begins researching.

Which would be the best sources for information on plants in Death Valley? Select three that apply.

A. Life in Death Valley by Val Trigs—a nonfiction book by an expert on plants in North America
B. The Gardener’s Guide—a gardening magazine for home-gardening enthusiasts
C. “Death Valley”—an entry on Death Valley in a well-known encyclopedia
D. “A Visitor’s Guide to California” in the Santa Fe Sun—a newspaper article for travelers
E. “The History of California”—an article on the website of a government agency that studies weather

Milo begins gathering sources and finds a magazine article.

Milo needs to list this article in his bibliography. Which entry is listed accurately?


Support for Coached Example

Question 1: Remind students that most choices have some information on Death Valley, but the best sources should have Death Valley as the main topic.

Question 3: Remind students that there are many ways to paraphrase, including using synonyms and combining ideas or breaking sentences apart. However, students should remember to express the same information or ideas as in the original source material.
Milo starts to take notes. Read the excerpt from “Death Valley in Bloom.”

With mountains all around, intense heat is trapped in the valley. Very little rain makes it past the high peaks of the mountain ranges.

Which is the best way for Milo to paraphrase these two sentences?
A. Death Valley is surrounded by mountains. Therefore, the valley gets little rain.
B. With mountains all around, intense heat is trapped in the valley.
C. Because Death Valley is surrounded by mountains, extreme heat cannot escape, and rain is blocked.
D. Some of the world’s highest temperatures have been recorded in Death Valley.

Read another excerpt from Milo’s source.

The conditions that make Death Valley a challenging place for people also make it an unlikely place for plants to grow. Death Valley is known for its extreme heat and dry weather. The lack of rain, high heat, and dry air make it extremely difficult for plants to grow and thrive.

On the lines below, complete Milo’s notes.

• challenging for both people and plants Possible answers below.
  • extremely hot and dry
  • difficult for plants to grow successfully

Complete Milo’s summary of the source on the lines below.

Possible answer: This weather makes it difficult for plants to grow in Death Valley.

### Practice 1

Develop a plan to do research for a report on space exploration for your science class.

How will you research your topic? Number the steps below in the correct order.

1. Develop a research question.
2. Identify credible sources.
3. Take notes.
4. Organize notes.
5. Create a bibliography.

Which would likely be credible sources for information on this topic? Select three that apply.

A. article in Sky and Telescope magazine
B. Museum of Natural History website
C. story in Best of Sci-Fi magazine
D. Bob’s Telescope and Camera Store website
E. NASA (National Aeronautics and Space Administration) website

As you gather sources, you begin to list them in a bibliography. Read these bibliography entries. Number them in the correct order.


### Common Errors and Support

**Question 1:** If students have trouble sequencing the steps, have them ask themselves, “Can I do this step before the others? Does this step depend on one of the other steps?”

**Question 3:** If students have difficulty ordering the bibliography, help them determine the correct order:

How are sources ordered in a bibliography?

Possible answer: They are listed alphabetically by the author’s last name.

**Question 4:** Remind students that notes do not need to be complete sentences. Their notes here will be key ideas about Death Valley as provided in the paragraph.

**Question 5:** If students have difficulty with this question, refer them to the comparison of a quote, paraphrase, and summary in Getting the Idea.
Read the article.

Crows Never Forget a Face

1. Dr. John Marzluff walks across the University of Washington campus in Seattle, where he is a professor. He is wearing a caveman mask. Crows circle and squawk. They dive at him and then swoop away.
2. Beneath the mask, he smiles. Days before, he and his students had put on caveman masks and captured crows. They placed colored plastic bands on the crows’ legs. Then they released the unhappy birds.
3. When the researchers strolled around campus without the masks, they did recognize them when they saw the mask for “care and feeding.” These experiments show that crows saw the mask for “danger” (being captured) than when they saw the mask for “care and feeding.”
4. The scientists saw that different parts of the brain were active when the crows saw the masks. The crows scolded loudly and dove at their “enemies.” The birds had remembered the faces of humans walking by while wearing the masks, the crows scolded loudly and dove at their “enemies."
5. Dr. Marzluff and his team followed banded crows for a year and showed that adults even pass this information to their young.

Dr. Miquelle says, “It is not clear why the tigers disappeared, but there was a combination of possible reasons.”

Possible answer: Dr. John Marzluff studies crows and their humanlike behavior. In one experiment, he and his students wore caveman masks and caught crows. They put a band around each crow’s leg and let the crows go. Although the crows did not recognize them around campus without their masks, they did recognize them when they put their masks back on. This experiment showed that crows recognize and remember faces. The article also reported that “adults even pass this information to their young.”

In a different experiment, Dr. Marzluff studied crows’ brains.

The scientists saw that different parts of the brain were active when the crows saw the mask for “danger” (being captured) than when they saw the mask for “care and feeding.” These experiments show how crows’ recognition skills are similar to humans.

Responses will vary. Use the Extended Constructed Response Rubric at the end of this Teacher Edition to score.
Base Words and Roots

• Invite students to provide other examples of words with the same base word.

• Go over the chart of roots with students. Point out that some words may be made up of a combination of roots, as in photograph or geoform.

• Have students suggest the meaning of geoform and then check in a dictionary to confirm.

• Guide students to use a word’s root to help them understand its meaning.

What does the word contribution have to do with “handing out”?
Possible answer: When you make a contribution, you give or hand out goods or money.

Affixes

An affix is a word part added to the beginning or end of a base word or root to change its meaning. It cannot stand alone as a word. An affix added to the beginning of a base word or root is called a prefix. An affix added to the end of a base word or root is called a suffix. Fill in the missing examples in the chart below.

<table>
<thead>
<tr>
<th>Affix</th>
<th>Meaning</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td>anti-</td>
<td>against, the opposite of</td>
<td>antibacterial</td>
</tr>
<tr>
<td>co-</td>
<td>together</td>
<td>cooperate</td>
</tr>
<tr>
<td>dis-</td>
<td>the opposite of, not</td>
<td>disconnect</td>
</tr>
<tr>
<td>inter-</td>
<td>between, among</td>
<td>intermediate</td>
</tr>
<tr>
<td>pre-</td>
<td>before</td>
<td>preview</td>
</tr>
<tr>
<td>re-</td>
<td>again</td>
<td>rethink</td>
</tr>
<tr>
<td>un-</td>
<td>not</td>
<td>unopened</td>
</tr>
</tbody>
</table>

Prefixes

Example affixes include:
- able to: adaptable, flexible
- un- not: unopened

Suffices

Example affixes include:
- -less without: hopeless
- -less without: hopeless

A word may contain more than one affix. Notice how each affix changes or adds to the meaning of the base word in the sentence below.

From lowering blood pressure to reducing pain from the misalignment of the spine, yoga benefits the body.

The word align means “to arrange things in a line.” What does misalignment mean? Circle the prefix and suffix in the chart, and write a possible definition on the line.

Possible answer: a state of being lined up incorrectly

How would you change your definition of inglorious based on the context clues in this sentence?

Possible answer: The sentence tells me that inglorious is related to the meaning of cowardly. A more precise definition might be “the opposite of glorious, in a shameful way.”
Common Errors and Support

**Question 1:** If students have difficulty determining the antonym for *morose*, then have them identify the word that describes a feeling in the first part of the sentence. After that, have them use Graphic Organizer 1: Web to come up with possible antonyms for *happy*. Tell students to look for the answer choice that comes closest to the antonyms they wrote.

**Question 3:** If students have trouble identifying the word parts, then tell students to look for a prefix and two root words. Encourage them to first write the meanings of the individual word parts and then put them together to define the word.

**Question 5:** If students are uncertain about the correct response, then tell them that another word with this prefix is *interact*, which means “to act together; to do things with others.”

**Question 6:** If students struggle to find context clues to confirm the definition and pronunciation, then suggest that they think about the situation in the sentence and explain how it fits the definition they chose. Encourage students to think about how a lawyer might act in court.