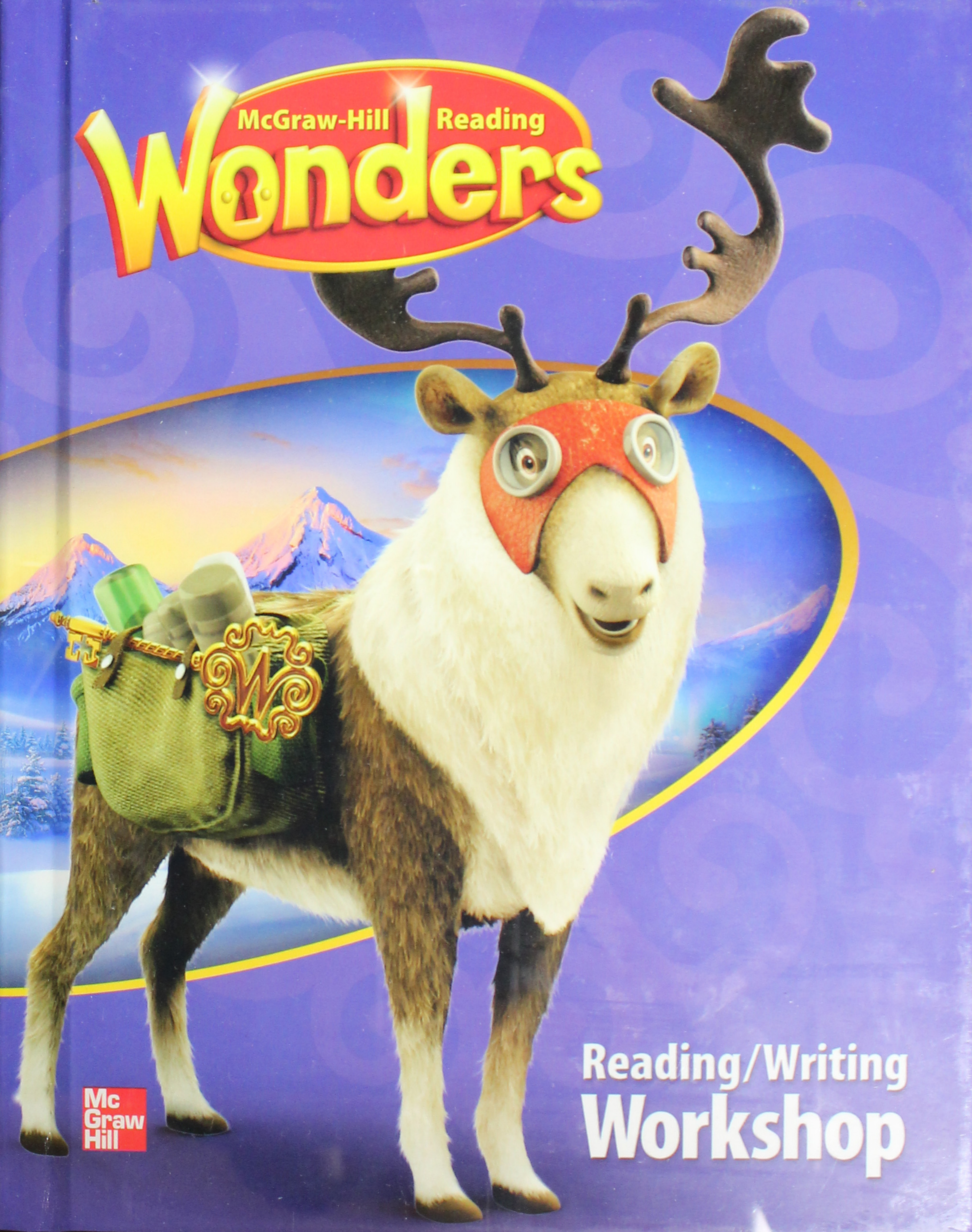


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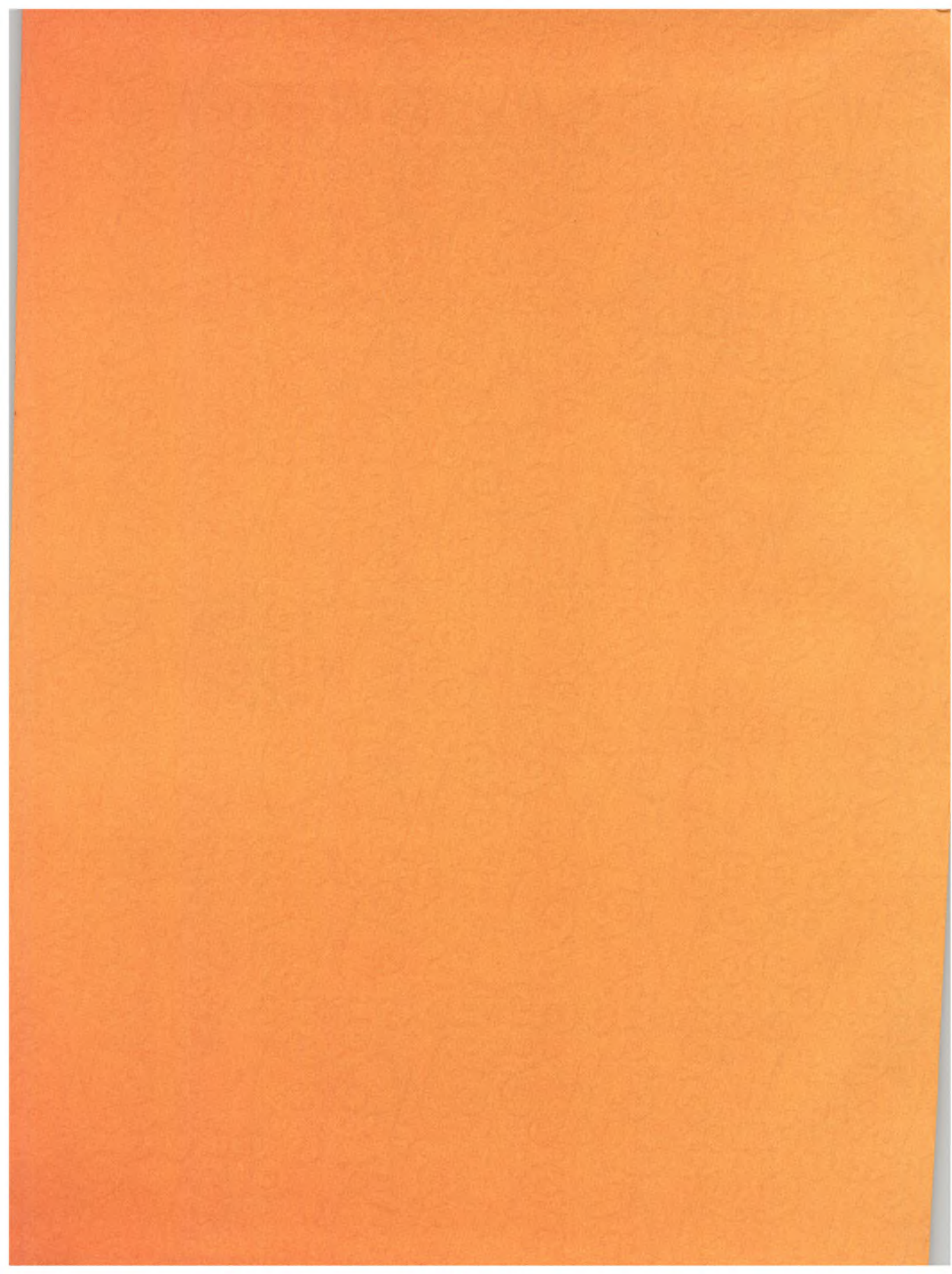
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(t) Valerie Decampo; (b) James Bernardin



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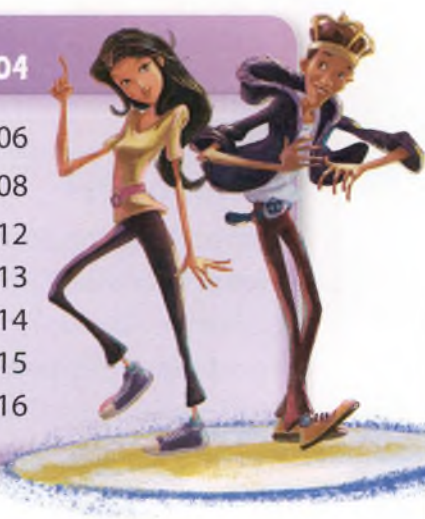


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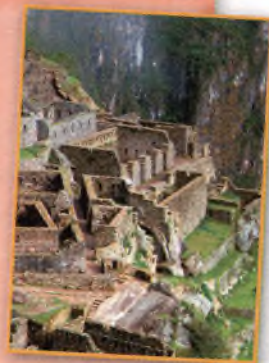
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(a) Whit Richardson/Aurora/Getty Images; (b) Jimmy Holder; (c) Elizabeth Butler





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Unit 1

Eureka! I've Got It!

Ideas

A person with wisdom once said,
"An idea must begin in your head.
It may come as you sit
Or while strolling a bit,
Or even while lying in bed!"

An idea is a lot like a seed.
To get started, it's all that you need.
Each time that you think,
Your idea takes a drink,
Until it's grown big, yes, indeed!

You plant your ideas and then grow 'em,
Develop your thoughts and you'll show 'em.
Add a word at a time,
Plus a few words that rhyme,
And you'll end up creating a poem!

—Meish Goldish



**THE BIG
Idea**

Where can an
idea begin?

Weekly Concept Meeting a Need



Essential Question

How do we get the things we need?



Go Digital!



(l) Keren Su/Corbis; (r) Seo Daelyoung/Getty Images; (t) molia collection/Getty Images; (b) Andrew Blair/Reuters/Corbis; (r) n33/ZUMA Press/News.com; (br) Central American/Alamy

What Do We Need?

From the time we get up in the morning to the time we go to sleep at night, we need things to help us survive. We meet these needs in a variety of ways.

- ▶ Finding water, building shelter, and weaving clothes are some ways we meet our needs.
- ▶ This woman is meeting a need by harvesting rice, a food upon which millions of people depend.



Talk About It



Write words you have learned about meeting a need. Then talk about one way that you have found to get the things you need.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



afford

Jill looked at the price tag to see if she could **afford** to buy the blouse.

Name something you would like to be able to afford.



loan

Lin asked her mom for a **loan** of five dollars.

When have you made a loan to someone?



profit

Jem and Ana set up a lemonade stand and made a **profit** of five dollars from the sales.

When have you made a profit?



prosper

When enough rain falls and the weather is good, a garden can **prosper**.

What other things help people to prosper?



risk

Firefighters take a great **risk** when they enter a burning building.

In what other jobs do people take a risk?



savings

Ray sets aside one dollar a week from his allowance and puts it in his **savings**.

What would you like to do with some savings?



scarce

Water can become **scarce** after many hot weeks with no rain.

What is another word for scarce?



wages

Sam and his brother earn **wages** for raking leaves every autumn.

What is a synonym for wages?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

A Fresh Idea



Essential Question

How do we get the things we need?

Read about how one girl meets a need in her neighborhood.



One bright Saturday morning, Mali and her mom walked around the neighborhood. That is, her mom walked, but Mali ran, skipped, jumped over puddles, and visited the neighbors' dogs. Mali paused to look at the budding trees on her block. "I can't wait until summer," she said, "especially for Mrs. Fair's great tomatoes at her market stand." She pointed.

Mali's mom stood looking at the empty lot where the market set up every summer weekend. She looked at Mali. "Honey, Mrs. Fair told me last week that she had to close her stand. She's really getting too old to run it anymore."

Mali turned, stared, and put her hands on her hips. "But Mrs. Fair's stand can't close!" she said. "It's the

only place in the neighborhood we can buy fresh, delicious tomatoes." Then she added, to show she wasn't being selfish, "Everyone needs fruits and vegetables for a healthy diet."

After they got home, Mali headed out to her backyard swing to think. "If only I could plant a garden," she thought, "but our yard is way too small." Just then, she noticed her neighbor, Mr. Taylor, looking at his daffodils. Mali knew he was thinking about how he had planted those flowers with his wife. This was the first spring since his wife had died, and Mali saw the sadness on his face. Then she had an idea.



Mali cleared her throat, and Mr. Taylor looked up. Mali decided to walk over to the fence. "Hi, Mr. Taylor," she said. He waved, and turned away. "Wait!" Mali cried. Taking a **risk** while she still felt brave, she rushed to gather her thoughts: "Mr. Taylor, Mrs. Fair isn't doing her tomato stand anymore because she's getting old. So I'd like to grow tomatoes. I don't want to get in the way of your flowers, though. I mean, I really like tomatoes."

Suddenly, Mr. Taylor smiled. "Mali, I'm not sure what you're talking about, but you've made me smile. Reasons to smile have been **scarce** lately. What do you want to do?"

As Mr. Taylor listened, an idea came to him. "I still need a place to plant my flowers, but there's room for tomatoes. How about I make you a **loan**? I'll let you use a plot of land

in my yard. I'll help you, and when your garden starts to **prosper**, you can repay me with a few tomatoes."

Mali and Mr. Taylor shook hands on this deal. "But first," Mr. Taylor said, "you'll have to make an investment by buying some tomato plants at the nursery."

Mali thought. "Well, I have some **savings** from my allowance, and I was saving to buy a computer game." She paused. "But I'd rather have tomatoes, so let's start right away!"

The next day, Mali bought all the tomato plants she could **afford**. Mr. Taylor taught Mali how to prepare the soil and place the plants. Finally, Mali placed stakes in the ground to help hold the plants up. Mr. Taylor explained, "Once the tomatoes come, the heavy fruit makes the branches bend." Then all they could do was water, pull weeds, and wait.



When the fruit ripened, there were more juicy, red tomatoes than even Mali could have imagined. "There is no way I can eat all these," she realized. On Saturday, Mali and Mr. Taylor carried several crates of ripe tomatoes to the market, and by the day's end they had sold them all. "Not only did I get back the money I invested," said Mali, "but I also made a **profit** of twenty dollars!"

Mr. Taylor said, "Those are also your **wages**! You've earned that money."

Mali beamed and said, "Mr. Taylor, maybe you could sell some of your flowers, and we could run a market stand together!" Mr. Taylor, picturing a garden of zinnias and marigolds, was already looking forward to next summer.



Make Connections



How did Mali and Mr. Taylor each get something they needed? **ESSENTIAL QUESTION**

How has someone helped you get something you needed? **TEXT TO SELF**

Reread

When you read a story for the first time, you may find that some details, descriptions, or events are confusing. As you read “A Fresh Idea,” you can stop and reread difficult parts of the story to make sure you understand them.



Find Text Evidence

You may not be sure how Mali got her idea to grow a garden of her own, with Mr. Taylor’s help. Reread the fourth paragraph on page 23 of “A Fresh Idea.”

page 23

Just then, she noticed her neighbor, Mr. Taylor, looking at his daffodils. Mali knew he was thinking about how he had planted those flowers with his wife. This was the first spring since his wife had died, and Mali saw the sadness on his face. Then she had an idea.

When I reread, I see that Mr. Taylor knows how to plant gardens. He is also sad because his wife died. Mali got her idea after noticing Mr. Taylor’s flowers and his sadness.

Your Turn

COLLABORATE



Why does Mali decide to sell her tomatoes? Reread page 25. Remember to use the strategy Reread.

Sequence

The sequence is the order in which the **plot events** happen in a story. The sequence of events includes the most important events at the beginning, middle, and end. Sequence also includes when **characters** and **settings** are introduced.



Find Text Evidence

When I read the paragraphs on page 23 of "A Fresh Idea," I can see the sequence of events that leads to Mali's idea. The beginning of the story introduces Mali, her mom, and their neighborhood. Then we learn about Mali's problem.

Characters Mali, Mali's mom, Mr. Taylor
Setting Mali's neighborhood in spring
Beginning Mali learns that the tomato stand will not be at the summer market anymore. Mali sees her neighbor in his garden and gets an idea. Mr. Taylor lets Mali use his land.
↓
Middle
↓
End

Your Turn



Reread "A Fresh Idea." List events in the middle and end of the story in your graphic organizer. Select important details that show the sequence of events.

Go Digital!

Use the interactive graphic organizer

Realistic Fiction

The selection "A Fresh Idea" is realistic fiction.

Realistic fiction:

- Tells about characters, settings, and events that are like people, places, and events in real life
- Includes dialogue and descriptive details
- Often includes illustrations



Find Text Evidence

I can tell that "A Fresh Idea" is realistic fiction. Details about the neighborhood, as well as the illustrations, show me that this story could happen in real life. Also, the characters say and do things that people might say and do in real life.

page 23



Use Illustrations Illustrations can give readers visual clues about characters, settings, and events.

COLLABORATE



Your Turn

List three examples of details, dialogue, or illustrations in "A Fresh Idea" that show you this is realistic fiction. Tell your partner why these things make the story realistic.

Context Clues

When you read a sentence and do not know what a word means, you can look at the other words and phrases in the sentence to help you figure out the meaning.



Find Text Evidence

When I read the sentence, Finally, Mali placed stakes in the ground to help hold the plants up, I'm not sure what "stakes" are. I can use the phrase, "to help hold the plants up" to help me figure out what stakes do.

Mr. Taylor taught Mali how to prepare the soil and place the plants. Finally, Mali placed stakes in the ground to help hold the plants up. Mr. Taylor explained, "Once the tomatoes come, the heavy fruit makes the branches bend."



Your Turn



Use sentence clues to figure out the meanings of the following words from "A Fresh Idea."

plot, page 24

nursery, page 24

ripened, page 25



Readers to ...

Writers develop their ideas with descriptive details. These details help readers picture the characters, setting, and plot events clearly. Reread the passage from “A Fresh Idea” below to identify descriptive details.

Expert Model

Descriptive Details

Identify **details** that describe what Mali is like. What details tell you about the setting and the plot?

One bright Saturday morning, Mali and her mom walked around the neighborhood. That is, her mom walked, but Mali ran, skipped, jumped over puddles, and visited the neighbors’ dogs. Mali paused to look at the budding trees on her block. “I can’t wait until summer,” she said, “especially for Mrs. Fair’s great tomatoes at her market stand.” She pointed.



Writers



Jonah wrote about helping his grandmother meet a need. Read Jonah's revision of this section.

Student Model

A Welcome Home

"I wish I could have fresh flowers every day like I did back home," Grandma said. I agreed. I wished that flowers weren't so expensive. Then I had an idea. Seeds! Seeds didn't cost much money.

"Gram, let's grow our own flowers," I said. "My class planted flowers in our garden at school." When Grandma's face lit up in a smile, I knew I had found a solution.

the way to make Grandma feel at home

Editing Marks

- ^ Insert,
- ↷ Take out,
- Ⓢ Check spelling,
- ^ Add a comma.

Grammar Handbook

Sentences

See page 450.

COLLABORATE

Your Turn



- Identify descriptive details Jonah included.
- Look at the sentences Jonah wrote.
- Tell how revisions improved his writing.

Go Digital!

Write online in Writer's Workspace



Essential Question

What can lead us to rethink an idea?



Go Digital!



On Second Thought

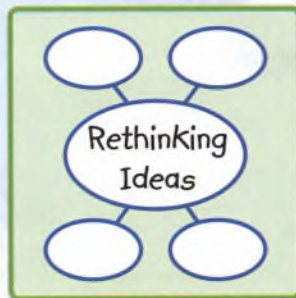
Before trying out a new idea, we first learn all we can in order to get the desired result. If we do not accomplish the goal, we work to figure out what caused the problem.

- ▶ After a wipe-out like this one, this surfer may ask himself, "What went wrong?"
- ▶ Every wave is different, and each mistake will teach him more about his options for next time!

Talk About It



Write words you have learned about rethinking an idea. Then talk about a time you had to rethink the way you did something.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



accomplish

With Grandpa's help, I was able to **accomplish** my project more quickly.

What would you like to accomplish today?



anxious

Rita was **anxious** about the research project, so she checked many sources.

Describe a situation that made you feel anxious.



assemble

When all the students **assemble** in the room, we will begin the play.

Where else might a large group assemble?



decipher

The archeologists had to **decipher** the code in the rock drawings in order to understand what they meant.

When is handwriting hard to decipher?



distracted

When my friend **distracted** my attention, her dog swiped my frozen treat.

What things have distracted your attention from studying?



navigate

We used a map to help **navigate** our way around the park.

In what other ways do people navigate?



options

The grocery store offered many different vegetable **options**.

What is a synonym for options?



retrace

Carl was able to **retrace** his footsteps to find his way home.

What is another word or phrase for retrace?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

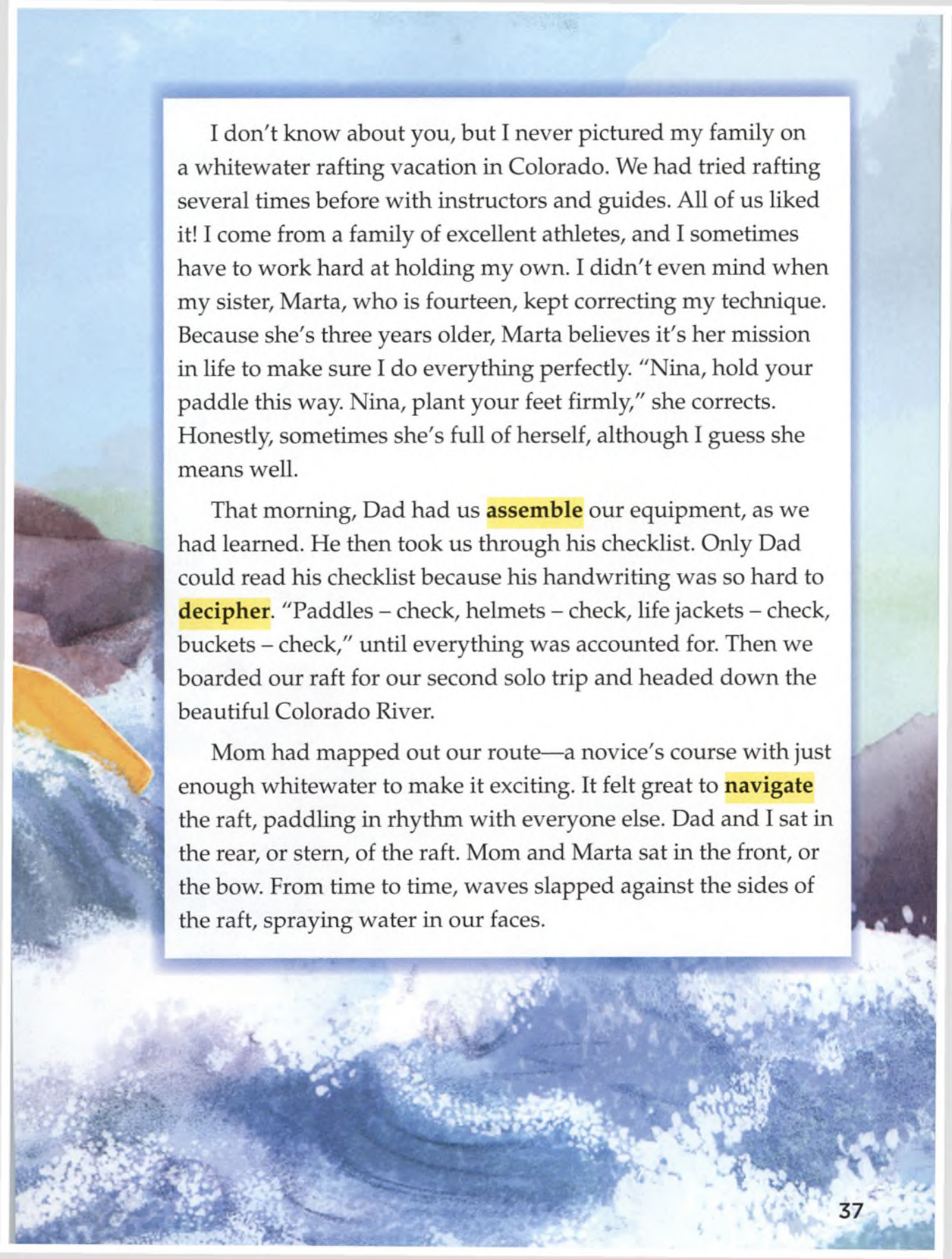
WHITewater ADVENTURE



Essential Question

What can lead us to rethink an idea?

Read about how Nina and her family use trial and error to rethink solutions to a problem.

The background of the page is a watercolor-style illustration of a river with white water rapids. A yellow kayak is visible on the left side, partially obscured by the text box. The water is depicted with various shades of blue and white, suggesting movement and splashing. The overall scene is bright and captures the energy of a whitewater rafting trip.

I don't know about you, but I never pictured my family on a whitewater rafting vacation in Colorado. We had tried rafting several times before with instructors and guides. All of us liked it! I come from a family of excellent athletes, and I sometimes have to work hard at holding my own. I didn't even mind when my sister, Marta, who is fourteen, kept correcting my technique. Because she's three years older, Marta believes it's her mission in life to make sure I do everything perfectly. "Nina, hold your paddle this way. Nina, plant your feet firmly," she corrects. Honestly, sometimes she's full of herself, although I guess she means well.

That morning, Dad had us **assemble** our equipment, as we had learned. He then took us through his checklist. Only Dad could read his checklist because his handwriting was so hard to **decipher**. "Paddles – check, helmets – check, life jackets – check, buckets – check," until everything was accounted for. Then we boarded our raft for our second solo trip and headed down the beautiful Colorado River.

Mom had mapped out our route—a novice's course with just enough whitewater to make it exciting. It felt great to **navigate** the raft, paddling in rhythm with everyone else. Dad and I sat in the rear, or stern, of the raft. Mom and Marta sat in the front, or the bow. From time to time, waves slapped against the sides of the raft, spraying water in our faces.

Suddenly, I was **distracted** by a bear coming out of the trees, but it turned around and began to **retrace** its steps. All of us must have been distracted by that bear because, in the blink of an eye, we ran into a problem! Our raft came to a complete halt.

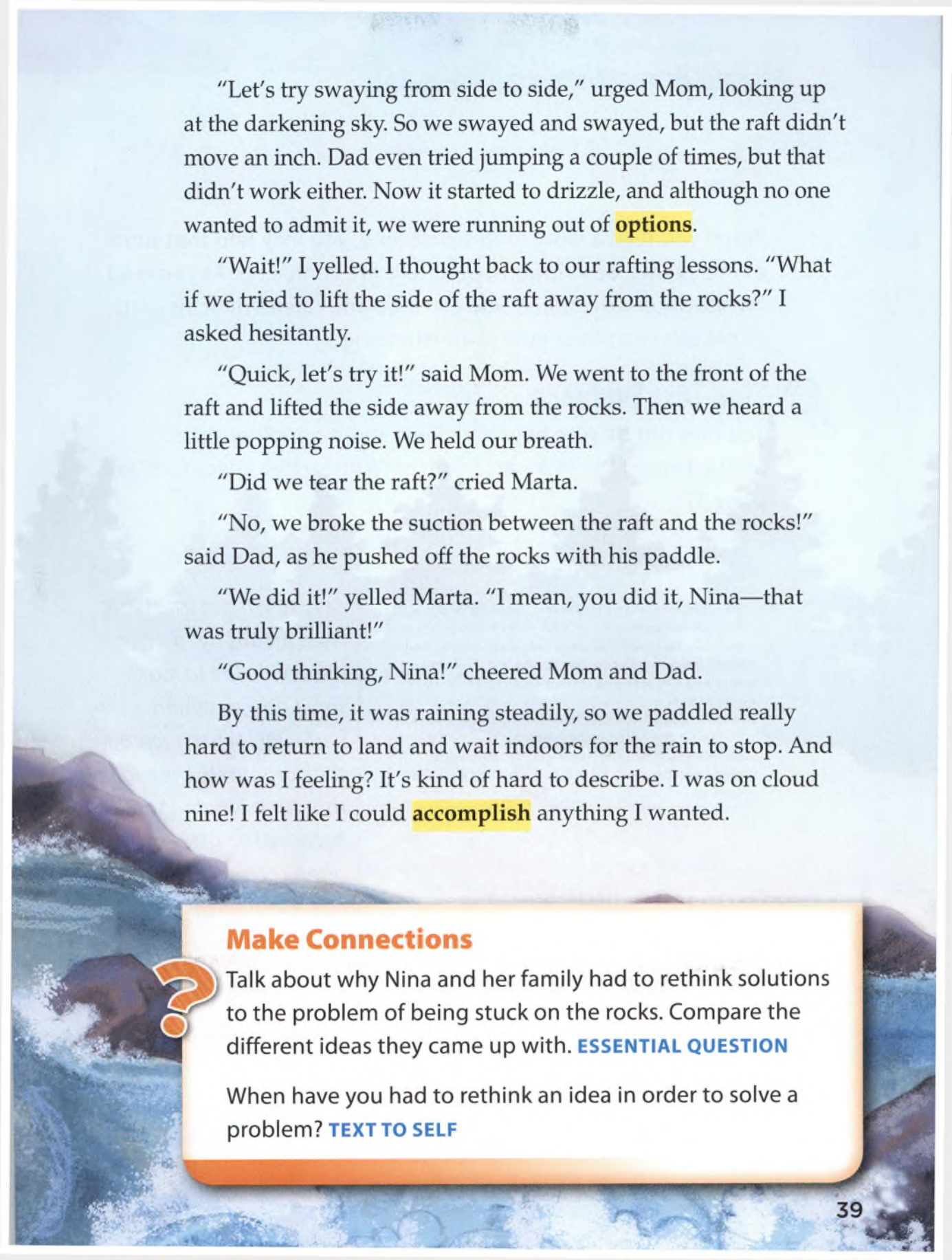
“What’s wrong?” I asked, hoping I didn’t sound nearly as **anxious** as I felt.

“Yikes!” exclaimed Mom. “We’re stuck on some rocks!”

“Maybe a river guide will come by and give us a shove,” suggested Marta. However, there wasn’t a soul in sight. She tried shouting, “HELLO, OUT THERE!” All we heard back was an echo. To make matters worse, storm clouds were gathering. The last thing we needed now was a rainstorm.

“Don’t worry, folks, I know what we can do,” said Dad. “It’s the front of the raft that’s stuck, so let’s all sit in the stern. Our weight will probably shift the raft off the rocks.” Carefully, Mom and Marta moved to the rear. Nothing happened.





“Let’s try swaying from side to side,” urged Mom, looking up at the darkening sky. So we swayed and swayed, but the raft didn’t move an inch. Dad even tried jumping a couple of times, but that didn’t work either. Now it started to drizzle, and although no one wanted to admit it, we were running out of **options**.

“Wait!” I yelled. I thought back to our rafting lessons. “What if we tried to lift the side of the raft away from the rocks?” I asked hesitantly.

“Quick, let’s try it!” said Mom. We went to the front of the raft and lifted the side away from the rocks. Then we heard a little popping noise. We held our breath.

“Did we tear the raft?” cried Marta.

“No, we broke the suction between the raft and the rocks!” said Dad, as he pushed off the rocks with his paddle.

“We did it!” yelled Marta. “I mean, you did it, Nina—that was truly brilliant!”

“Good thinking, Nina!” cheered Mom and Dad.

By this time, it was raining steadily, so we paddled really hard to return to land and wait indoors for the rain to stop. And how was I feeling? It’s kind of hard to describe. I was on cloud nine! I felt like I could **accomplish** anything I wanted.

Make Connections



Talk about why Nina and her family had to rethink solutions to the problem of being stuck on the rocks. Compare the different ideas they came up with. **ESSENTIAL QUESTION**

When have you had to rethink an idea in order to solve a problem? **TEXT TO SELF**

Reread

When you read a story for the first time, you may find that some of the events, descriptions, or details are confusing. As you read “Whitewater Adventure,” you can stop and reread difficult parts of the story to check your understanding.



Find Text Evidence

You may not be sure how Nina feels about her older sister, Marta. Reread the first paragraph of “Whitewater Adventure” on page 37.

page 37

I don't know about you, but I never pictured my family on a whitewater rafting vacation in Colorado. We had tried rafting several times before with instructors and guides. All of us liked it! I come from a family of excellent athletes, and I sometimes have to work hard at holding my own. I didn't even mind when my sister, Marta, who is fourteen, kept correcting my technique. Because she's three years older, Marta believes it's her mission in life to make sure I do everything perfectly. “Nina, hold your paddle this way. Nina, plant your feet firmly,” she corrects. Honestly, sometimes she's full of herself, although I guess she means well.

At first, I'm not sure what Nina means by “it's her mission in life to make sure I do everything perfectly.” When I reread the paragraph, I can infer that Nina is being sarcastic, because her sister Marta often corrects her.

Your Turn



Why is Nina's solution to the problem successful? Reread page 39 to answer the question. As you read other selections, remember to use the strategy Reread.

Problem and Solution

The plot of a story usually involves a problem that the main character or characters in the story need to solve. What the characters want to do or change is called the **problem**. The way the problem is solved is called the **solution**.



Find Text Evidence

When I read the beginning of "Whitewater Adventure" on page 37, I learn that the characters are Nina, Marta, Mom, and Dad, and that they are whitewater rafting on the Colorado River. When I read what Mom said on page 38, I learn about the problem they encounter.

Character

Nina, Marta, Mom, Dad

Setting

Colorado River; a raft

Problem

The raft gets stuck on some rocks.



Events



Solution

Your Turn

COLLABORATE



Reread the remaining section of "Whitewater Adventure." Complete the rest of your graphic organizer by recording the events that show how the family tries to solve the problem, and then telling their solution.

Go Digital!

Use the interactive graphic organizer

Realistic Fiction

The selection “Whitewater Adventure” is realistic fiction.

Realistic fiction:

- Tells about characters and events that resemble people and events in real life
- May have adventure involving actions to reach a goal
- May create suspense through dialogue and details



Find Text Evidence

I can tell that “Whitewater Adventure” is realistic fiction. Rafting is an adventure that could happen in real life, and it happens in a place that actually exists. The author also creates suspense.

page 38

Suddenly, I was **distracted** by a bear coming out of the trees, but it turned around and began to **retrace** its steps. All of us must have been distracted by that bear because, in the blink of an eye, we ran into a problem! Our raft came to a complete halt.

“What’s wrong?” I asked, hoping I didn’t sound nearly as **anxious** as I felt.

“Yikes!” exclaimed Mom. “We’re stuck on some rocks!”

“Maybe a river guide will come by and give us a shove,” suggested Marta. However, there wasn’t a soul in sight. She tried shouting, “HELLO, OUT THERE!” All we heard back was an echo. To make matters worse, storm clouds were gathering. The last thing we needed now was a rainstorm.

“Don’t worry, folks. I know what we can do,” said Dad. “It’s the front of the raft that’s stuck, so let’s all sit in the stern. Our weight will probably shift the raft off the rocks.” Carefully, Mom and Marta moved to the rear. Nothing happened.



Suspense Suspense is what you feel when you are uncertain and excited about how events in a story will turn out. Unexpected events help create suspense.

COLLABORATE



Your Turn

List three details in “Whitewater Adventure” that show the story is realistic fiction. Then identify ways the author builds suspense.

Idioms

An idiom is an expression that cannot be understood from the meanings of the individual words in it. To figure out the meaning of an **idiom**, you have to use clues in the sentence or the surrounding sentences.



Find Text Evidence

When I read the end of the first paragraph on page 37, I see an idiom. In the sentences that came before, Marta is always correcting Nina, as if Marta thinks of herself as an expert. The idiom she's full of herself means she thinks she knows everything.

"Nina, hold your paddle this way. Nina, plant your feet firmly," she corrects.

Honestly, sometimes she's full of herself, although I guess she means well.



Your Turn

COLLABORATE



Use context clues in the sentence or the surrounding sentences to help you figure out the meanings of the following idioms from "Whitewater Adventure."

holding my own, page 37

in the blink of an eye, page 38

on cloud nine, page 39



Readers to ...

An author's way of writing is called **style**. Word choice, sentence length, dialogue, and descriptions help create style. An author's **tone** may be serious, suspenseful, or humorous, for example. Reread the passage below from "Whitewater Adventure" to identify the author's style and tone.

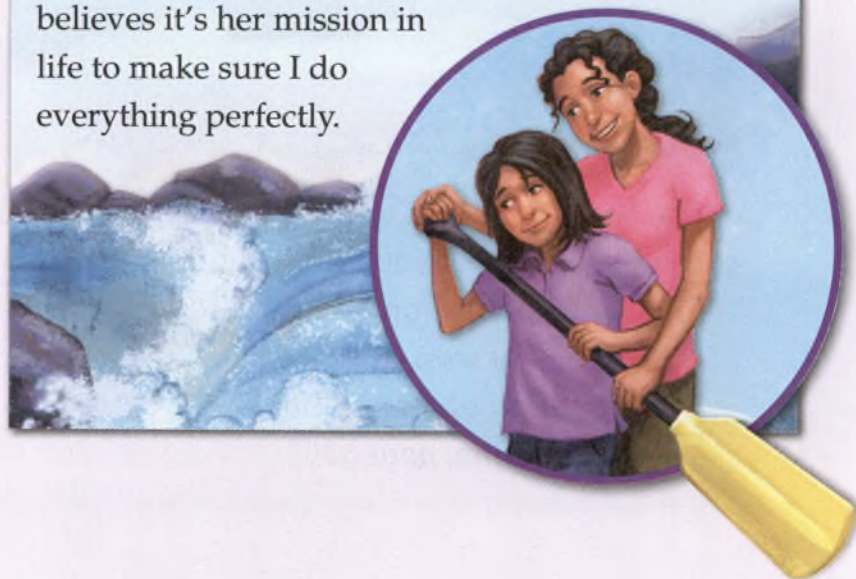
Expert Model

Style and Tone

How does the author's **style** help us learn about the narrator?

What is the author's **tone**?

I don't know about you, but I never pictured my family on a whitewater rafting vacation in Colorado. We had tried rafting several times before with instructors and guides. All of us liked it! I come from a family of excellent athletes, and I sometimes have had to work hard at holding my own. I didn't even mind when my sister, Marta, who is fourteen, kept correcting my technique. Because she's three years older, Marta believes it's her mission in life to make sure I do everything perfectly.



Writers



Jack wrote a story about the beginning of an exciting adventure. Read Jack's revision of this section.

Student Model

WINTER ADVENTURE

By the time Mark got to his Grandma and Grandpa's farm, there was a ^{blizzard} ~~snowstorm~~.

^{We made it by the skin of our teeth!}
"Wow!" said Mark.

The next morning, ^{there} ~~There~~ was more than four feet of snow. ^{and it was still coming down} After breakfast, Grandpa ^{put on his coat and} said to Mark,

"The animals have to eat, too. Let's go to the barn ^{He picked up his own coat.} kiddo."

"How, Grandpa?" asked Mark. "I can't even see the barn!"

Editing Marks

- ^ Add
- ^ Add a comma.
- ✂ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Subjects and Predicates

See page 451.

Your Turn

COLLABORATE



- Identify how Jack used description and dialogue to give his story a suspenseful tone.
- Look at the subjects and predicates Jack used.
- Tell how revisions improved his writing.

Go Digital!

Write online in Writer's Workspace

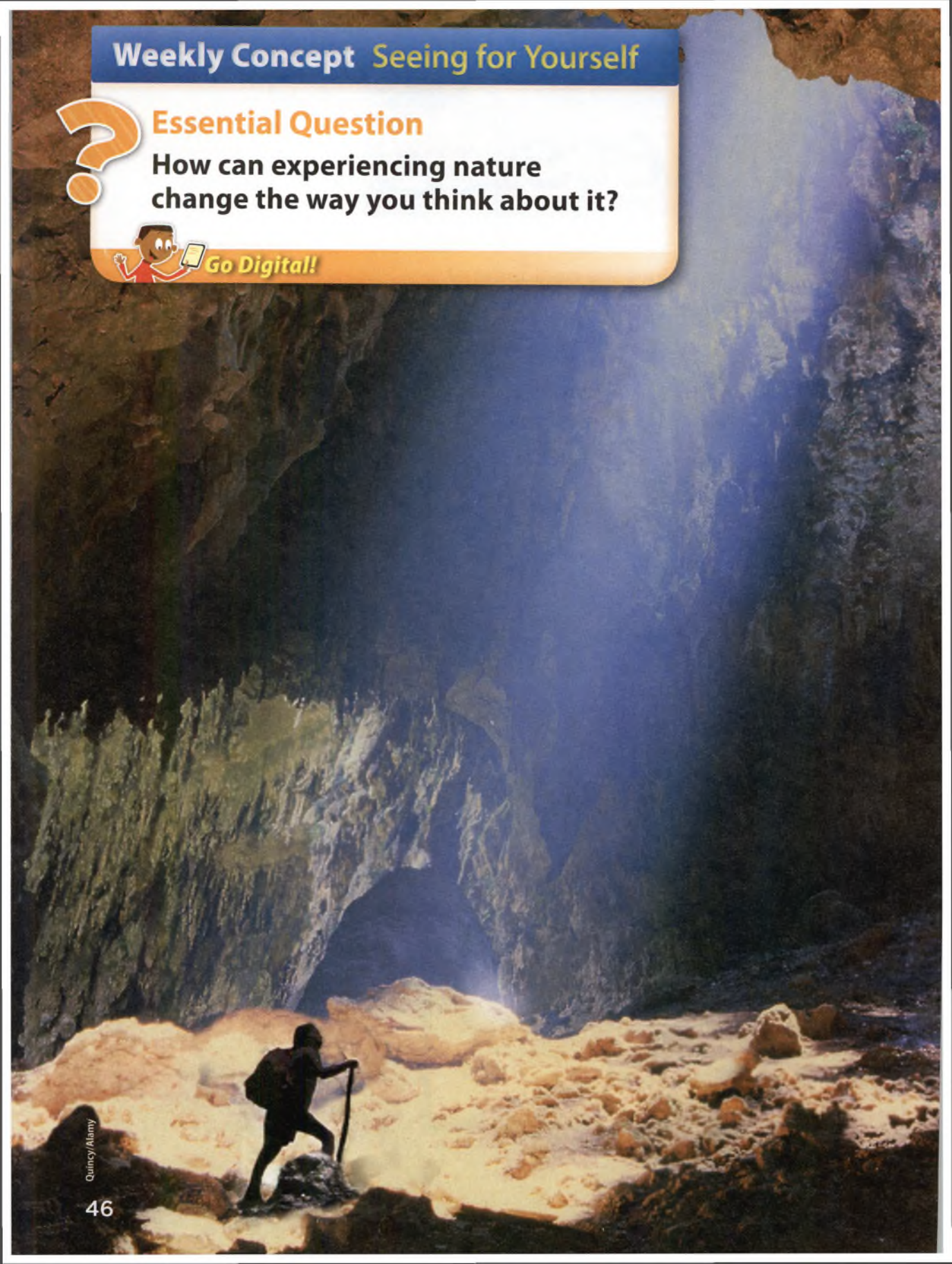


Essential Question

How can experiencing nature change the way you think about it?



Go Digital!



Close Encounters

What have you discovered in nature that was like nothing you had seen before? You don't have to be a naturalist to have an amazing encounter with the great outdoors.

- ▶ Many natural wonders are under ground. Caves like this one display formations that may change the way you see rocks!
- ▶ Above ground, you can find surprises while hiking among the trees. California redwoods, for example, can grow to be over 320 feet tall. That's taller than the Statue of Liberty!

Talk About It



Write words you have learned about ways to experience nature. Then talk about how an experience you had in nature affected you.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



debris

The science class picked up **debris** that had washed up on the beach.

What is a synonym for debris?



emphasis

When Elena said, "Shhh," she put her finger to her lips for **emphasis**.

How can you show emphasis when you talk?



encounter

During a hike, you might have an **encounter** with a butterfly.

What is a synonym for encounter?



generations

My grandma has a pie recipe that has been in my family for many **generations**.

How many generations of a family might be at a holiday meal?



indicated

The thermometer **indicated** that it was hot outside.

What is a synonym for indicated?



naturalist

The **naturalist** told us about many of the plants and animals she studied.

What is something you might ask a naturalist?



sheer

When we looked up at the **sheer** rock, we knew it would be impossible to climb.

What else might you describe as sheer?



spectacular

The mountaintop provides **spectacular** views.

What else might you describe as spectacular?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary



A Life in the Woods



Essential Question

How can experiencing nature change the way you think about it?

Read about how Thoreau's stay in the woods changed his view of nature.

Into the Woods

Henry David Thoreau raised his pen to write, but the chatter of guests in the next room filled his ears. He stared at the page. "Concord, 1841" was all that he had written. How would he write a book with such noise in his family's house? Thoreau headed outside, shutting the door with **emphasis**. He would have to find a place of his own.

Thoreau walked out of town. Tall white pines soon replaced the painted houses. He listened to the rustling of the leaves. What if I could stay here, he thought. He could live off the land, close to nature, and begin his book. It would take work, but he could do it.



Years passed, but Thoreau still did not have a place in the woods. One day, his friend Ralph Waldo Emerson had an idea. Emerson was a well-known writer who had bought some land near Walden Pond. Because he and Thoreau shared the same interest in nature, Emerson decided to let Thoreau use part of this land.

In March of 1845, Thoreau began to build a cabin. By July, it was ready. He could live and write in the woods.

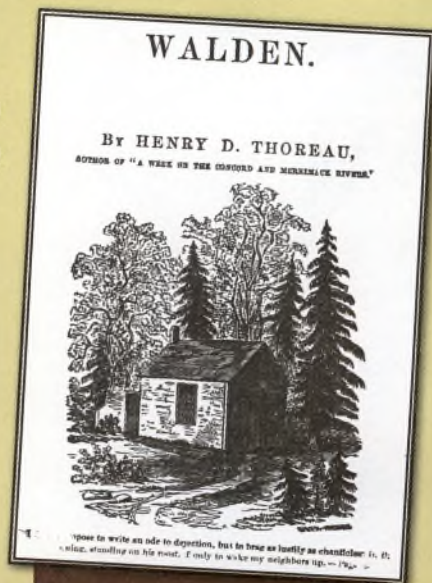
Cabin Life

Thoreau's move to the woods **indicated** that he liked to be alone. But Thoreau did not feel that way. "I have a great deal of company in my house," he wrote. Red squirrels woke him by running up and down the **sheer** sides of his cabin. A snowshoe hare lived in the **debris** under his cabin, thumping against the floorboards. A sparrow once perched on his shoulder. Thoreau recorded these experiences in his journal. How easily writing came to him with the beauty of nature around him!

On Walden Pond

Thoreau was a **naturalist**. He noticed the habits of animals. Each **encounter** showed him something new. One afternoon, Thoreau tried to get a close look at a loon, but the bird quickly dove into the pond. He knew loons could travel long distances under water, so he guessed where it would come up. But every time Thoreau paddled to one spot, the loon came up somewhere else and let out a call—a howling laugh. What a silly loon, Thoreau thought. But after a while, Thoreau felt as though the bird was laughing at him because he still could not catch up to it. Thoreau wrote in his journal:

His white breast, the stillness of the air, and the smoothness of the water were all against him. At length he uttered one of those prolonged howls, as if calling on the god of the loons to aid him, and immediately there came a wind from the east and rippled the surface, and filled the whole air with misty rain, and I was impressed.



Thoreau published his book *Walden* in 1854.

Loons are still a common sight on Walden Pond.



The **spectacular** scene made Thoreau wonder at the loon. It no longer seemed a silly animal, but one with some mysterious power. As months went by, Thoreau also became aware of each animal's ability to stay alive. "His power of observation seemed to indicate additional senses," Emerson once remarked. In winter, as he warmed his cabin by fire, he watched in awe as the moles warmed their nest by their own body heat. He understood forest life as never before.

Back to Concord

Like the geese that move to new ponds at the season's end, so too did Thoreau leave Walden. He had done what he had set out to do, and had learned much from the woods around him. He packed his few belongings and his stack of journals and returned to Concord. Now, he would turn his journal entries into a book. **Generations** to come would know life on Walden Pond!

Make Connections



Talk about how Thoreau's experiences at Walden Pond changed his view of nature. **ESSENTIAL QUESTION**

Think about a time that you saw something in nature close-up. How did it change your idea about it? **TEXT TO SELF**

Ask and Answer Questions

When you read, you can ask yourself questions to check your understanding. Asking questions such as *What just happened?* or *Why did that happen?* can help you look for answers. You can also ask and answer questions about the whole selection.



Find Text Evidence


After you read the first paragraph of “A Life in the Woods” on page 51, you might ask yourself: *Why did Thoreau have to find a place of his own?* Reread the paragraph to find the answer.

page 51

Into the Woods

Henry David Thoreau raised his pen to write, but the chatter of guests in the next room filled his ears. He stared at the page. “Concord, 1841” was all that he had written. How would he write a book with such noise in his family’s house? Thoreau headed outside, shutting the door with **emphasis**. He would have to find a place of his own.

Thoreau walked out of town. Tall white pines soon replaced the painted houses. He listened to the rustling of the leaves. What if I could stay here, he thought. He could live off the land, close to nature, and begin his book. It would take work, but he could do it.



I read that Thoreau wondered how he could write a book with such noise in his family’s house. From this I can infer that Thoreau needed to find a place of his own because the noise in his family’s house made it impossible for him to write.

Your Turn

COLLABORATE



Reread the next to last sentence in “Back to Concord” on page 53. Ask and answer a question about this sentence.

Cause and Effect

To explain how and why things happen, authors may organize information to show cause and effect. A **cause** is an event or action that makes something happen. An **effect** is what happens as the result of a cause. To identify cause-and-effect relationships, look for signal words and phrases, such as *because*, *so*, and *as a result*.



Find Text Evidence

When I read the section "Into the Woods" from "A Life in the Woods" on page 51, I can look for signal words that show cause-and-effect relationships. I see the signal word because in the sentence, "Because he and Thoreau shared the same interest in nature, Emerson decided to let Thoreau use part of this land."

Cause

Emerson and Thoreau shared an interest in nature.



Effect

Emerson let Thoreau use his land.

Your Turn

COLLABORATE



Reread "A Life in the Woods." Find cause-and-effect relationships and list them in your graphic organizer.

Go Digital!

Use the interactive graphic organizer

Narrative Nonfiction

The selection “A Life in the Woods” is a narrative nonfiction text.

Narrative nonfiction:

- Gives facts about real people and events
- Tells about events in the sequence that they happened
- May include both primary and secondary sources



Find Text Evidence

I can tell that “A Life in the Woods” is narrative nonfiction. It gives facts about a real person, Henry David Thoreau, using primary and secondary sources. It also tells about events in Thoreau’s life at Walden Pond in the order that they happened.

page 52

Cabin Life

Thoreau’s move to the woods **indicated** that he liked to be alone. But Thoreau did not feel that way. “I have a great deal of company in my house,” he wrote. Red squirrels woke him by running up and down the **sheer** sides of his cabin. A snowshoe hare lived in the **debris** under his cabin, thumping against the floorboards. A sparrow once perched on his shoulder. Thoreau recorded these experiences in his journal. How easily writing came to him with the beauty of nature around him!

On Walden Pond

Thoreau was a **naturalist**. He noticed the habits of animals. Each **encounter** showed him something new. One afternoon, Thoreau tried to get a closer look at a loon, but the bird quickly dove into the pond. He knew loons could travel long distances under water, so he guessed where it would come up. But every time Thoreau paddled to one spot, the loon came up somewhere else and let out a call—a howling laugh. What a silly loon, Thoreau thought. But after a while, Thoreau felt as though the bird was laughing at him because he still could not catch up to it. Thoreau wrote in his journal:

His white breast, the stillness of the air and the smoothness of the water were all against him. At length he uttered one of those prolonged howls, as if calling on the god of the loons to aid him, and immediately there came a wind from the east and ripped the surface, and filled the whole air with misty rain, and I was impressed.



Secondary Source A secondary source retells or interprets information from a primary source.

Primary Source A primary source provides first-hand information about a topic. Autobiographies, journals, and letters are examples.

COLLABORATE



Your Turn

Reread the passage “Cabin Life” on page 52. Find a sentence that must have come from a primary source. How is a primary source unique?

Homographs

Homographs are words that are spelled the same but have different meanings. Two homographs may or may not sound the same. When you see a homograph in a sentence, use sentence clues to find the correct meaning of the word.



Find Text Evidence

When I read the fourth sentence of "On Walden Pond" on page 52, I see a word that has two meanings: dove. I can use the phrase dove into the pond to help me choose the correct meaning. That also helps me figure out the right way to say the word.

Thoreau tried to get a close look at a loon, but the bird quickly dove into the pond.



Your Turn

COLLABORATE



Use sentence clues to figure out the meanings of the following homographs in "A Life in the Woods."

felt, page 52

wind, page 52

moles, page 53



Readers to . . .

Writers choose **strong words** that grab the reader's interest and create a clear picture in the reader's mind. Reread the paragraph from "A Life in the Woods" to identify strong words.

Expert Model

Strong Words

Identify **strong words** in this paragraph. How do these words help you picture each event?

"I have a great deal of company in my house," he wrote. Red squirrels woke him by running up and down the sheer sides of his cabin. A snowshoe hare lived in the debris under his cabin, thumping against the floorboards. A sparrow once perched on his shoulder. Thoreau recorded these experiences in his journal. How easily writing came to him with the beauty of nature around him!



Writers



David wrote a nonfiction narrative about hiking up a mountain. Read David's revisions to this section.

Student Model

A Surprising Hike

Last Saturday, my class ^{took a surprising hike} walked up Chalk Mountain with park ranger Jan Banks. At first, it was more like walking ^{up a hill} anywhere than going up a peak. Then the trail started to get ^{steeper} harder. The trail also started to get more slippery. Soon, hikers had to ^{grab} hold onto the rocks and pull themselves up. After three hours, they reached the mountaintop. They were tired ^{but} they were also proud of what they had done.

Editing Marks

- ^ Insert
- ✂ Take out
- ^ Add a comma
- / Lowercase

Grammar Handbook

Compound Sentences

See page 452.

Your Turn

COLLABORATE



- Find the first place where David used strong words.
- Look at the compound sentence that David used.
- Tell how the revisions improved his writing.

Go Digital!

Write online in Writer's Workspace

Weekly Concept Inventions



Essential Question

How does technology lead to creative ideas?



Go Digital!



Strokes of Genius

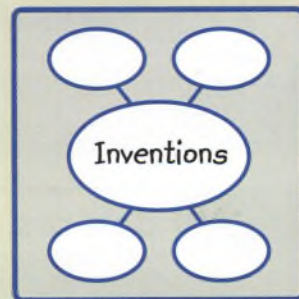
Computers were first invented to help us process information. Then artists envisioned a way to draw using computers!

- ▶ Using a special “pen” and “pad,” I make my artistic ideas come to life on the screen in front of me.
- ▶ I can also animate my drawings on the computer. It makes me wonder what the next breakthrough in making art will be!

Talk About It



Write words you have learned about inventions. Then talk about an invention you like, and what it allows you to do.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.

breakthrough



Sam had been trying to think of a project idea when he finally had a **breakthrough**.

What kind of breakthrough would you like to see?

captivated



Josh was **captivated** by the action movie in 3-D.

What is something that has captivated you?

claimed



After her flight landed, Marika happily **claimed** her suitcase.

What is something you claimed that was yours?

devices



Many people use electronic **devices** every day to tell time, read, and communicate.

What devices do you use?



enthusiastically

Fans cheered **enthusiastically** when their team won.

What events make you react enthusiastically?



envisioned

As Sara stared at the map, she **envisioned** traveling all over the world.

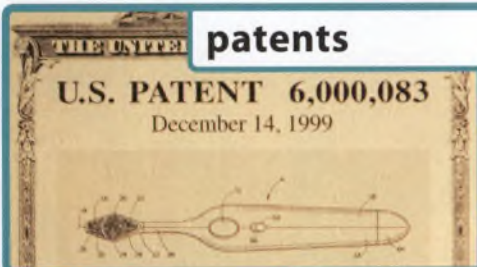
Tell about something you have envisioned.



passionate

Cal is **passionate** about protecting all animals from harm.

Describe a person who is passionate about something.



patents

Inventors who have **patents** for their inventions can make money from them.

What inventions do you think have patents?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

Fantasy

Becomes Fact



Essential Question

How does technology lead to creative ideas?

Read about how a science fiction writer's ideas led to new technology.

Inventing the Future


Have you ever imagined ways of traveling into space? Or have you used a tool and wished it did something more? One person who thought just this way was the science fiction writer Arthur C. Clarke. Arthur is most famous for writing novels and stories about science and the future. But you may not know that real inventions came about as a result of things he first imagined!

In his writings, Arthur **envisioned** technologies that did not yet exist, but might. This was no accident. Arthur studied and used scientific knowledge all during his lifetime. Arthur wrote about advanced computers and spaceships. Years later, these technologies were developed.

Science at an Early Age

Even as a child, Arthur was **passionate** about science. Born in England in 1917 in a small town by the sea, Arthur spent his school years **enthusiastically** reading his favorite science fiction magazine. He was fascinated by astronomy and built a telescope when he was just 13. He also started writing his own science fiction stories. He even published them in a school magazine. Arthur loved imagining the future.

Arthur's own future became uncertain as a teenager, when his father died. Since his mother could not afford to send him to college, Arthur moved to London at the age of 19 and got an office job. In his free time, he worked at the subjects he loved. He also continued to write science fiction. His love of science and its possibilities would soon be useful.




Arthur C. Clarke's interest in science and space exploration lasted all his life. He sometimes constructed his own tools for his research.

Predicting the Future

In 1939 Arthur joined the Royal Air Force to help fight the Second World War. It was there that Arthur began to invent. Arthur became an expert in the radar systems used to guide planes and detect enemies. This technology gave Arthur ideas. He imagined an amazing **breakthrough** in communication systems. He proposed a wireless system using space stations. This system required rockets to carry satellites into space. Then the satellites would help transmit signals around the Earth. Since satellites and space stations did not exist, this idea was a demonstration of Arthur's imagination. He had learned much about space.

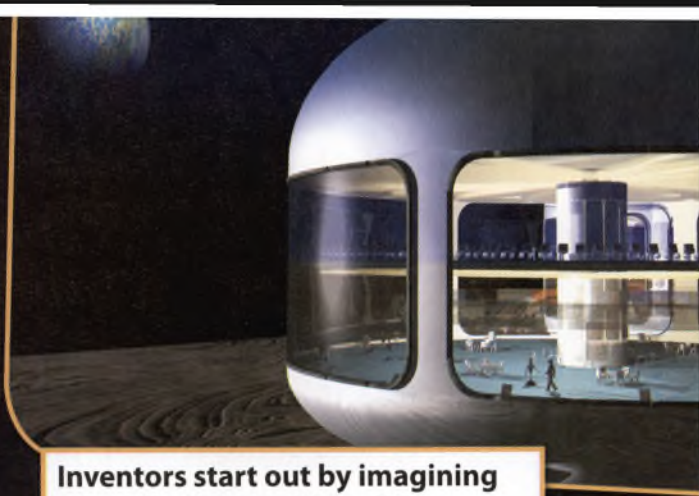
As with any inventor, Arthur built on technologies that already existed to create his system. For example, rockets had been invented but could not yet travel into space. In 1957, Russia used a rocket to launch *Sputnik 1*, which became the first manmade object to orbit Earth. In the 1960s, a satellite communications system was created. It was just like the one Arthur had envisioned years before. Years later, the same kind of satellite was used to make cell phone communication possible. Although Arthur **claimed** the communications system as his own idea, he did not apply for **patents**. As a result, he never made money from his idea.

A detailed illustration of a satellite in orbit. The satellite has a long, rectangular solar panel array extending from its main body. The main body is complex, with various instruments and antennas. The background shows the Earth's blue and white atmosphere against the blackness of space.

Satellites like this one began with the launch of *Sputnik 1*, which weighed less than 200 pounds and was only about 23 inches in diameter.

Can Science Fiction Come True?

In 1968, Arthur published one of his best-known novels, *2001: A Space Odyssey*. In the novel, Arthur imagined a computer that controlled almost everything. Arthur's computer idea, HAL, could actually think for itself. Today, computers cannot think for themselves. However, they do control many of the **devices** in our homes, cars, planes, and spacecraft. HAL could recognize human voices as well as speak back. This technology did not exist when the book was written, but it is common today. Arthur's novel also predicted advances such as space stations and rocket-powered missions to far-off



Inventors start out by imagining what the future will look like.

planets. He even predicted people reading news on electronic screens!

Arthur C. Clarke's science fiction books have **captivated** readers around the world. Many of the technologies he wrote about seemed like fantasy at the time, but they turned into fact. His creative ideas may have inspired others to invent the very technologies he imagined.

Make Connections



Talk about how existing technology helped Arthur C. Clarke imagine other inventions.

ESSENTIAL QUESTION

What are some ways you would like to improve a machine or other object that you use in your everyday life? **TEXT TO SELF**



Ask and Answer Questions

To help their understanding, readers ask themselves questions before, during, and after they read. You might ask: *What is the main idea of this section?* and *Do I need to reread this text?*



Find Text Evidence

As you read the section “Predicting the Future” in “Fantasy Becomes Fact” on page 66, you may not understand how Arthur built on technologies that already existed. You may ask: *What technologies existed at that time?*

page 66

As with any inventor, Arthur built on technologies that already existed to create his system. For example, rockets had been invented but could not yet travel into space.

As I read the next few sentences in the paragraph, I get the answer to my question. Rockets existed, but they had not yet gone into space. Arthur’s idea was that rockets could take satellites into space to help with a wireless communication system.

Your Turn

COLLABORATE



Ask yourself a question about the inventions Arthur imagined in *2001: A Space Odyssey*. Then reread “Can Science Fiction Come True?” to answer it.

Sequence

Sequence, or time order, is one way an author organizes and presents information. Understanding the sequence of events helps readers identify and remember key events. Signal words and phrases such as *years later*, *as a child*, or *in 1968* are clues that help you understand the sequence.



Find Text Evidence

As I read "Fantasy Becomes Fact," I can look for events that show how Arthur C. Clarke became an important inventor and writer. In the section "Science at an Early Age" on page 65, I see that Arthur built a telescope. I also see a signal phrase that tells me when this happened: "he was just 13."

Even as a child, Arthur was passionate about science.



Arthur spent his school years reading science fiction.



At 13, he built a telescope and began writing science fiction.

Your Turn

COLLABORATE



Reread the remaining sections of "Fantasy Becomes Fact." Look for words and phrases that signal a sequence of events. List the events in your graphic organizer.

Go Digital!

Use the interactive graphic organizer

Biography

A biography is the true story of a person's life written by another person. A biography may be about someone who lived in the past or someone who is alive today. The author of a biography writes in the third person, using pronouns such as *he* or *she*. A biography may include illustrations.



Find Text Evidence

I can tell that "Fantasy Becomes Fact" is a biography because it tells me facts about a real person, Arthur C. Clarke. The author tells who Arthur C. Clarke was, when and where he lived, and why he is important. The illustrations and photos give me more information.

page 66

Predicting the Future

In 1939 Arthur joined the Royal Air Force to help fight the Second World War. It was there that Arthur began to invent. Arthur became an expert in the radar systems used to guide planes and detect enemies. This technology gave Arthur ideas. He imagined an amazing breakthrough in communication systems. He proposed a wireless system using space stations. This system required rockets to carry satellites into space. Then the satellites would help transmit signals around the Earth. Since satellites and space stations did not exist, this idea was a demonstration of Arthur's imagination. He had learned much about space.

As with any inventor, Arthur built on technologies that already existed to create his system. For example, rockets had been invented but could not yet travel into space. In 1957, Russia used a rocket to launch *Sputnik 1*, which became the first manmade object to orbit Earth. In the 1960s, a satellite communications system was created. It was just like the one Arthur had envisioned years before. Years later, the same kind of satellite was used to make cell phone communication possible. Although Arthur **claimed** the communications system as his own idea, he did not apply for **patents**. As a result, he never made money from his idea.



Satellites like this one began with the launch of *Sputnik 1*, which weighed less than 200 pounds and was only about 23 inches in diameter.

66

Use Illustrations and

Photographs Illustrations and photographs give readers an idea of what the people, places, and things discussed in a text looked like.

COLLABORATE



Your Turn

List five facts you learned about Arthur C. Clarke. What do the illustrations and photos tell you?

Greek Roots

A root is the basic part of a word that gives the word its meaning. Many words in English have roots that come from ancient Greek. Knowing Greek roots can help you figure out the meaning of some unfamiliar words.



Find Text Evidence

In "Science at an Early Age" on page 65, I can use what I know about Greek roots to figure out the meaning of telescope. I know that tele means "at a distance" and scop means "see." The sentence talks about Arthur's interest in astronomy, so a telescope is a tool that helps people see things that are far away.

He was fascinated by astronomy and built a **telescope** when he was just 13.



Your Turn

COLLABORATE



Use what you know about Greek roots to figure out the meanings of the following words found in "Fantasy Becomes Fact."

biography, page 64, "Genre" label

astronomy, page 65

phone, page 66



Readers to ...

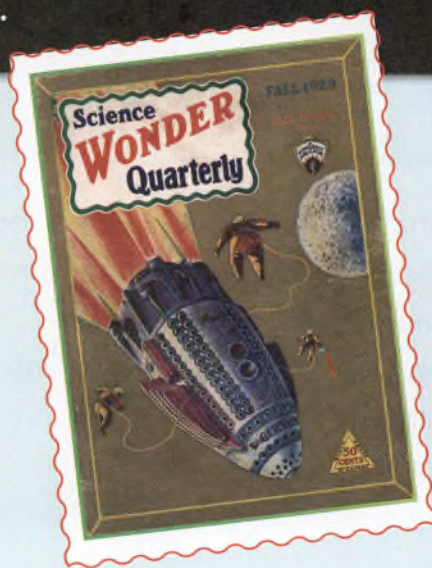
Writers often organize texts to help readers understand important events in a logical order. Signal words such as *when*, *during*, and *after*, and phrases such as *in 1917* help the reader understand the order in which events happened.

Expert Model

Sequence

How did the author organize this text? Identify **signal words** and phrases that help order the information.

Even as a child, Arthur was passionate about science. Born in England in 1917 in a small town by the sea, Arthur spent his school years enthusiastically reading his favorite science fiction magazine. He was fascinated by astronomy and built a telescope when he was just 13. He also started writing his own science fiction stories. He even published them in a school magazine. Arthur loved imagining the future.



Writers



Editing Marks

- ^ Insert
- ↷ Take out
- tr Transpose
- ^ Insert comma

Grammar Handbook

Combining Sentences

See page 453.

Lucy wrote a biography of her favorite high school baseball player. Read Lucy's revisions to this section.

Student Model

THE BIG GAME

Robert's most famous play happened in the Championship Game. ^{in 2010} It was the ^{bottom of the} ninth [^]inning [^] and the other team, the Owls, had two outs ~~before that~~. The ^{third} [^]hitter swung and hit the pitch hard. It looked too high to catch, but Robert leaped up. ^{and} ~~He~~ [^]snagged it before it became a home run. The ball sailed through the air. ^{an ending to} What [^]a ball game! ^{tr}

COLLABORATE



Your Turn

- Explain how Lucy organized the text.
- Find sentences that Lucy combined.
- Tell how the revisions improve her writing.

Go Digital!

Write online in Writer's Workspace

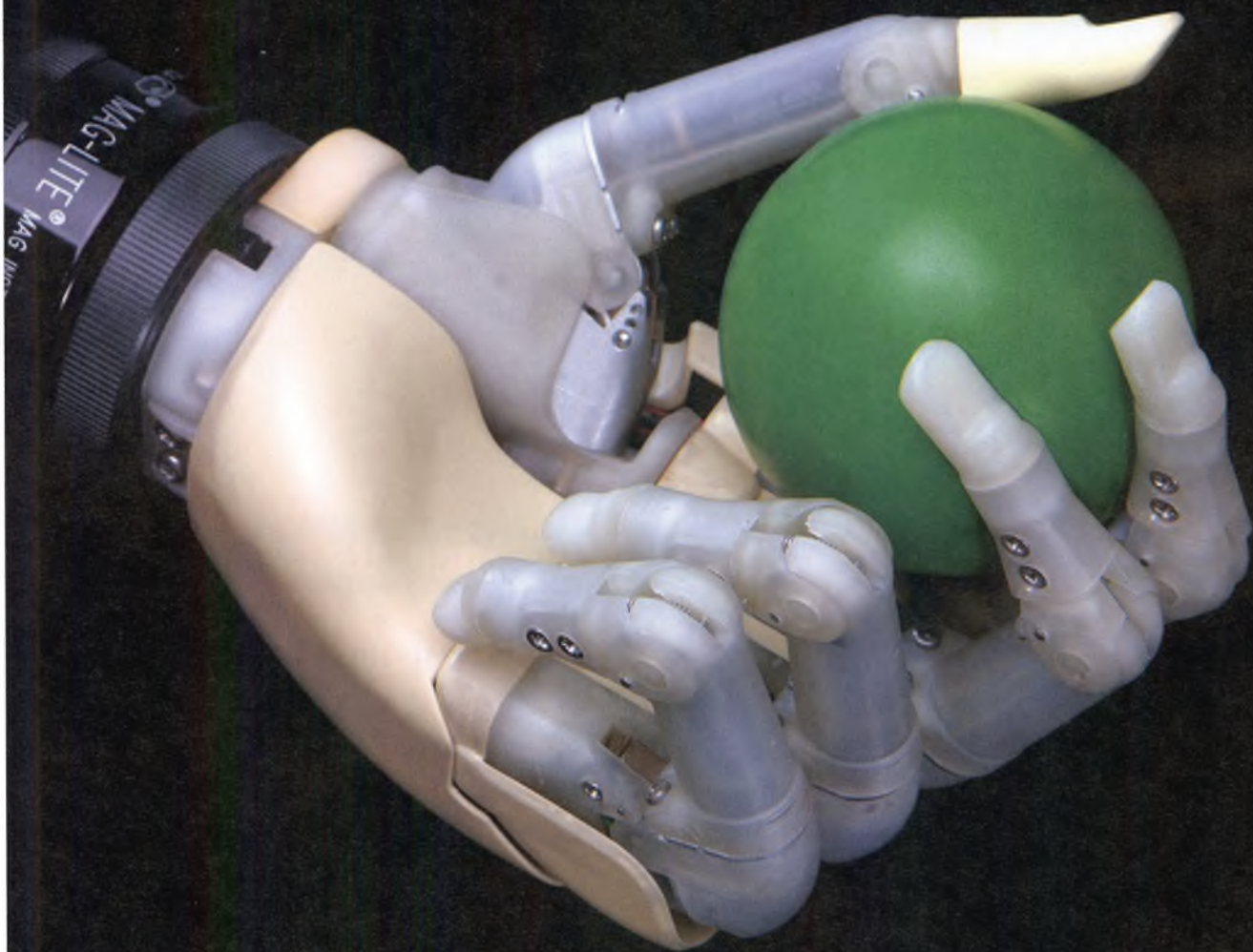


Essential Question

What are the positive and negative effects of new technology?



Go Digital!



It's a **WIRED** **WORLD**

From our homes to our businesses, our highways to our hospitals, new technology is everywhere! With careful analysis, we can understand its effects.

- ▶ This plastic hand is no toy. It is a bionic hand built to replace a missing human hand. The digits are even powered to move individually!
- ▶ Every new technology can have effects beyond what even the creators dreamed of.

Talk About It



Write words you have learned about the effects of new technology. Then talk about a new technology you know about and what effects it has.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



access

In order to **access** the locked room, Brad had to punch in a special number code.

How do you access information on a computer?



advance

Many citizens have marched on Washington to **advance** people's rights.

What would you do to advance a cause you believed in?



analysis

A magnifying glass helped Karina make a careful **analysis** of the seashell.

How do you do an analysis of information for a report?



cite

When doing research, it is important to identify and **cite** sources of information.

What sources might you cite when writing a report about a country?



counterpoint

The positive review from one critic was in **counterpoint** to another's bad review.

What opinion have you had in counterpoint to that of a friend?



data

The students gathered **data** for their experiment by measuring a bubble's size.

What data would you need to write a weather report?



drawbacks

Limited room for passengers and little trunk space are **drawbacks** of a small car.

What are some drawbacks to going on a hike without the right equipment?



reasoning

James used his **reasoning** skills before deciding on his next chess move.

What other situations require good reasoning?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary



Essential Question

What are the positive and negative effects of new technology?

Read two different viewpoints about how technology affects kids.

Are Electronic Devices Good for Us?



Plugged In

Kids need to spend time using electronic devices.

Do you love to surf the Internet, listen to music, IM, and talk on a cell phone? You are not alone. A recent study has some surprising news: Kids in the United States between the ages of 8 and 19 spend seven and a half hours a day on electronic devices. These include computers, smart phones, and video games. Some adults try to **advance** the idea that these devices waste kids' time. However, some research surveys say this idea is inaccurate. In fact, the **data** show that technology can benefit kids.

Critics say that kids stare at computers and TVs all day and do not get enough exercise. The facts stand in **counterpoint** to this belief. One study compared kids who use media a lot to those who do not. The "heavy" media users actually

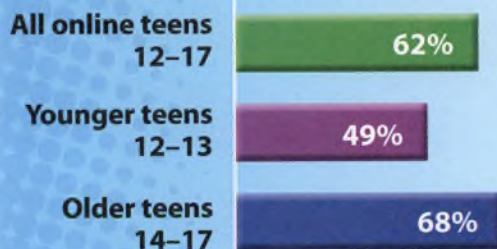
spent more time in physical activity than "light" media users.

One study by the National Institutes of Health says that action video games may help increase kids' visual attention. In addition, using interactive media can give kids good structure for learning. It can also help them learn to switch tasks effectively. Kids also need to use the Web to **access** information. Many argue that learning to use the Web responsibly sharpens kids' **reasoning** abilities.

Today's world is wired, and not just for fun. The jobs of the future depend on kids who plug in!

A Source of News for Teens

For the latest news, teens used to rely on newspapers, television, and magazines. See how many teens now get their news online.





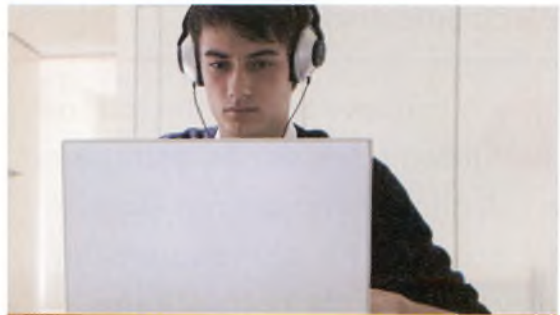
Tuned Out

Electronic media is harming kids.

Are kids tuning out by tuning in to electronic devices? An alarming report states that young people spend an hour more per day on computers, smart phones, television, and other electronic media than they did 5 years ago. Nearly 7 out of 10 kids have cell phones. Just 5 years ago, 4 out of 10 had them. Are these devices harmless or hurtful to the well-being of young people? A close **analysis** of several studies

shows that there are plenty of disadvantages to these devices.

The Internet is supposed to be a great tool for learning. Do kids who love computers do better in the classroom? To **cite** one report, access to electronic devices does not automatically bring high marks in school. See the graphs below.

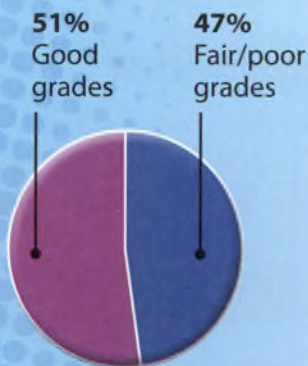


Many young people use more than one electronic device at a time.

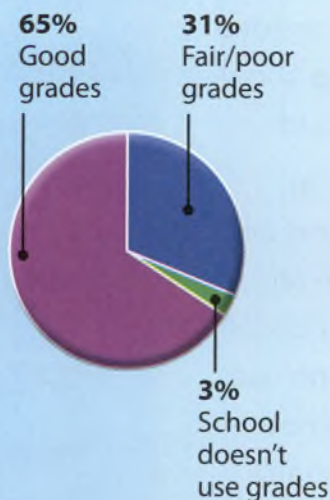
The Effect of Media Use on Grades

These pie graphs show how the use of media affects grades.

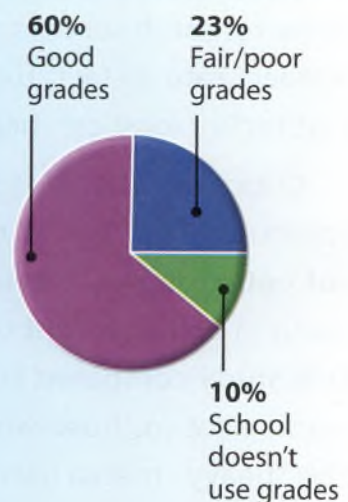
Heavy Media Users



Moderate Media Users



Light Media Users





The effects of using electronic devices on kids will continue to be studied. These devices seem to be here to stay.

Some argue that the devices get kids involved and help them make friends. Claims like these are incorrect. A study done by the Pew Research Center discusses teenagers' use of online social networks. Teens do this to keep in touch with friends they already have, not to make new ones. In addition, trying to meet people online can be dangerous.

There are other serious **drawbacks** to new technology. One issue is multitasking, or trying to do many tasks at the same time. Is it possible to do more than one task at a time well? Some studies say kids' thinking improves when

they do several tasks at once. Still, experts point out that much more research needs to be done on this.

New electronic devices hit stores every year. Kids should know that there is more to life than what they see on a screen.

Make Connections



Talk about the positive and negative effects of electronic devices on kids. **ESSENTIAL QUESTION**

What is your opinion of electronic devices? Compare your opinion to the views discussed in the two articles.

TEXT TO SELF

Reread

Rereading a text—including opening and closing paragraphs—can help clarify points an author makes. Rereading can also help you check your understanding of how ideas are presented and supported by an author.



Find Text Evidence

When I reread the end of the opening paragraphs of “Plugged In” on page 79 and “Tuned Out” on page 80, I can better understand what the different authors will be writing about.

page 79

Plugged In

Kids need to spend time using electronic devices.

Do you love to surf the Internet, listen to music, IM, and talk on a cell phone? You are not alone. A recent study has some surprising news: Kids in the United States between the ages of 8 and 19 spend seven and a half hours a day on electronic devices. These include computers, smart phones, and video games. Some adults try to **advance** the idea that these devices waste kids' time. However, some research surveys say this idea is inaccurate. In fact, the **data** show that technology can benefit kids.

page 80

Tuned Out

Electronic media is harming kids.

Are kids tuning out by tuning in to electronic devices? An alarming report states that young people spend an hour more per day on computers, smart phones, television, and other electronic media than they did 5 years ago. Nearly 7 out of 10 kids have cell phones. Just 5 years ago, 4 out of 10 had them. Are these devices harmless or hurtful to the well-being of young people? A close **analysis** of several studies

The author of “Plugged In” says that technology can benefit kids. The author of “Tuned Out” discusses disadvantages of technology. By rereading, I clarify the different ideas in the articles.

Your Turn

COLLABORATE



Reread the conclusions of “Plugged In” on page 79 and “Tuned Out” on page 81. How are the conclusions similar or different? As you read, use the strategy Reread.

Author's Point of View

When arguing for or against an idea in a text, authors give reasons and evidence to support their points, and include both facts and opinions. Facts are statements that can be proven. Opinions are personal feelings and cannot be proven. Facts, opinions, and word choice help show readers a point of view.



Find Text Evidence

For "Plugged In" on page 79, the author's position is stated in this sentence: Kids need to spend time using electronic devices. The author supports this point with evidence about exercise and learning. Finally, the author argues that technology creates the jobs of the future. From these details I can identify the point of view.

Details	Author's Point of View
"Kids need to use devices."	The author supports kids using electronic devices.
Users get exercise.	
Helps users with learning.	
These are jobs of the future.	

Your Turn

COLLABORATE



Reread the counterpoint, "Tuned Out," on page 80. Complete the graphic organizer by finding details that support the author's position. Summarize the details to identify the author's point of view.

Go Digital!

Use the interactive graphic organizer

Persuasive Article

The selections “Plugged In” and “Tuned Out” are persuasive articles.

Persuasive articles:

- Persuade a reader to be for or against an idea
- Include reasons and evidence that support opinions
- Include text features, such as headings and graphs



Find Text Evidence

I can tell that “Plugged In” on page 79 is a persuasive article.

The opening paragraph clearly states an argument. The second paragraph cites a study that supports the argument. Headings help focus each section, and a graph adds more support.

page 79

Are Electronic Devices Good for Us?



Plugged In

Kids need to spend time using electronic devices.

Do you love to surf the Internet, listen to music, IM, and talk on a cell phone? You are not alone. A recent study has some surprising news: Kids in the United States between the ages of 8 and 19 spend seven and a half hours a day on electronic devices. These include computers, smart phones, and video games. Some adults try to **advance** the idea that these devices waste kids' time. However, some research surveys say this idea is inaccurate. In fact, the **data** show that technology can benefit kids.

Critics say that kids stare at computers and TVs all day and do not get enough exercise. The facts stand in **counterpoint** to this belief. One study compared kids who use media a lot to those who do not. The “heavy” media users actually

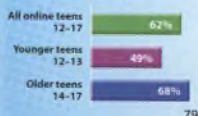
spend more time in physical activity than “light” media users.

One study by the National Institutes of Health says that action video games may help increase kids' visual attention. In addition, using interactive media can give kids good structure for learning. It can also help them learn to switch tasks effectively. Kids also need to use the Web to **access** information. Many argue that learning to use the Web responsibly sharpens kids' **reasoning** abilities.

Today's world is wired, and not just for fun. The jobs of the future depend on kids who plug in!

A Source of News for Teens

For the latest news, teens used to rely on newspapers, television, and magazines. See how many teens now get their news online.



79

Headings A heading tells what a section of text is mainly about.

Graphs A graph is a diagram that compares two or more quantities of something. Bars or sections of different sizes show differences in amount. Labels identify the graph's main parts.

COLLABORATE



Your Turn

List three parts of the bar graph on page 79 of “Plugged In.”

Greek and Latin Prefixes

Prefixes are word parts added to the beginning of a word that change the word's meaning. Prefixes that come from ancient Greek and Latin, such as *dis-*, *in-*, *tele-*, and *multi-*, are common in many English words. Knowing Greek and Latin prefixes can help you figure out the meaning of unfamiliar words.



Find Text Evidence

On page 80 of "Tuned Out," I can use my knowledge of Greek and Latin prefixes to figure out the meaning of disadvantages. The prefix *dis-* means "opposite," so if advantages means "qualities that help," then disadvantages must mean "harmful qualities."

page 80

Are these devices harmless or hurtful to the well-being of young people? A close analysis of several studies shows that there are plenty of disadvantages to these devices.

Your Turn

COLLABORATE



Use the Greek and Latin prefixes below to define these words from "Plugged In" and "Tuned Out."

Latin prefix: *in-* = not

inaccurate, page 79

Greek prefix: *tele-* = distant

television, page 80

Latin prefix: *multi-* = many

multitasking, page 81



Readers to...

An article that uses the same kind of sentence repeatedly can cause a reader to lose interest. Writers vary their sentence structure, or the lengths and types of sentences, to give the writing better flow and rhythm. Reread these sections from “Tuned Out” to see how the author varies sentences.

Expert Model

Vary Sentence Structure

Identify two different sentence structures in this section. How do these varied sentence structures contribute to the rhythm of the writing?

Are kids tuning out by tuning in to electronic devices? An alarming report states that young people spend an hour more per day on computers, smart phones, television, and other electronic media than they did 5 years ago.

.....

The Internet is supposed to be a great tool for learning. Do kids who love computers do better in the classroom? To cite one report, access to electronic devices does not automatically bring high marks in school.



Writers



Carmen wrote a persuasive text arguing for a bike path in her town. Read Carmen's revision of this section.

Student Model

We Need a Bike Path!

People in town say a bike path is too expensive. I say we need it.

Even if our taxes go up a little, it's still worth it. ^{Safety is important, and} There have been four

^{sp} accidents between bikes and cars in the past two years. ^{Luckily,} No one has been

badly hurt. ^{but} Not yet. Some kids ride on sidewalks. That's dangerous for

^{sp} pedestrians. More people would ride bikes if there were a safe bike path.

And get more ^{sp} exercise.

Editing Marks

- ^ Add
- , Add a comma.
- ↷ Take out.
- Ⓢ Check spelling.
- ≡ Make a capital letter.
- / Lowercase
- ⦿ Add a period.

Grammar Handbook

Run-on Sentences and Fragments

See pages 450 and 454.

Your Turn

COLLABORATE



- How does Carmen vary sentence structure?
- How does Carmen revise run-on sentences and fragments?
- Tell how Carmen's revisions improved the text.

Go Digital!

Write online in Writer's Workspace

Unit 2

TAKING THE NEXT STEP



The Crow and the Pitcher

A fable by Aesop

A crow, whose throat was parched and dry with thirst, saw a pitcher in the distance. In great joy he flew to it, but found that it held only a little water, and even that was too near the bottom to be reached, for all his stooping and straining. Next he tried to overturn the pitcher, thinking that he would at least be able to catch some of the water as it trickled out. But this he was not strong enough to do. At last he collected as many stones as he could carry and dropped them one by one with his beak into the pitcher, until he brought the water within his reach and thus saved his life.

Necessity is the mother of invention.

THE BIG IDEA

What does it take to put a plan into action?



Essential Question

What do good problem solvers do?



Go Digital!





A Stitch in Time

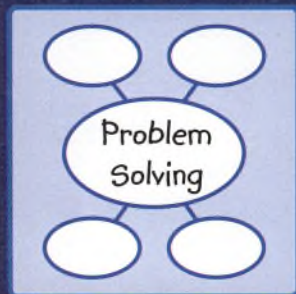
In May of 1776, a committee led by General George Washington had an idea for what would be the first American flag. They asked seamstress Betsy Ross for help.

- ▶ General Washington explained his proposal for the flag, which included a six-pointed star.
- ▶ Betsy Ross showed him how to make a five-pointed star with a simple fold and one snip! With little debate, Washington changed the design!

Talk About It



Write words you have learned about solving a problem. Then talk about how this committee solved a problem.



Vocabulary

Use the picture and sentences to talk with a partner about each word.



committees

I am on one of the **committees** to plan our class trip.

What committees could help plan a school talent show?



convention

Ms. Blake attends a **convention** of music teachers every year.

What kind of convention would you like to attend?



debate

The council members will **debate** the benefits and costs of a new park before they vote on it.

What is a synonym for debate?



proposal

The mayor shared a **proposal**, or plan, to build a new community center.

Do you have a proposal that would improve your community?



representatives

Our government **representatives** help make laws to benefit our country.

What *qualities* should good representatives have?



resolve

To try to **resolve** the argument over food choices, Mrs. Marks asked Jeremy to discuss the importance of nutrition.

What *steps* help you resolve a problem?



situation

The icy roads caused a dangerous driving **situation**.

What *kinds of weather* can cause serious situations?



union

The United States is a **union** of 50 states that joined together.

What *two states* in the country are not physically connected to the rest of the union?

Your Turn

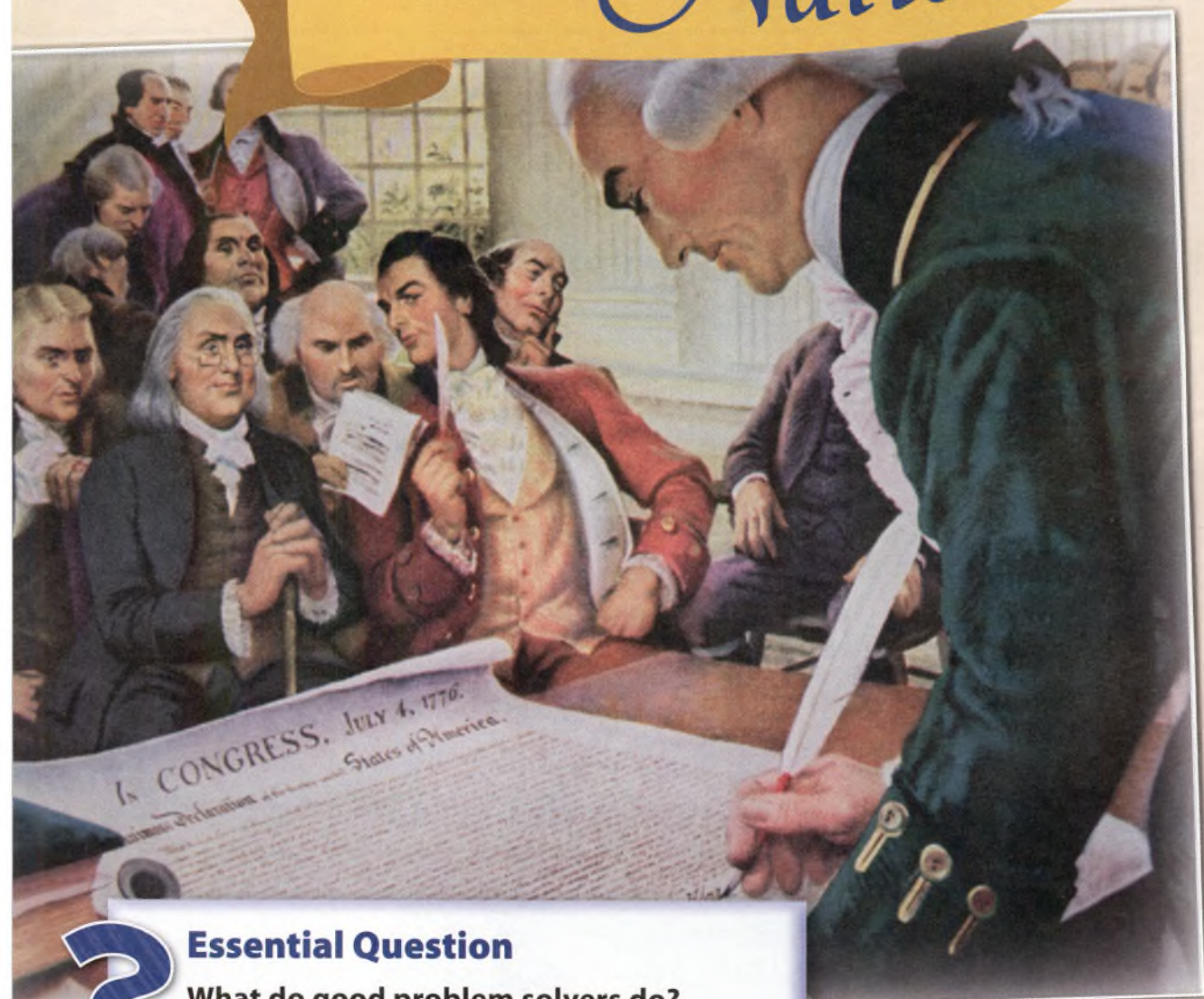
COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

Creating a Nation



Essential Question

What do good problem solvers do?

Read about how American colonists tried to solve their problems with Great Britain.

Taxes and Protests

In 1765, King George III of Great Britain needed money to rule his empire. How could he raise it? With taxes! Parliament, the law-making branch of the British government, passed a new tax called the Stamp Act. Every piece of paper sold in the American colonies had to carry a special stamp. Want to buy a newspaper? Stamp! Pay the tax.

To most colonists, the Stamp Act was unfair. The British had the right to choose **representatives** to speak for them in Parliament. The colonists had no such right. How could Parliament tax them if they had no voice in government?

The colonists held protests against the Stamp Act. Consequently, it was repealed, or canceled. But more taxes followed. Women protested a tax on cloth imported from Britain. How? They wove their own cloth at home.



Boston Tea Party: Some colonists disguised themselves as Native Americans.

Before long, the **situation** grew worse. In 1770, British soldiers fired into a disorderly crowd in Boston. Five colonists died. This tragedy is known as the Boston Massacre.

By 1773, most taxes had been repealed, or canceled, except the one on tea. One night, colonists held a protest called the Boston Tea Party. Dressed in disguise, they slipped onto three British ships in Boston Harbor and then they tossed the ships' cargo—tea—overboard.

Revolution Begins

An angry King George punished the colonies by ordering the port of Boston closed and town meetings banned. Colonists called these harsh actions the “Intolerable Acts.” However, they could not agree on how to **resolve** the problems with Great Britain. Patriots wanted to fight for independence. Loyalists wanted peace with the king. Many colonists were undecided.

Finally, colonists called for representatives from each colony to attend a **convention**. This important meeting, the First Continental Congress, took place in 1774 in Philadelphia. After discussion, the delegates decided to send a peace **proposal** to the king. Congress ended, but the trouble continued. In April 1775, there were rumors that the British were marching to

Lexington and Concord, villages near Boston, to capture weapons that the patriots had hidden there.

The colonial militias were ready. Militias were groups of volunteers willing to fight. British troops attacked. The militias fired back. Surprisingly, the British retreated, or went back.

Now that war had begun, the patriots called for a Second Continental Congress in May. Delegates made George Washington commander of the new Continental Army. Congress also sent another peace proposal to King George.

As war continued, Congress formed **committees** to do important tasks. Five delegates were chosen to write a declaration of independence. This committee gave the job to one of its members—Thomas Jefferson.

Events of the American Revolution



Independence Declared

Jefferson knew he had to convince many colonists of the need for independence. As a result, he combined a variety of ideas to make his case. Individuals, he explained, had certain rights. These included life, liberty, and the pursuit of happiness. Governments were created to protect those rights. Instead, King George had taken away colonists' rights and freedoms. Therefore, the colonies had to separate from Britain.

Congress went on to **debate** Jefferson's points. As a result, his strong words against slavery were deleted. There were other compromises, too. But on July 4, 1776, Congress approved the Declaration of Independence. A nation was born. Washington's army fought on. Finally, in 1778, France

joined the fight on America's side. This was a turning point. In 1781, British troops surrendered in the war's last major battle. That year, Congress approved the Articles of Confederation. This document outlined a government for the former colonies. The United States was created as a confederation, or a **union**, of separate states. The Articles gave the states, rather than a central government, the power to make most decisions.

In 1783, King George finally recognized the nation's independence. By then, though, the United States government clearly wasn't working very well. The states often didn't agree with one another.

The revolution had ended. The work of shaping a government had just started. It would continue with a Constitutional Convention in 1787.

Make Connections

Talk about some of the ways American colonists tried to solve their problems with Great Britain. **ESSENTIAL QUESTION**

Think of a time you tried to solve a problem. How does your experience compare to the colonists'? **TEXT TO SELF**

1781

- Last major battle of the War
- Approval of the Articles of Confederation

1783

King George recognizes independence of United States

Reread

When you find that you are puzzled or confused by something you read, you may have to go back and reread an earlier part of the selection. Rereading can help you check your understanding of facts and explanations in “Creating a Nation.”



Find Text Evidence

When you read the second paragraph of the section “Taxes and Protests” on page 95, you may be confused about why the colonists had a problem with the Stamp Act.

page 95

To most colonists, the Stamp Act was unfair. The British had the right to choose **representatives** to speak for them in Parliament. The colonists had no such right. How could Parliament tax them if they had no voice in government?

When I reread How could Parliament tax them if they had no voice in government?, I see that the tax seemed unfair because the colonies had no say in making the law.

Your Turn

COLLABORATE



“Revolution Begins” on page 96 discusses how King George punished the colonists. Why did he punish them? Reread to find the answer.

Problem and Solution

When an author uses a problem and solution text structure, the author presents a **problem** and then tells the **solution**, or the steps taken to solve the problem. Signal words and phrases, such as *consequently*, *as a result*, *therefore*, and *so*, can help you identify the solution.



Find Text Evidence

When I read "Independence Declared" on page 97, I realize that Thomas Jefferson's problem was to convince undecided colonists of the need for independence. The signal words as a result tell me that I will read Jefferson's solution: He combined a variety of ideas to make his case for independence.

Problem	Solution
Some colonists didn't want independence.	Jefferson combined ideas to convince them.

Your Turn

COLLABORATE

Reread "Creating a Nation." Find other problems faced by the colonists and list them in your graphic organizer. Then identify how the colonists solved the problems.

Go Digital!

Use the interactive graphic organizer

Expository Text

The selection “Creating a Nation” is expository text.

Expository text:

- gives facts, examples, and explanations about a topic
- may include text features such as headings, charts, diagrams, or time lines that organize information



Find Text Evidence

I can tell that “Creating a Nation” is expository text. It gives facts about events that led up to and followed the American Revolution. It provides examples of the colonists’ problems with Great Britain. I also see headings and a time line to organize information.

page 96

Revolution Begins

An angry King George punished the colonies by ordering the port of Boston closed and town meetings banned. Colonists called these harsh actions the “Intolerable Acts.” However, they could not agree on how to **resolve** the problems with Great Britain. Patriots wanted to fight for independence. Loyalists wanted peace with the king. Many colonists were undecided.

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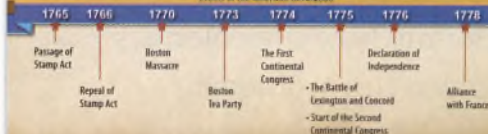
As war continued, Congress formed **committees** to do important tasks. Five delegates were chosen to write a declaration of independence. This committee gave the job to one of its members—Thomas Jefferson.

Headings A heading tells what a section of text is mostly about.

Time Line A time line is a diagram that shows events in the order they took place. A time line usually has a title that identifies the topic.

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Events of the American Revolution



96

COLLABORATE



Your Turn

On the time line, find the first year that shows more than one event occurring. What happened the year after that? Why is a time line useful?

Context Clues

Writers may define or restate the meaning of a difficult word by using commas and the clue word *or*. They may also place a definition in parentheses following the word. At other times, the writer will define the word in a nearby sentence.



Find Text Evidence

When I read the sentence *“By 1773 most taxes had been repealed, or canceled, except the one on tea,” I’m not sure what repealed means. But I see from the comma and the words or canceled that repealed means “canceled.”*



By 1773 most taxes had been repealed, or canceled, except the one on tea.

Your Turn

COLLABORATE



Use context clues to figure out the meaning of the following words in “Creating a Nation.” Remember to look in the same sentence or nearby sentences for a definition or restatement of each word’s meaning.

Parliament, page 95

militias, page 96

retreated, page 96

Confederation, page 97



Readers to . . .

Writers want their ideas to be clear to readers. One way they do this is by focusing on one idea in each paragraph. Then they develop the paragraph with interesting facts and examples. Reread the paragraph below from "Creating a Nation" to identify the writer's main point and supporting examples.

Expert Model

Main Idea

Identify the **main idea** of this paragraph.

What important point does the writer want to make? How is the idea developed with examples?

An angry King George punished the colonies by ordering the port of Boston closed and town meetings banned. Colonists called these harsh actions the "Intolerable Acts." However, they could not agree on how to **resolve** the problems with Great Britain. Patriots wanted to fight for independence. Loyalists wanted peace with the king. Many colonists were undecided.



King George III

Writers



Sandy wrote an expository text about the writing of the Declaration of Independence. Read Sandy's revision of this section.

Student Model

★ A Challenging ★ Assignment

It was not easy to write the Declaration of Independence. Many people did not want to ~~separate~~ ^{sp separate} from Britain. They wanted to make peace with the king. ^{Jefferson had to explain why independence was the only choice.} He said that people had certain rights. He explained that the king's laws did not protect people's rights. ~~The colonists defeated the British.~~ That's why the colonists had to declare independence. ^{and go to war} They needed a new government to protect their freedom.



Editing Marks

- ^ Insert,
- ↷ Take out,
- sp Check spelling,
- Add a period.

Grammar Handbook

Nouns

See page 455.

Your Turn

COLLABORATE



- Identify Sandy's main idea.
- Look at the common and proper nouns Sandy used.
- Tell how revisions improved Sandy's writing.

Go Digital!

Write online in Writer's Workspace



Essential Question

What can you do to get the information you need?



Go Digital!



Search High and Low

The world is full of things to explore! Now, how do you begin looking for the answers to your questions?

- ▶ Reading a book or surfing the Web might be a way to start. Your search may take you to the bottom of the ocean, on a trip up a mountain, or deep into a forest.
- ▶ Searches reveal answers, and just as often they lead to more questions. No matter what your expectations, you're sure to learn something new!

Talk About It



Write words you have learned about seeking information. Then talk about one thing you would like to know, and how you might find out about it.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



circumstances

There are many **circumstances** that can make roads impossible to drive on.

Under what circumstances might schools be closed?



consideration

My mom gives careful **consideration** to the fresh fruits she buys.

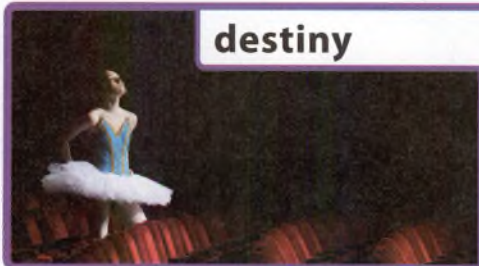
What is a synonym for consideration?



consults

A driver **consults** a map to find which road to travel on.

Explain why someone consults a dictionary.



destiny

Lena loves ballet so much, I think her **destiny** is to become a dancer.

What might the destiny of a hard-working student be?



expectations

Jamie's present lived up to her **expectations**.

Tell about something that lived up to your expectations.



presence

The visitors were thrilled to be in the **presence** of the Queen of England.

When have you been in the presence of someone well-known?



reveal

The actor opened the curtain to **reveal** what was behind it.

Why don't magicians reveal their secrets?



unsure

The chess player was **unsure** of what move to make next.

What is an antonym for unsure?

Your Turn

Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

COLLABORATE



A Modern Cinderella



Essential Question

What can you do to get the information you need?

Read how a dancing Prince tries to get information about a mystery girl.

Once upon a time—the time being the other night—the Prince was as joyous as a gamer with the new highest score. He had just danced with an amazing young woman at the Royal Palace. It was during the taping of his weekly TV show, *Dancing with the Prince*. He had only agreed to do the show to help his mother, the Queen, raise money for charity. But when the prince twirled this lovely dancer in the **presence** of the audience and judges, he felt as if he were floating on a cloud.

However, **circumstances** changed as soon as the music stopped at midnight. As the applause began, the young woman's cell phone rang, and she rushed from the palace. All she left behind was a purple sneaker.

The Prince fell into a dungeon of despair. "I must find her again," he cried, "and in time for tomorrow night's final show!" How should he search? He clutched the purple sneaker in his hand.



Seeing the Prince's tears, the Queen advised, "He who **consults** the right sources will surely succeed." The Prince's mind raced like a galloping horse on his favorite game, "Horse Chaser." After much **consideration**, he made a plan. First, he interviewed everyone who had attended the show, but no one could help. Next, the Prince searched the Internet. He entered the phrase "great dancer with purple shoe," but he found no one. Then the Prince put up posters of the purple sneaker all over the kingdom's social network. Yet no one recognized the shoe or knew its owner.

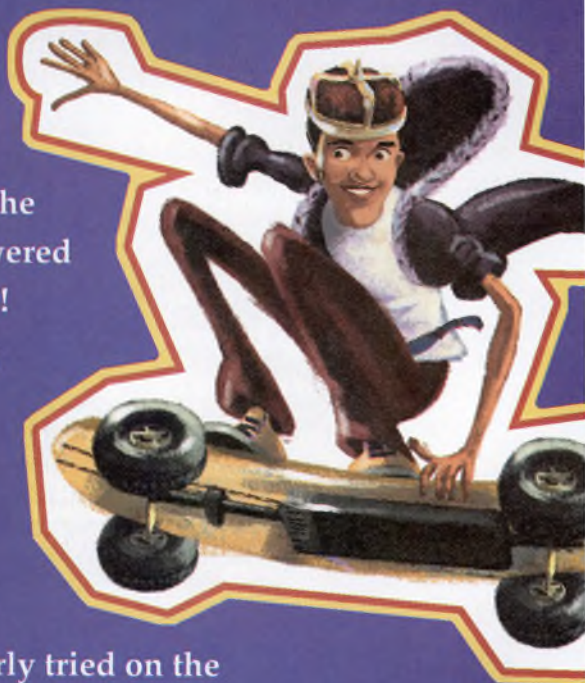
The Prince held the purple sneaker in one hand and his computer compass in the other. "I will continue my quest," he cried, "even if I must personally travel the entire kingdom." With that, the Prince powered up his royal electric skateboard and set out!

At the first house, a woman came out to greet the Prince. He held out the sneaker and announced, "This shoe will tell me if you are my **destiny**." The excited woman struggled to jam her large foot into the shoe, but the sneaker was much too small.

At the next house, another woman eagerly tried on the sneaker. The shoe flopped and fell off. At every home the Prince visited, the purple sneaker seemed as big as a boat or as small as a seed. Every foot failed to meet his **expectations**.

As the day wore on, the Prince grew sadder. His discouraged heart was a cell phone in need of recharging. Finally, there was only one house left to visit. When the Prince arrived, three sisters stood in front, offering their feet. (They'd been following the newsfeed.) The shoe fit none of them.

"Does anyone else live here?" a weary Prince asked the sisters. From inside the house came a chime. The sisters' eyes became narrow slits. A young woman stepped outside and handed a phone to the oldest sister.



The Prince quickly held out the sneaker and requested, "Please try this on."

She did, and it fit her foot perfectly!

"You're my missing dancer!" the Prince cried. "Will you be my dance partner forever?"

The young woman smiled and replied, "Thanks, but not right now. I'll dance tomorrow, but I have a lot of plans. First I want to travel."

The Prince begged, "Please, say yes! After all, this is a fairy tale, where anything can happen."

"Sorry, Prince," the woman said. "You'll just have to wait."

"That's cool," the Prince sighed, "but at least **reveal** your name."

"It's Cinderella," the woman replied. She scribbled on a piece of paper. "Here's my number. Let's stay in touch. TTYLP."

The Prince looked puzzled and was **unsure** of how to reply.

"It means Talk To You Later, Prince," Cinderella explained.

"TTYLC," the Prince replied as he waved to Cinderella and rode away.

And they texted happily ever after.



Make Connections



Talk about how the Prince got the information he needed. What things did he do? **ESSENTIAL QUESTION**

When have you had to search for something or someone? How did you search? **TEXT TO SELF**

Make Predictions

Predicting future events in the plot helps keep readers involved in a story. As you read, use evidence from the story to confirm your predictions. If a prediction is not correct, you can revise it.



Find Text Evidence

After I read the opening of “A Modern Cinderella” on page 109, I made predictions about further events in the story.

page 109

The Prince fell into a dungeon of despair. “I must find her again,” he cried, “and in time for tomorrow night’s final show!” How should he search? He clutched the purple sneaker in his hand.



Seeing the Prince’s tears, the Queen advised, “He who **consults** the right sources will surely succeed.” The Prince’s mind raced like a galloping horse on his favorite game, “Horse Chaser.” After much **consideration**, he made a plan. First, he interviewed everyone who had attended the show, but no one could help. Next, the Prince searched the Internet. He entered the phrase “great dancer with purple shoe,” but he found no one. Then the Prince put up posters of the purple sneaker all over the kingdom’s social network. Yet no one recognized the shoe or knew its owner.

Because the Prince says I must find her again, I predicted that the Prince would not give up his search until he found the dancer. When I continued reading, I confirmed my prediction.

Your Turn

COLLABORATE



What predictions did you make while reading this story?
Tell what evidence you used to confirm or revise them.

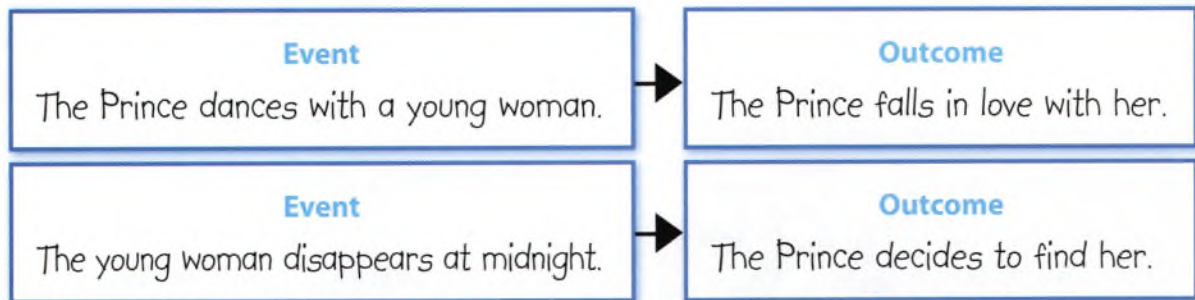
Compare and Contrast

The events that occur in the beginning, middle, and end of the story may be similar to or different from one another. You compare and contrast events to help you remember what happened and in what order events occurred.



Find Text Evidence

As "A Modern Cinderella" begins, the first event is the Prince meeting an unknown woman. Next, the young woman disappears. I can compare events before and after midnight and see that they are very different for the Prince.



Your Turn

COLLABORATE



Reread "A Modern Cinderella." Record the events and outcomes in the graphic organizer. Tell how the events at the beginning and end are similar and different.

Go Digital! Use the interactive graphic organizer

Fairy Tale

The selection “A Modern Cinderella” is a fairy tale.

A **fairy tale** may include:

- a made-up setting, such as “once upon a time”
- a prince or princess and magical characters
- illustrations



Find Text Evidence

I can tell that “A Modern Cinderella” is a fairy tale. The first sentence begins with “Once upon a time,” which is the way many fairy tales start. One of the main characters is a prince who has a made-up TV show. The name Cinderella in the title and the illustrations also suggest that the selection is a fairy tale.

page 110

The Prince held the purple sneaker in one hand and his computer compass in the other. “I will continue my quest,” he cried, “even if I must personally travel the entire kingdom.” With that, the Prince powered up his royal electric skateboard and set out!

At the first house, a woman came out to greet the Prince. He held out the sneaker and announced, “This shoe will tell me if you are my **destiny**!” The excited woman struggled to jam her large foot into the shoe, but the sneaker was much too small.

At the next house, another woman eagerly tried on the sneaker. The shoe flopped and fell off. At every home the Prince visited, the purple sneaker seemed as big as a boat or as small as a seed. Every foot failed to meet his **expectations**.

As the day wore on, the Prince grew sadder. His discouraged heart was a cell phone in need of recharging. Finally, there was only one house left to visit. When the Prince arrived, three sisters stood in front, offering their feet. (They’d been following the newsfeed.) The shoe fit none of them.

“Does anyone else live here?” a weary Prince asked the sisters. From inside the house came a chime. The sisters’ eyes became narrow slits. A young woman stepped outside and handed a phone to the oldest sister.



Use Illustrations Illustrations give readers visual clues about characters, settings, and events. For example, the style of the illustrations tells you if a story is meant to be serious or humorous.

COLLABORATE



Your Turn

What details in “A Modern Cinderella” show the story is a fairy tale? How has it been updated?

Simile and Metaphor

Writers compare one thing to another to create a picture in the reader's mind. A simile compares two things using the word *like* or *as*. A metaphor compares two things without using *like* or *as*.

Simile: The sun shone like a giant flashlight in the sky.

Metaphor: The sun was a giant flashlight in the sky.



Find Text Evidence

On page 109 of "A Modern Cinderella," I see a simile. The Prince's mind is compared to the speed of a galloping horse to show how quickly it is working.

The Prince's mind raced **like a galloping horse** on his favorite game, "Horse Chaser."



Your Turn

COLLABORATE



Identify the simile or metaphor in sentences from "A Modern Cinderella." Tell what is being compared. What does the simile or metaphor tell you about the Prince?

The Prince was as joyous as a gamer with the new high score. page 109

The Prince fell into a dungeon of despair.
page 109

His discouraged heart was a cell phone in need of recharging. page 110



Readers to ...

Writers know that a story's opening has to be vivid, detailed, and interesting so that readers will want to keep reading. Reread the opening paragraph from "A Modern Cinderella."

Expert Model

Strong Openings

Identify vivid setting and character details in the paragraph. How does the opening let you know what kind of story this is?

Once upon a time—the time being the other night—the Prince was as joyous as a gamer with the highest score. He had just danced with an amazing young woman at the Royal Palace. It was during the taping of his weekly TV show, *Dancing with the Prince*. He had only agreed to do the show to help his mother, the Queen, raise money for charity. But when the prince twirled this lovely dancer in the presence of the audience and judges, he felt as if he were floating on a cloud.



Writers



Editing Marks

- ^ Insert,
- ↷ Take out,
- Ⓢ Check spelling,
- ^,) Add a comma.

Grammar Handbook

Singular and Plural Nouns

See page 456.

Hunter wrote a modern fairy tale about three pigs. Read Hunter's revision of his introductory paragraph.

Student Model

The Three Cool Pigs

In a time not long ago, there were ~~some~~^{three} little pigs that needed homes, since they lived in a ~~place~~^{forest} near the Scary Wolf. The first pig built his house with straw. He finished quickly so he could play computer games. ~~Another~~^{as light as feathers} pig built his house with simple twigs. He finished ~~fast~~^{so he could watch TV}. This was not a good idea.



Your Turn

COLLABORATE



- Identify the setting and character details that Hunter included.
- Identify singular and plural nouns Hunter used.
- Tell how revisions improved Hunter's writing.

Go Digital!

Write online in Writer's Workspace

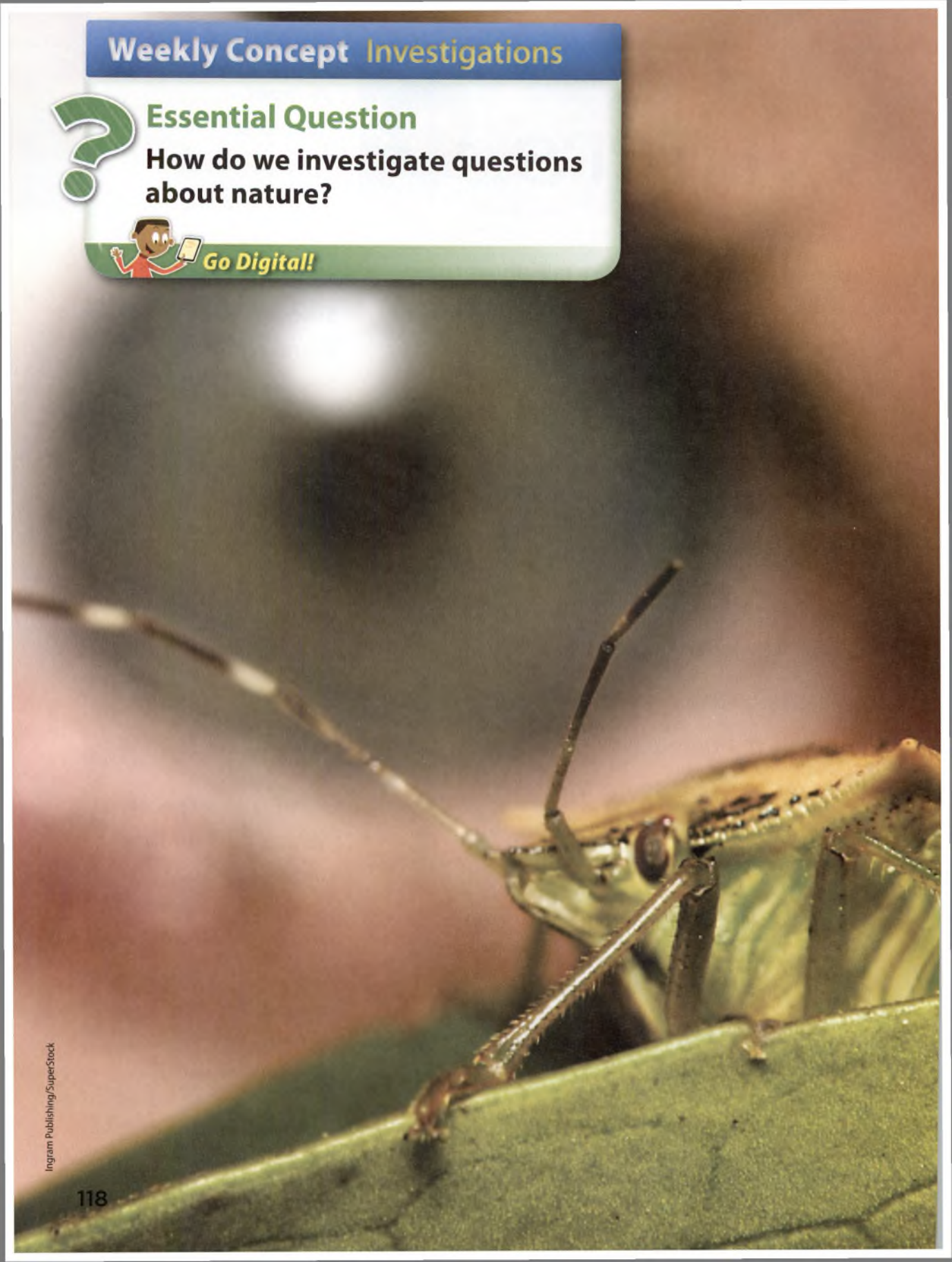


Essential Question

How do we investigate questions about nature?



Go Digital!



Nature

in Focus

When we move in to study a creature in nature close up, what is it we hope to see?

- ▶ Sometimes we have a theory about what an insect, such as this grasshopper, looks like. Did you imagine such an intricate design?
- ▶ What's the best way to study nature? To make a careful observation, you may need more than just the naked eye!

Talk About It



Write words you have learned about investigating nature. Then talk about one way you have studied something in nature.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



behaviors

We rewarded our dog with a treat for all its good **behaviors**.

What kinds of behaviors are encouraged at school?



disappearance

A detective investigated the **disappearance** of the painting.

What explains the disappearance of snow in spring?



energetic

Rina is so **energetic**, she ran three races and was not even tired.

What is another word or phrase for energetic?



flurry

The wind blew a **flurry** of blossoms off the cherry trees.

What might cause a flurry of birds in the sky?



migrate

Some birds **migrate** to warmer places each winter.

What kinds of animals migrate to or from your area when seasons change?



observation

Binoculars helped Carlos's **observation** of the ships at sea.

What other tools help with observation?



theory

Nan had a **theory** about how the pillow got shredded.

What theory might explain why your pet is not hungry for dinner?



transformed

Large, colorful clothes and face paint **transformed** Nora into a clown.

How is an empty stage transformed for a show?

Your Turn

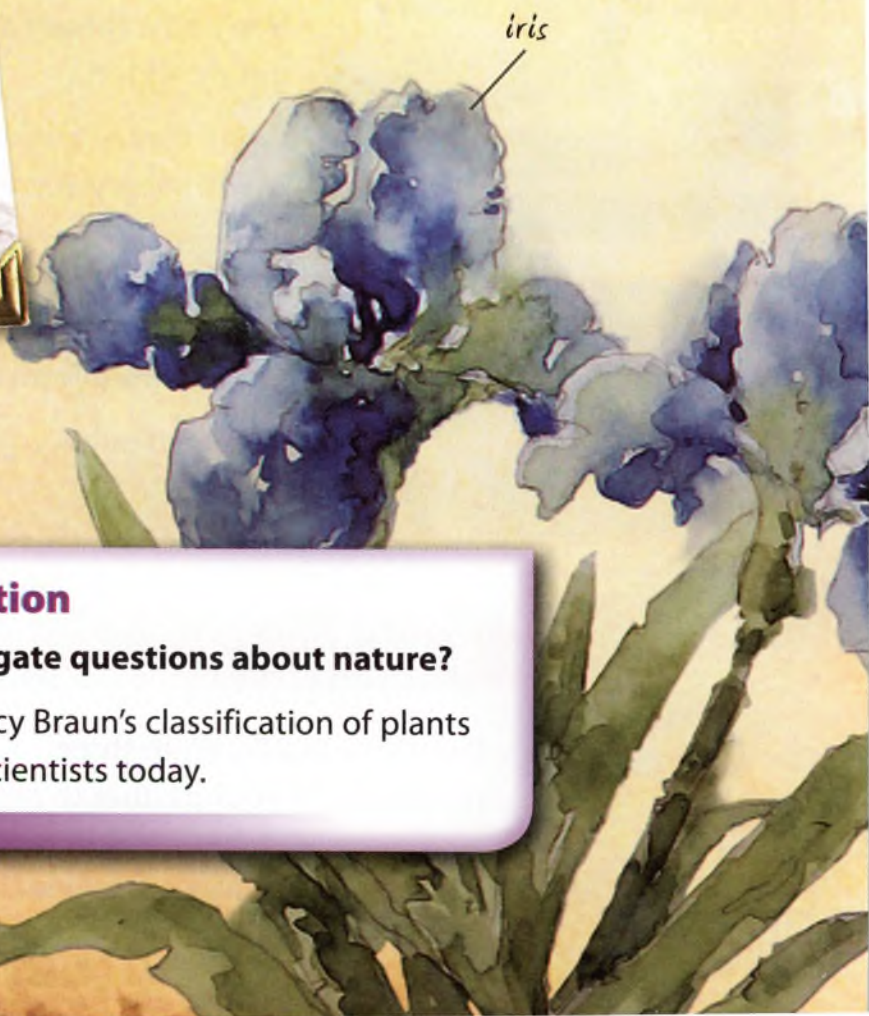


Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

Growing in Place

The Story of
E. Lucy Braun



Essential Question

How do we investigate questions about nature?

Read about how Lucy Braun's classification of plants continues to help scientists today.

Taking Root

How could two different things have the same name? Emma Lucy Braun might have wondered that as a child. Born in Cincinnati, Ohio, in 1889, Emma shared her first name with her mother. To avoid confusion, she used her middle name, Lucy. Naming things correctly became the basis for her life's work on plants.

Even as a child, Lucy was interested in plants. She often joined her older sister Annette and their parents on **energetic** walks through the nearby woods. Lucy enjoyed all the plants and wildflowers. Some seemed to shout at her with their wild colors. Others hid behind rocks and logs.

Lucy asked her mother how to tell all the plants apart. Lucy's mother taught her to develop her powers of **observation**. She pointed out the number and shape of leaves on a stem. Lucy kept a record of their observations. She also learned to draw what she saw. Then she could compare and contrast all sorts of plants.

Lucy and her mother gathered specimens for their herbarium, a collection of dried plants. They preserved leaves and flowers between sheets of paper. Lucy became more and more interested in botany, the study of plants. In high school, she started collecting and drying plants for her own herbarium. She continued adding plants all her life.

pink redstem filagees

Branching Out

Lucy and Annette attended the University of Cincinnati. Annette wanted to become an entomologist and study insects. Lucy took classes in geology, or the study of rocks and minerals. Her work with geologists **transformed** how she looked at the natural world. She continued her studies in botany, as well.

Lucy also became interested in ecology. Ecology looks at how living things interact with their environments. Fellow ecologists helped her test an important **theory**. Lucy believed that plant life in some areas had been able to **migrate** over time. She mapped this movement back to when glaciers covered those regions with ice!



Lucy Braun's Snakeroot; This plant grows in Kentucky and Tennessee.

In Full Bloom

In 1917, Lucy began to teach botany at the University of Cincinnati. She and Annette lived in a house near the woods. Even at home the sisters continued their scientific **behaviors**. Lucy tended both indoor and outdoor gardens. Annette studied the moths that fluttered in a **flurry** of wings around lights outside. The sisters named part of their house “the science wing.”

Lucy collected plants from all around the country. She photographed many of them, too. Color photography was still new at the time. Because of that, people enjoyed her lectures and slide shows a great deal.

By making sketches, scientists learn to see details in natural objects.



The Fruits of Her Labor

Later in her life, Lucy wrote many field guides. Field guides are books that identify plants found in a particular area. In 1950, she published her most important guide. It describes the plants in the forests of the eastern United States. Ecologists still use it to study changes in the forests over time.

Today, Lucy has a few plants named after her. One of them, Lucy Braun's snakeroot, is currently threatened. Lucy's work in conservation, the protection of nature, may help scientists prevent its **disappearance**.

Lucy Braun lived to be 81 years old. In her years as a botanist, Lucy collected nearly 12,000 plants! Today her herbarium is part of the Smithsonian Institution in Washington, D.C. Visitors can study the plants she collected all her life.

Plant Identification

Become a budding botanist! Follow these steps to identify plants in your area.

Materials: a magnifying glass and a reliable field guide

- 1 Identify the state or region and habitat where the plant grows.
- 2 Identify whether the leaf is evergreen or broad leaf.
- 3 Draw or photograph the leaf to record its shape and other details.
- 4 Observe the arrangement of leaves on the stem. See if they are opposite each other or not.
- 5 Narrow the list of possible plants in the field guide. Then find an exact match.

Make Connections



Talk about how the advice of Lucy's mother was helpful to Lucy's study of nature. **ESSENTIAL QUESTION**

Tell about a collection that you have or might like to start. How could you organize your collection?

TEXT TO SELF



Reread

When you read informational text, such as a biography, you may find that some details confuse you. Rereading can help you check your understanding of facts and other information.



Find Text Evidence

You may not understand why the author mentions that new color photography played a role in Lucy's lectures. Reread that passage on page 124 of "Growing in Place."

page 124

In Full Bloom

In 1917, Lucy began to teach botany at the University of Cincinnati. She and Annette lived in a house near the woods. Even at home the sisters continued their scientific **behaviors**. Lucy tended both indoor and outdoor gardens. Annette studied the moths that fluttered in a **flurry** of wings around lights outside. The sisters named part of their house "the science wing."

Lucy collected plants from all around the country. She photographed many of them, too. Color photography was still new at the time. Because of that, people enjoyed her lectures and slide shows a great deal.

When I reread, I see the phrase Because of that. "That" refers to the newness of color photography. This means audiences enjoyed Lucy's presentations because they featured color photographs, which many people had never seen.

Your Turn

COLLABORATE



Why did Lucy and her sister create a "science wing" in their home? Reread "In Full Bloom" on page 124 to find the answer. As you read, use the strategy Reread.

Sequence

The author of a biography often presents information in **sequence**, or in the order the events happened in the person's life. Signal words and phrases, such as *in 1917*, *later*, and *today*, are clues to help you understand the sequence of events.



Find Text Evidence

As I read "Growing in Place," I look for events that show how Lucy Braun became an important scientist. In "Taking Root" on page 123, the phrase Even as a child tells me when Lucy became interested in plants. The phrase In high school tells me when Lucy started her herbarium. These events affected her future life.

Event

Even as a child, Lucy was interested in plants.



In high school, she started collecting and drying plants for her own herbarium.



She continued adding plants all her life.

Your Turn

COLLABORATE



Reread the remaining sections of "Growing in Place." Look for words that signal important events showing Lucy's work as a scientist. List the events in your graphic organizer to help you summarize.

Go Digital!

Use the interactive graphic organizer

Biography

The selection "Growing in Place" is a biography.

A **biography**:

- Tells the true story of another person's life
- Is told in the third person, using pronouns such as *he* and *she*
- May include photographs and illustrations



Find Text Evidence

I can tell that "Growing in Place" is a biography because it provides facts about a real person, Lucy Braun. As I read and look at illustrations, I learn more about why she is an important scientist.

page 124

Branching Out

Lucy and Annette attended the University of Cincinnati. Annette wanted to become an entomologist and study insects. Lucy took an interest in geology, or the study of rocks and minerals. Her work with geologists transformed how she looked at the natural world. She continued her studies in botany, as well.

Lucy also became interested in ecology. Ecology looks at how living things interact with their environments. Fellow ecologists helped her test an important theory. Lucy believed that plant life in some areas had been able to migrate over time. She mapped this movement back to when glaciers covered those regions with ice.

In Full Bloom

In 1917, Lucy began to teach botany at the University of Cincinnati. She and Annette lived in a house near the woods. Even at home the sisters continued their scientific behaviors. Lucy tended indoor and outdoor gardens. Annette studied the moths that fluttered in a flurry of wings around lights outside. The sisters named part of their house "the science wing."

Lucy collected plants from all around the country. She photographed many of them, too. Color photography was still new at the time. Because of that, people enjoyed her lectures and slide shows a great deal.

Lucy Braun's Sneakeroot: This plant grows in Kentucky and Tennessee.

iris
robin's egg
nest

By making sketches, scientists learn to see details in natural objects.

Use Illustrations and Photographs

Illustrations and photographs show readers what the people and things discussed in the text look like. **Labels** identify the images, and **captions** may add information.

COLLABORATE



Your Turn

List three facts that show how Lucy Braun became an important scientist. What information did you learn from the illustrations?

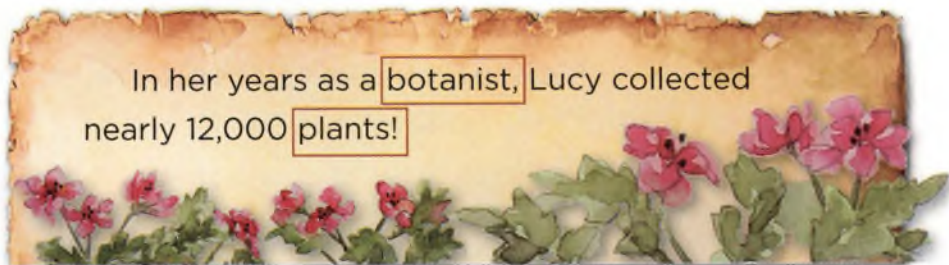
Greek and Latin Suffixes

A **suffix** is added to the end of a word to change its meaning. Many words in English have suffixes that come from ancient Greek and Latin. You can use the suffix as a clue to the meaning of the word.



Find Text Evidence

I can use what I know about the suffix -ist to figure out the meaning of the word botanist on page 125 of "Growing in Place." The Greek suffix -ist means "one who specializes in." The sentence talks about Lucy's collection of plants, so I can figure out that a botanist is "someone who specializes in the study of plants."



Your Turn

COLLABORATE



Use what you know about Greek suffixes to figure out the meanings of the following words found in "Growing in Place."

entomologist, page 124

ecologists, page 124

geologists, page 124



Readers to ...

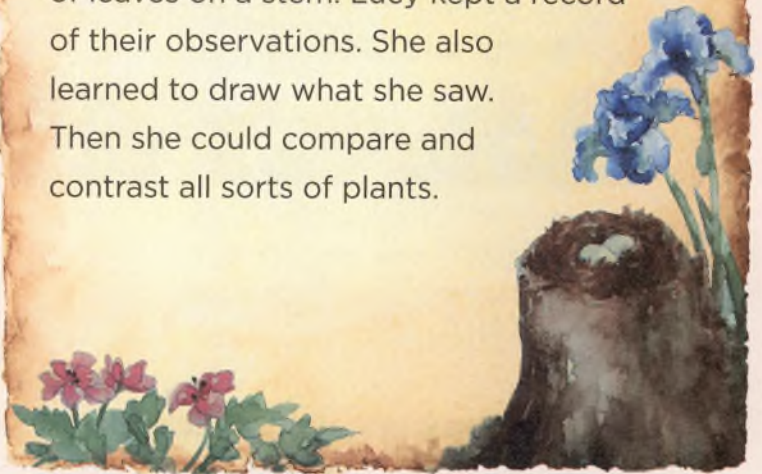
Writers choose details that support and explain the main idea of their text. Supporting details include facts, definitions, examples, and explanations. Reread the paragraph from “Growing in Place” below to identify the supporting details.

Expert Model

Supporting Details

Identify **details** that support the main idea in this paragraph. What do they explain about the main idea?

Lucy asked her mother how to tell all the plants apart. Lucy’s mother taught her to develop her powers of observation. She pointed out the number and shape of leaves on a stem. Lucy kept a record of their observations. She also learned to draw what she saw. Then she could compare and contrast all sorts of plants.



Writers



Kaitlin wrote about how her science teacher started studying dogs. Read Kaitlin's revision of this section.

Student Model

A Pet Project

Ms. Paiva grew up in Barcelona, Spain, with ^{older} two ^{and three dogs} brothers. Ms. paiva started noticing how different dogs behaved and recorded what she saw.

In seventh grade, she entered a ^{with her observations and ideas} science fair. ^{In high school,} Later, she led a team of young ^{women} woman to win a national science competition. To learn more, Ms. Paiva ^{attended the University of Florida} came to college in the United States.

"I wanted a school that trained veterinarians," she said. This way, she could ask questions of animal doctors. She also enjoyed the ^{warm and sunny} nice weather!



Editing Marks

- ^ Add
- ^ Add a comma.
- ~ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Plural Nouns

See page 456.

Your Turn

COLLABORATE



- Identify the supporting details that Kaitlin included.
- Identify the plural nouns Kaitlin used.
- Tell how revisions improved her writing.

Go Digital!

Write online in Writer's Workspace

Weekly Concept A Plan of Action



Essential Question

When has a plan helped you accomplish a task?



Go Digital!



Carving Out a Plan

Whenever I have a project to do, a plan gives me guidance and helps me complete all my tasks.

- ▶ I wanted to make a sand sculpture of a swan. First I studied swans, then I made drawings, and finally I decided how large to make the sculpture.
- ▶ An outcome like this is no accident. With good planning, the right tools, and real effort, beautiful things can happen!

Talk About It



Write words you have learned about using a plan to do something. Then talk about how a plan has helped you complete a task.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



assuring

One job of a coach is **assuring** athletes that practicing will make them better.

What might a coach say when assuring a team?



detected

By the way he sniffed, I knew my dog **detected** another animal.

What have you detected by looking?



emerging

I watched as the colorful butterfly was **emerging** from its chrysalis.

What word or phrase has the same meaning as emerging?



gratitude

Lena and I gave flowers to our aunt to show our **gratitude** for her help.

What are other ways people show their gratitude?



guidance

With my Uncle Rico's **guidance**, I learned how to play guitar.

Whose *guidance* has helped you learn a new skill?



outcome

The team was pleased with the winning **outcome** of the game.

When has the *outcome* of a game surprised you?



previous

The **previous** month, July, was summer vacation.

What was the name of your *previous* teacher?



pursuit

On the nature documentary, I watched a lion in **pursuit** of a zebra.

What might a house cat be in *pursuit* of?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

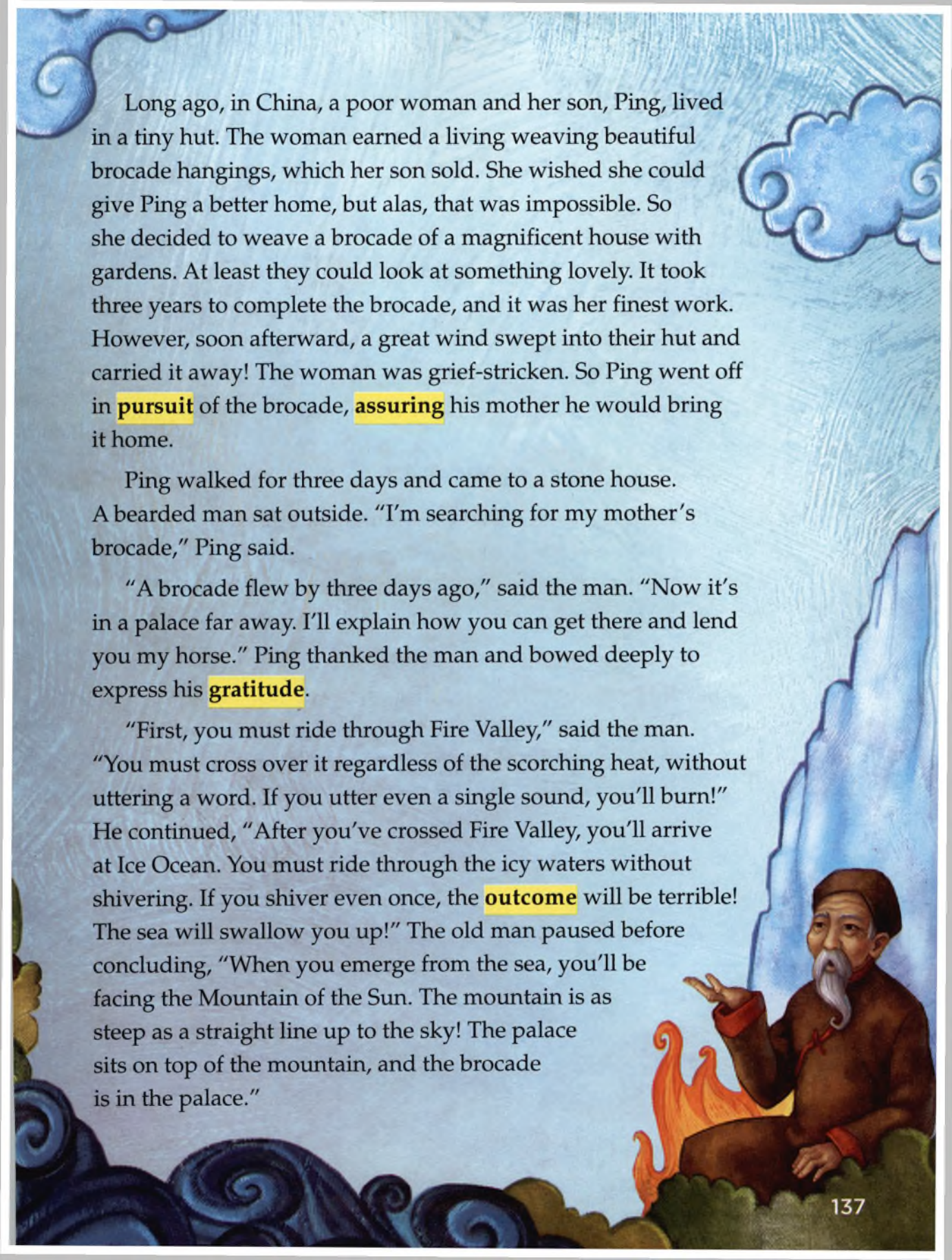
The Magical Lost Brocade



Essential Question

When has a plan helped you accomplish a task?

Read about how Ping follows a plan to find a lost brocade.

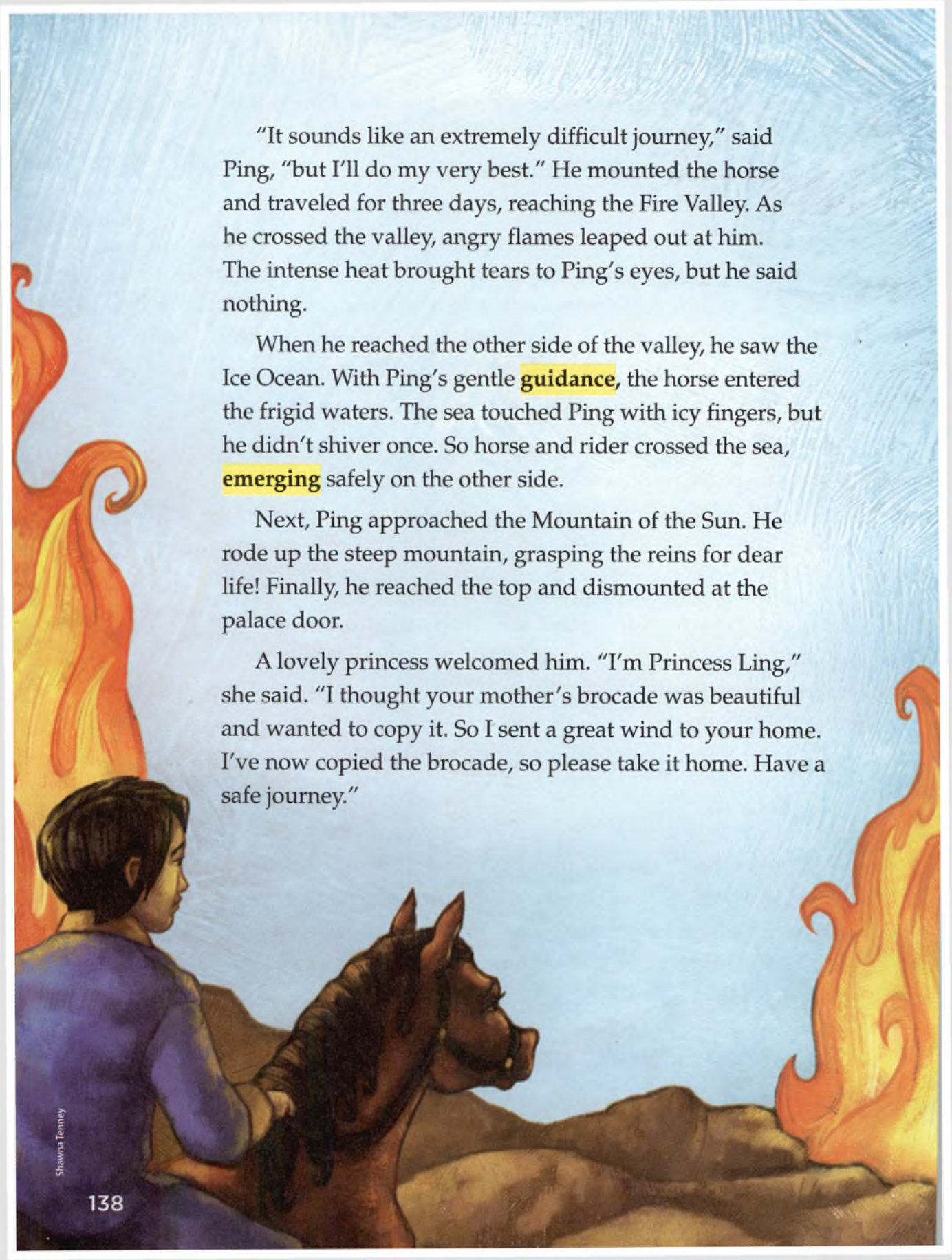


Long ago, in China, a poor woman and her son, Ping, lived in a tiny hut. The woman earned a living weaving beautiful brocade hangings, which her son sold. She wished she could give Ping a better home, but alas, that was impossible. So she decided to weave a brocade of a magnificent house with gardens. At least they could look at something lovely. It took three years to complete the brocade, and it was her finest work. However, soon afterward, a great wind swept into their hut and carried it away! The woman was grief-stricken. So Ping went off in **pursuit** of the brocade, **assuring** his mother he would bring it home.

Ping walked for three days and came to a stone house. A bearded man sat outside. "I'm searching for my mother's brocade," Ping said.

"A brocade flew by three days ago," said the man. "Now it's in a palace far away. I'll explain how you can get there and lend you my horse." Ping thanked the man and bowed deeply to express his **gratitude**.

"First, you must ride through Fire Valley," said the man. "You must cross over it regardless of the scorching heat, without uttering a word. If you utter even a single sound, you'll burn!" He continued, "After you've crossed Fire Valley, you'll arrive at Ice Ocean. You must ride through the icy waters without shivering. If you shiver even once, the **outcome** will be terrible! The sea will swallow you up!" The old man paused before concluding, "When you emerge from the sea, you'll be facing the Mountain of the Sun. The mountain is as steep as a straight line up to the sky! The palace sits on top of the mountain, and the brocade is in the palace."

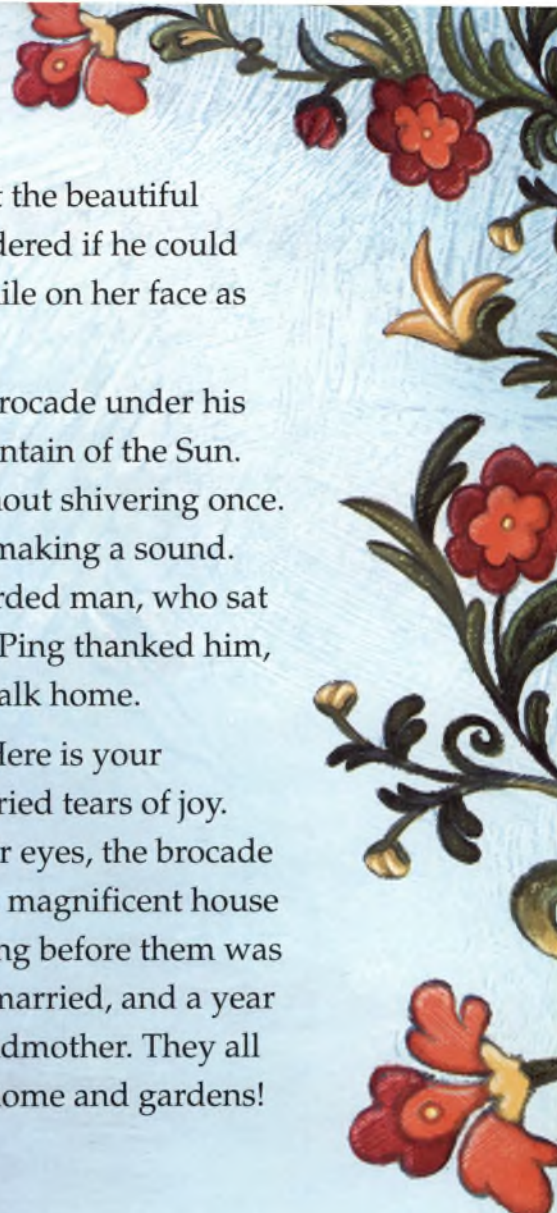
An illustration of a person with dark hair, wearing a purple tunic, riding a brown horse. They are in a valley with rolling brown hills. Large, stylized flames in shades of orange and yellow rise from the ground on both sides. The sky is a light blue with visible brushstrokes.

“It sounds like an extremely difficult journey,” said Ping, “but I’ll do my very best.” He mounted the horse and traveled for three days, reaching the Fire Valley. As he crossed the valley, angry flames leaped out at him. The intense heat brought tears to Ping’s eyes, but he said nothing.

When he reached the other side of the valley, he saw the Ice Ocean. With Ping’s gentle **guidance**, the horse entered the frigid waters. The sea touched Ping with icy fingers, but he didn’t shiver once. So horse and rider crossed the sea, **emerging** safely on the other side.

Next, Ping approached the Mountain of the Sun. He rode up the steep mountain, grasping the reins for dear life! Finally, he reached the top and dismounted at the palace door.

A lovely princess welcomed him. “I’m Princess Ling,” she said. “I thought your mother’s brocade was beautiful and wanted to copy it. So I sent a great wind to your home. I’ve now copied the brocade, so please take it home. Have a safe journey.”



“Thank you,” said Ping, who stared at the beautiful princess. She was a perfect rose. He wondered if he could see her again and **detected** a knowing smile on her face as they said good-bye.

Ping mounted his horse, placing the brocade under his jacket. First, he rode down the steep Mountain of the Sun. Next, he rode back across Ice Ocean, without shivering once. Then he rode across Fire Valley, without making a sound. Finally, he arrived at the home of the bearded man, who sat outside just as he had the **previous** time. Ping thanked him, returned his horse, and began the long walk home.

Ping arrived home three days later. “Here is your brocade, Mother!” he announced as she cried tears of joy. Together, they unrolled it, and before their eyes, the brocade came to life! Suddenly their hut became a magnificent house with gardens. But that wasn’t all—standing before them was Princess Ling! Ping and the princess got married, and a year later, Ping’s mother became a loving grandmother. They all lived happily together in their beautiful home and gardens!



Make Connections



Talk about how having a plan helped Ping accomplish his task. How did following the plan lead to his finding the lost brocade? **ESSENTIAL QUESTION**

When have you followed a plan in order to accomplish a task? Briefly describe the steps of the plan. **TEXT TO SELF**

Make Predictions

As you read a story, you can show your understanding by predicting what might happen next in the plot. Use evidence from the story to see if your predictions are correct. If they are not correct, you can revise them.



Find Text Evidence

After you read about the tasks Ping must do in order to find the brocade on page 137, you may want to predict whether or not he will succeed before you continue reading.

page 138

"It sounds like an extremely difficult journey," said Ping, "but I'll do my very best." He mounted the horse and traveled for three days, reaching the Fire Valley. As he crossed the valley, angry flames leaped out at him. The intense heat brought tears to Ping's eyes, but he said nothing.

When he reached the other side of the valley, he saw the Ice Ocean. With Ping's gentle **guidance**, the horse entered the frigid waters. The sea touched Ping with icy fingers, but he didn't shiver once. So horse and rider crossed the sea, **emerging** safely on the other side.

On page 138 Ping tells the old man, "It sounds like an extremely difficult journey, but I'll do my very best." I predicted that Ping would succeed. When I continued reading, I saw my prediction was correct.

Your Turn

COLLABORATE



Tell one prediction you made after Ping left the Mountain of the Sun. What evidence did you use? Was your prediction correct? If not, tell how you revised it.

Theme

The theme of a story is the big idea or message about life that the author wants to share. Usually, the theme is not stated directly. To identify the theme, think about what characters do and say and what happens to the characters.



Find Text Evidence

When I read the end of the first paragraph of "The Magical Lost Brocade" on page 137, Ping makes a promise to his mother and sets off to keep it. I can use what Ping says and does to find the theme of the story.

**What Does
the Character
Do and Say?**

Ping promises his mother he will find her lost brocade and goes off to search for it.

**What Happens
to the
Character?**

Ping goes on a three-day journey and meets a bearded man. The man gives Ping a plan to find the brocade.

Theme

Your Turn

COLLABORATE



Reread "The Magical Lost Brocade." Complete the graphic organizer by recording what Ping does and says and what happens to him. Then state the story's theme.

Go Digital!

Use the interactive graphic organizer

Folktale

The selection “The Magical Lost Brocade” is a folktale.

A folktale:

- Describes a hero or heroine’s quest or set of tasks he or she must accomplish
- Includes the repetition of actions or words
- Often includes foreshadowing and imagery



Find Text Evidence

I can tell that “The Magical Lost Brocade” is a folktale. It describes Ping’s quest to find his mother’s brocade, actions are repeated, and events to come are foreshadowed. The tale also contains imagery.

page 137

Long ago, in China, a poor woman and her son, Ping, lived in a tiny hut. The woman earned a living weaving beautiful brocade hangings, which her son sold. She wished she could give Ping a better home, but alas, that was impossible. So she decided to weave a brocade of a magnificent house with gardens. At least they could look at something lovely. It took three years to complete the brocade, and it was her finest work. However, soon afterward, a great wind swept into their hut and carried it away! The woman was grief-stricken. So Ping went off in **pursuit** of the brocade, **assuring** his mother he would bring it home.

Ping walked for three days and came to a stone house. A bearded man sat outside. “I’m searching for my mother’s brocade,” Ping said.

“A brocade flew by three days ago,” said the man. “Now it’s in a palace far away. I’ll explain how you can get there and lend you my horse.” Ping thanked the man and bowed deeply to express his **gratitude**.

“First, you must ride through Fire Valley,” said the man. “You must cross over it regardless of the scorching heat without uttering a word. If you utter even a single sound, you’ll burn!” He continued, “After you’ve crossed Fire Valley, you’ll arrive at Ice Ocean. You must ride through the icy waters without shivering. If you shiver even once, the **outcome** will be terrible! The sea will swallow you up!” The old man paused before concluding, “When you emerge from the sea, you’ll be facing the Mountain of the Sun. The mountain is as steep as a straight line up to the sky! The palace sits on top of the mountain, and the brocade is in the palace.”

Foreshadowing Foreshadowing gives readers clues about the outcome of events in a story.

Imagery Imagery is words and phrases that help create pictures in a reader’s mind.

COLLABORATE



Your Turn

List two details that show “The Magical Lost Brocade” is a folktale. Then find examples of foreshadowing and imagery.

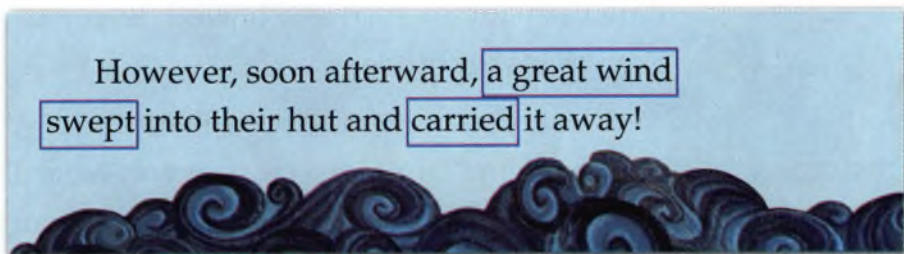
Personification

Writers sometimes use words in unusual ways to help you better picture an animal, a thing, or an event. Personification gives human qualities to an animal or object.



Find Text Evidence

When I read the sentence on page 137 of “The Magical Lost Brocade,” However, soon afterward, a great wind swept into their hut and carried it away! I know the writer is using personification. The words swept and carried away give the wind the movement of a person.



Your Turn

COLLABORATE



Tell which words in the following sentences from “The Magical Lost Brocade” are examples of personification. Explain how each example helps you picture an event.

The sea will swallow you up! *page 137*

As he crossed the valley, angry flames leaped out at him, *page 138*

The sea touched Ping with icy fingers, but he didn't shiver once, *page 138*



Readers to . . .

Writers organize ideas and information in a logical way. When writing a plan of action, sequence words such as *first*, *next*, and *after*, help the reader follow the order of events or tasks. Reread the plan in this passage from “The Magical Lost Brocade.”

Expert Model

Sequence

Identify sequence words that help show the order of events. How do the sequence words help you understand the story?

“A brocade flew by three days ago,” said the man. “Now, it’s in a palace far away. I’ll explain how you can get there and lend you my horse.” Ping thanked the man and bowed deeply to express his gratitude.

“First, you must ride through Fire Valley,” said the man. “You must cross over it regardless of the scorching heat, without uttering a word. If you utter even a single sound, you’ll burn!” He continued, “After you’ve crossed Fire Valley, you’ll arrive at Ice Ocean. You must ride through the icy waters without shivering. If you shiver even once, the outcome will be terrible! The sea will swallow you up!”



Writers



Editing Marks

- ^ Add
- / Make lowercase
- ~ Take out
- tr Transpose

Grammar Handbook

Possessive Nouns

See page 457.

Kim wrote about how she knows that a tale she likes is a folktale. Read Kim's revision of this section.

Student Model

★ To Touch the Stars ★

One folktale I know is about a girl named Kaya ^{who} wants to touch the stars. First, she ^sask for advice. Just as in all folktales, a wise man then explains what Kaya ^{must} do. The man gives Kaya tasks: ^{First} "Wait until a rainbow appears. A rainbow is slippery, so if you fall, keep trying. Then go to the foot of the rainbow and ^{climbing}start. After you reach the rainbow's center, stand on your tiptoe ^s, and touch the stars [!]." Doing these tasks is Kaya's test.

Your Turn

COLLABORATE



- Identify sequence words that Kim included.
- Tell which possessive nouns Kim used.
- Tell how revisions improved her writing.

Go Digital!

Write online in Writer's Workspace

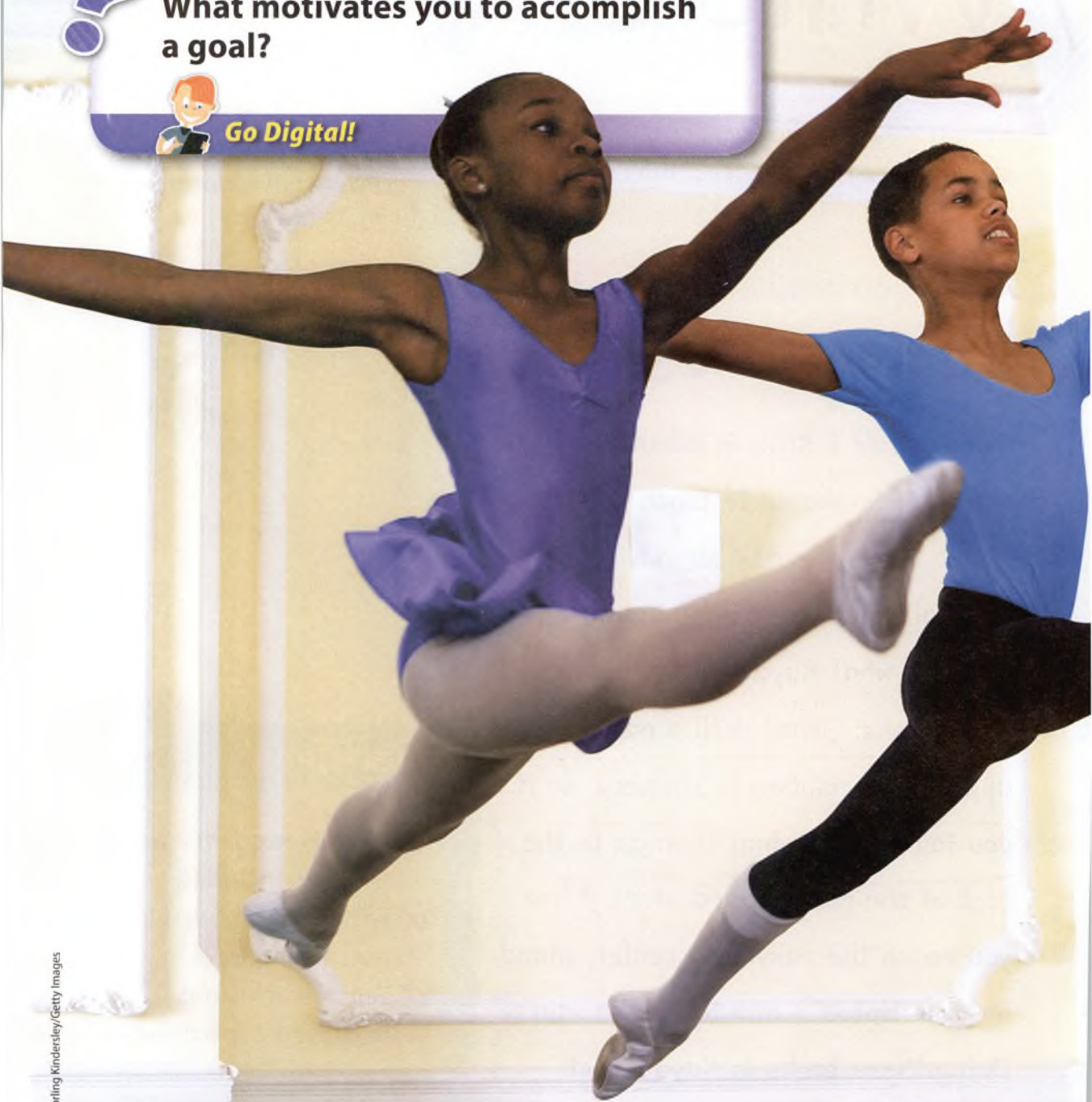


Essential Question

What motivates you to accomplish a goal?



Go Digital!



Poetry Terms

narrative

I like to read **narrative** poems because they tell a story.

Do you prefer narrative poems that tell about fictional or real events?

repetition

The **repetition** of words, phrases, or lines is used for emphasis.

When is the repetition of a word or phrase useful for emphasizing something?

free verse

Some poets enjoy the freedom of writing **free verse** poems that do not have rhyming patterns.

What would be a good topic for a free verse poem?

rhyme

A poem with **rhyme** contains words that end with the same vowel sound.

Can you think of three words that rhyme with funny?

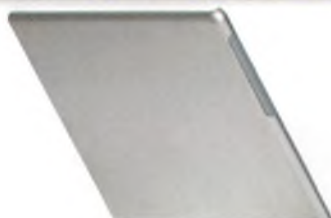
Your Turn

COLLABORATE



Pick three words and write a question about each for your partner to answer.

Go Digital! Use the online visual glossary



A Simple Plan

Each morning when Jack rises,
He schemes a simple plot:
"I think I'll change the world," says he,
"A little, not a lot."

For neighbors he might mow a lawn
Before they know he's done it,
Or lead a soccer match at school,
And not care which team won it.

Some kids would laugh,
but Jack would smile
And look for more to do.

He'd walk your dog or tell a joke,
Or play a song for you.

Jack's brother John just didn't see
What Jack was all about.

John shuddered at Jack's crazy ways,
But Jack had not one doubt.



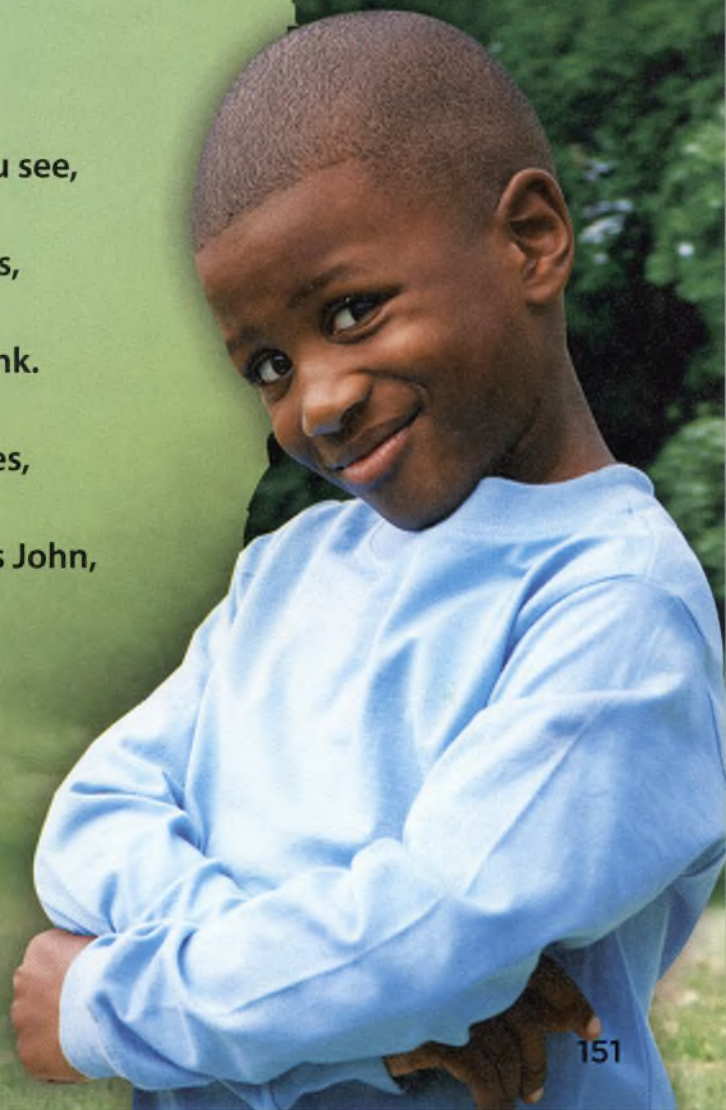
Essential Question

What motivates you to accomplish a goal?

Read how two poets describe unusual goals and why they matter.

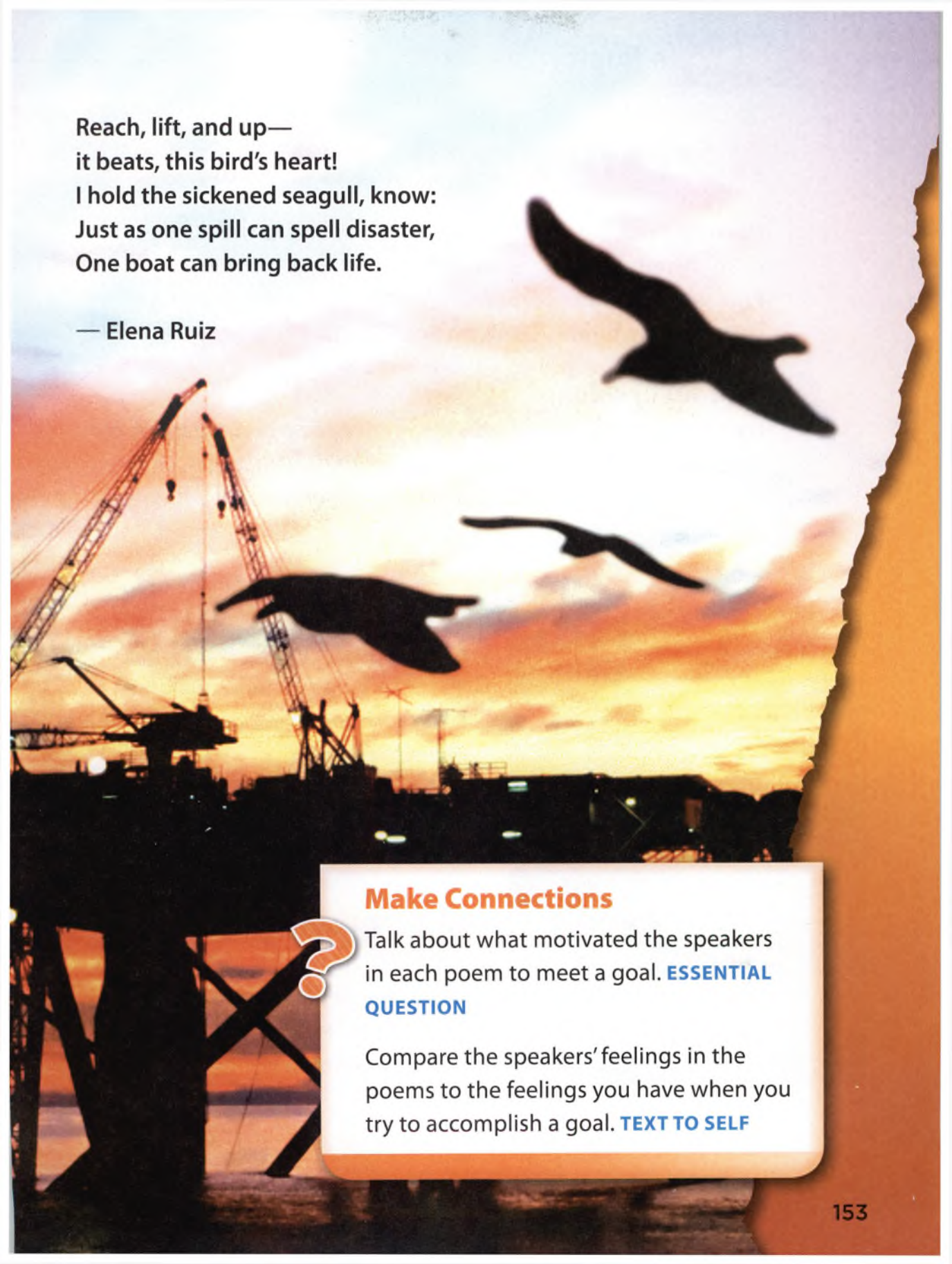
"Who wants to do another's chores?"
John asked. "What does it mean,
'I'll change the world?' You're wasting time.
What changes have you seen?"
"Little brother," Jack explained,
"I used to think like you.
I thought, 'Why bother?' and 'Who cares?'
I see you do that, too.
I'd see some grass not mowed, or else
Kids not getting along,
And in the park no games to play—
I'd wonder what was wrong.
And then I had to ask myself,
What was I waiting for?
The change can start with me, you see,
That key is in my door.
I've memorized a thousand names,
And everyone knows me.
What do *you* do?" John had to think.
And he began to see.
Now each morning when Jack rises,
He hears his brother plan:
"I think I'll change the world," says John,
"If I can't, then who can?"

— Peter Collier



RESCUE


From the time we heard of the spill—
a *spill*, as if
someone tipped syrup
onto a tablecloth, as if
salt was shaken to the floor—
my coastal neighbors sailed out, flew
to find the sodden sea birds, bogged down
in waves of oil, a coating
so heavy no wing could lift.
From my own canoe I glimpse a head
once downy, but not drowned—
my heart holds hope!



Reach, lift, and up—
it beats, this bird's heart!
I hold the sickened seagull, know:
Just as one spill can spell disaster,
One boat can bring back life.

— Elena Ruiz

Make Connections

 Talk about what motivated the speakers in each poem to meet a goal. **ESSENTIAL QUESTION**

Compare the speakers' feelings in the poems to the feelings you have when you try to accomplish a goal. **TEXT TO SELF**

Narrative and Free Verse

Narrative poetry: • Tells a story. • Has characters and dialogue.
• Can rhyme.

Free verse: • Shares ideas and feelings with no set rhyming pattern or rhythm. • Has no set line length.



Find Text Evidence

I can tell that "A Simple Plan" is a narrative poem because it tells a story and has dialogue between characters. I see that "Rescue" is free verse because there is no set line length or rhyming patterns.

page 151

"Who wants to do another's chores?"
John asked. "What does it mean,
'I'll change the world?' You're wasting time.
What changes have you seen?"
"Little brother," Jack explained,
'I used to think like you.
I thought, 'Why bother?' and 'Who cares?'
I see you do that, too.
I'd see some grass not mowed, or else
Kids not getting along.
And in the park no games to play—
I'd wonder what was wrong.
And then I had to ask myself,
What was I waiting for?
The change can start with me, you see,
That key is in my door.
I've memorized a thousand names,
And everyone knows me.
What do you do?" John had to think.
And he began to see.
Now each morning when Jack rises,
He hears his brother plan:
'I think I'll change the world,' says John,
'If I can't, then who can?"

— Peter Collier



"A Simple Plan" is a narrative poem because it tells a story, has characters, and includes dialogue. Like some narrative poems, this one also rhymes.

COLLABORATE



Your Turn

Reread the poems "A Simple Plan" and "Rescue." How does the choice to rhyme or not to rhyme affect the poems?

Theme

The **theme** is the big idea or message that the poet wishes to communicate. Thinking about the speaker, word choices, and key details that the poet uses can help you figure out the theme of the poem.



Find Text Evidence

Both poems are about accomplishing goals, but each poem has a specific theme. I'll reread "A Simple Plan," think about who is speaking, and look for key details to figure out the poem's theme.

Detail

"I think I'll change the world"



Detail

I thought, 'Why bother?'



Detail

The change can start with me



Theme

Helping to make the world better gives life purpose and meaning.

COLLABORATE



Your Turn

Reread the poem "Rescue."
Think about the speaker and list key details in the graphic organizer. Use the key details to figure out the theme of the poem.

Go Digital!

Use the interactive graphic organizer

Repetition and Rhyme

Poets may use **repetition**, or the repeated use of words, sounds, or phrases, for effect. Repeating a word, phrase, or sentence style helps emphasize the meaning. **Rhyme** is the repetition of the same vowel sound.



Find Text Evidence

Reread the poem “Rescue” on pages 152 and 153. Look for phrases and words that are repeated and the effect they create.

page 152

From the time we heard of the spill—
 a *spill*, as if
 someone tipped syrup
 onto a tablecloth, as if
 salt was shaken to the floor—
 my coastal neighbors sailed out, flew
 to find the sodden sea birds, bogged down
 in waves of oil, a coating
 so heavy no wing could lift.
 From my own canoe I glimpse a head
 once downy, but not drowned—
 my heart holds hope!

The word “spill” is repeated to emphasize the event. The words “as if” are repeated to emphasize that the spill to come in the poem is worse than spilling syrup or salt.

Your Turn

COLLABORATE



Find examples of rhyme and repetition in “A Simple Plan.” How is the use of repetition different in “Rescue”?

By Leaps and Bounds

When you set a goal for yourself, what does it take to achieve it? How will you know you have accomplished your goal?

- ▶ These ambitious dancers will have to study, rehearse, and practice for hours each day if they want to be great.
- ▶ Working hard for success gives them satisfaction and a sense of a job well done.

Talk About It



Write words you have learned about accomplishing a goal. Then talk about a goal you have had, and what motivated you to accomplish it.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.

ambitious



Paulo is an **ambitious** bike rider and always looks for challenges.

Who do you know that you would describe as ambitious?

memorized



Pat **memorized** the poem and recited it perfectly for the class.

What is the name of a poem or song that you memorized?

satisfaction



Participating in sports, such as basketball, gave Jason great **satisfaction**.

What activity gives you great satisfaction?

shuddered



Jill **shuddered** as she bit into the tart, juicy lemon.

What is a synonym for shuddered?

Homographs

Homographs are words that are spelled the same but have different meanings and may or may not have the same pronunciation. You can use context clues to help figure out which homograph is correct.



Find Text Evidence

In "A Simple Plan," I see the word park. I know that park can be a verb meaning to place or leave something, and it can also be a noun meaning land set apart for recreation. The phrase "games to play" is a clue that park has the second meaning.

page 151

I'd see some grass not mowed, or else
Kids not getting along,
And in the **park** no games to play—
I'd wonder what was wrong.

Your Turn

COLLABORATE



Reread the homographs *down* and *spell* in the poem "Rescue." Identify clues that help you figure out the meaning.



Readers to ...

Writers use **precise**, or specific, **language** to give the reader a clear and accurate understanding of a poem. Using precise language in poetry and other writing forms also creates clear pictures in the reader's mind.

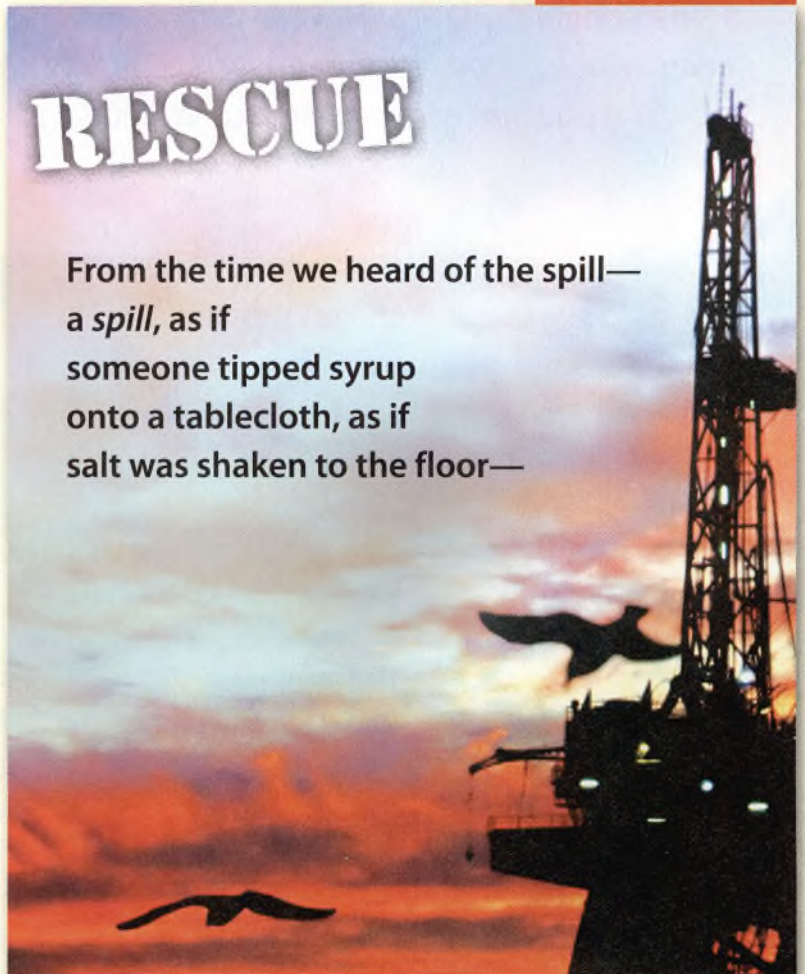
Expert Model

Precise Language

Identify precise language that the poet used. How did her word choice help you understand the poem and create clear pictures in your mind?

RESCUE

From the time we heard of the spill—
a *spill*, as if
someone tipped syrup
onto a tablecloth, as if
salt was shaken to the floor—



Writers



Josie wrote a free verse poem about accomplishing a goal. Read Josie's revision.

Student Model

Room Cleaning

^{jumbled}
My room seems to call out,
^

"Clean me!"

It's a ~~mess~~ clutter, clutter, clutter
≡

^{from every corner,}
is the call
^

^{from the bed,}
from the closet,
^

^{blast}
and so I ~~play~~ my music
^

and try to dance it clean!



Editing Marks

- ^ Add
- ^ Add a comma.
- ↷ Take out.
- Ⓢ Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Nouns in Prepositional Phrases

See page 457.

Your Turn

COLLABORATE



- Identify the precise words that Josie used.
- Identify the nouns in prepositional phrases that Josie used.
- Tell how revisions improved her writing.

Go Digital!

Write online in Writer's Workspace

Unit 3

Getting from Here to There

THE BIG IDEA

What kinds of experiences can lead to new discoveries?



Beyond Borders

To tell the truth, as the plane hovered over the city lights, I felt afraid—the tight borders, endless sand, and empty expanses. The different rules. But then I arrived,

and found myself a guest at a table groaning with meat, bread, dates, tea and more. Laughter sweetening the night, we shared stories, exchanged histories. Gentleness entered the room.

Under a new moon's light, I held out my hand to say good-bye, then walked out into the desert sky's open arms. A hundred thousand grains of sand rose with the wind, and resettled—soft and new.

—Anna Citrino



Essential Question

What can learning about different cultures teach us?



Go Digital!



MOVING TO A NEW BEAT

Wherever I travel in the world, I enjoy meeting new people, trying different foods, and learning about the customs of each new place.

- ▶ One of my favorite things to share with others is African dance. People always become joyful when they move together to music.
- ▶ When I gain an appreciation of the music and dances of other cultures, I feel joyful, too!

Talk About It



Write words you have learned about cultural exchanges. Then talk about one thing you have learned from another culture.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



appreciation

Gram showed her **appreciation** for my help by giving me a hug.

How do you show appreciation for someone's help?



blurted

By mistake, I **blurted** out the secret about the surprise.

How would you feel after you blurted out a secret?



complimenting

Complimenting me when I do well makes me feel great.

If you were complimenting a friend, what would you say?



congratulate

After Niki lost the race, she went over to **congratulate** the winner.

What might you congratulate someone for?



contradicted

The witness **contradicted** what he had said earlier, and the lawyer pointed it out.

When have you contradicted something you said previously?



critical

A **critical** person often finds fault with what others do and points it out.

When have you been critical of yourself?



cultural

Languages, foods, and celebrations are examples of **cultural** differences.

Give two examples of cultural activities.



misunderstanding

Mira wore the wrong clothes as a result of a **misunderstanding**.

How would you handle a misunderstanding with a friend?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

A Reluctant **TRAVELER**

PASSPORT



United States
of America



Essential Question

**What can learning about
different cultures teach us?**

Read about what Paul
discovers in Argentina and
what he learns about himself.

“I think packing winter clothes in August is weird,” Paul said, looking from his bedroom window onto West 90th Street. This wasn’t going to be a fun vacation. He was sure of it.

His mom **contradicted**, “It’s not weird, honey. Argentina’s in the Southern hemisphere, and we’re in the Northern hemisphere, so the seasons are opposite.” To Paul, this was just another reason to want to stay in New York City. Paul wanted to spend the rest of his summer break hanging out with his friends, and not with Aunt Lila and Uncle Art in a faraway country.

Paul’s parents, Mr. and Mrs. Gorski, were teachers, and this was a chance they couldn’t pass up. Their apartment had been covered with travel guides full of **cultural** information ever since Mrs. Gorski’s sister and her husband had relocated to Argentina six months ago. The Gorskis had big plans. Paul, on the other hand, wanted to sleep late and play soccer with his friends. They lived in a city already. Why were they going to Buenos Aires?

As their plane took off, Paul’s dad said, “Look down there! That’s the island of Manhattan. See? You can even see Central Park!” Paul never realized how completely surrounded by water New York was. Many hours later, as the plane was landing in Buenos Aires, Paul noticed similar outlines of a city on the water, and bright lights, just like home.



“We have so much to show you!” Aunt Lila gushed when they met at the airport. They had a late dinner at a restaurant, just as they often did back home. But the smells coming from its kitchen were new. Uncle Art ordered in Spanish for everyone: *Empanadas* (small meat pies), followed by *parrillada* (grilled meat), *chimichurri* (spicy sauce), and *ensalada mixta* (lettuce, tomatoes, and onions).



Paul made a face. “Don’t be **critical**, Paul,” his mom said. “Just take a taste.” Though some of the foods were new, the spices and flavors were familiar to Paul.

“Mom, I had something like this at César’s house,” Paul said, after biting into an empanada. “This is really good.” As he was **complimenting** the food, Paul felt his bleak mood improving.

Their first full day in Buenos Aires brought a rush of new sights, sounds, and languages. Paul noticed that like New York, Buenos Aires had people from all over the world. His Aunt Lila remarked, “We speak Spanish, but I really need to be multilingual!”



On a plaza, Paul saw a group of people dancing to music he’d never heard. Paul had seen break-dancing on the street, but never dancing like this. “That’s the tango,” Uncle Art said. “It’s the dance Argentina is famous for! Being a soccer player, Paul, I know you have an **appreciation** for people who move well.”



"You know, that *is* pretty cool," Paul admitted.

Around noon, they piled back into the car and drove to the most unusual neighborhood Paul had seen yet. All the buildings were painted or decorated in yellow and blue. "Soccer season has started here," his Aunt Lila said.

"Huh?" Paul asked, wondering if there had been a **misunderstanding**. "Isn't it too cold for soccer?" he asked.

"It's nearly spring. And," his aunt added, "Boca and River are playing at La Bombonera, the famous stadium, this afternoon." She held out her hand, which held five tickets to see these big teams play. Paul couldn't believe it.

"We're in the neighborhood of La Bombonera," Uncle Art said. "When Boca beats their rival, River, the people decorate their neighborhood in Boca colors!"


"Maybe I could paint my room in soccer team colors!" Paul **blurted**.

His mom smiled. "I **congratulate** you, Paul! You've turned out to be a really great traveler." Paul smiled, too.



(bkgd) Marcos Brindici/Reuters/Corbis; (t) Peter Horree/Alamy

Make Connections

 Talk about what Paul and his family learned about the culture of Argentina. What did Paul learn about himself? **ESSENTIAL QUESTION**

What has learning about a different culture taught you? **TEXT TO SELF**

Summarize

When you summarize a story, you tell the important events and details in your own words. This helps you remember what you have read. You can summarize a story after you've finished it, or summarize parts of a story while you are reading it.



Find Text Evidence

You can check your understanding of the opening of "A Reluctant Traveler" on page 167 by summarizing the important events and details.

page 167

"I think packing winter clothes in August is weird," Paul said, looking from his bedroom window onto West 90th Street. This wasn't going to be a fun vacation. He was sure of it.

His mom **contradicted**, "It's not weird, honey. Argentina's in the Southern hemisphere, and we're in the Northern hemisphere, so the seasons are opposite." To Paul, this was just another reason to want to stay in New York City. Paul wanted to spend the rest of his summer break hanging out with his friends, and not with Aunt Lila and Uncle Art in a faraway country.

Paul's parents, Mr. and Mrs. Gorski, were teachers, and this was a chance they couldn't pass up. Their apartment had been covered with travel guides full of **cultural** information ever since Mrs. Gorski's sister and her husband had relocated to Argentina six months ago. The Gorskis had big plans. Paul, on the other hand, wanted to sleep late and play soccer with his friends. They lived in a city already. Why were they going to Buenos Aires?

As the story begins, Paul and his mom, who live in New York City, are packing to go on a family vacation in Buenos Aires. They'll stay with Paul's aunt and uncle, but Paul is not sure he wants to make the trip.

Your Turn

COLLABORATE



What are Paul's main experiences on his first night in Buenos Aires? Summarize the events and their effect on Paul. As you read, use the strategy Summarize.

Theme

The **theme** of a story is the overall idea or message about life that the author wants the reader to know. The theme is not stated, but you can find it by thinking about what characters say and do, and what happens to them.



Find Text Evidence

When I read what Paul says in the first paragraph on page 167 of "A Reluctant Traveler," I see that Paul is not looking forward to his summer vacation. In the next paragraph, I see that his parents are taking him to Argentina to visit his aunt and uncle.

**What Does
the Character
Do and Say?**

Paul looks out his bedroom window. "I think packing winter clothes in August is weird."

**What Happens
to the
Character?**

Paul's family is going to Argentina to visit his aunt and uncle.

Theme

Your Turn

COLLABORATE



Reread "A Reluctant Traveler." Complete the graphic organizer by recording the most important things the characters do and say and what happens to them. Then state the theme of the story in the last box.

Go Digital!

Use the interactive graphic organizer

Realistic Fiction

The selection “A Reluctant Traveler” is realistic fiction.

Realistic fiction:

- Tells about characters and events that resemble people and events in real life
- Happens in a setting that is real or seems real
- Includes dialogue and descriptive details



Find Text Evidence

I can tell that “A Reluctant Traveler” is realistic fiction. Paul and his parents travel from New York City to Buenos Aires, which are both real places. Visiting relatives and sightseeing are details that could happen in real life, and the dialogue shows what real people might say.

page 167

“I think packing winter clothes in August is weird,” Paul said, looking from his bedroom window onto West 90th Street. This wasn’t going to be a fun vacation. He was sure of it.

His mom **contradicted**, “It’s not weird, honey. Argentina’s in the Southern hemisphere, which means the seasons in the Northern hemisphere, so the seasons are opposite.” To Paul, this was just another reason to want to stay in New York City. Paul wanted to spend the rest of his summer break hanging out with his friends, and not with Aunt Lila and Uncle Art in a faraway country.

Paul’s parents, Mr. and Mrs. Gorski, were teachers, and this was a chance they couldn’t pass up. Their apartment had been covered with travel guides full of **cultural** information ever since Mrs. Gorski’s sister and her husband had relocated to Argentina six months ago. The Gorskis had big plans. Paul, on the other hand, wanted to sleep late and play soccer with his friends. They lived in a city already. Why were they going to Buenos Aires?

As their plane took off, Paul’s dad said, “Look down there! That’s the island of Manhattan. See? You can even see Central Park!” Paul never realized how completely surrounded by water New York was. Many hours later, as the plane was landing in Buenos Aires, Paul noticed similar outlines of a city on the water, and bright lights, just like home.



Dialogue Dialogue is the exact words the characters say. Dialogue is shown using quotation marks. A new paragraph indicates a different speaker.

COLLABORATE



Your Turn

Read aloud a line of dialogue in “A Reluctant Traveler.” How is the dialogue realistic? What does the line reveal about the character?

Context Clues

When you don't know the meaning of a word, you can look for **cause and effect relationships** between words as clues to the word's meaning. Cause and effect clues may be in the same sentence as the unknown word, or in a nearby sentence.



Find Text Evidence

To understand what hemisphere means, I can look at a cause and effect relationship. Hemisphere has to do with a location on the earth. Since seasons in the Northern and Southern hemispheres are opposite, hemisphere must refer to areas divided by the equator.

"Argentina's in the Southern hemisphere, and we're in the Northern hemisphere, so the seasons are opposite."



Your Turn

COLLABORATE



Use cause and effect relationships between words as clues to the meanings of the following words from "A Reluctant Traveler."

relocated, page 167

bleak, page 168

multilingual, page 168



Readers to ...

Writers use formal language, or **formal voice**, when their audience is a person of authority and respect, such as a teacher. Writers use an **informal voice** when their audience is someone they know well. Informal voice may include contractions, slang, and everyday vocabulary. Read the passage below from “A Reluctant Traveler.”

Expert Model

Formal and Informal Voice

Identify features of an **informal voice** in the dialogue and narration. How does an informal voice make the dialogue sound realistic?

“I think packing winter clothes in August is weird,” Paul said, looking from his bedroom window onto West 90th Street. This wasn’t going to be a fun vacation. He was sure of it.

His mom **contradicted**, “It’s not weird, honey. Argentina’s in the Southern hemisphere, and we’re in the Northern hemisphere, so the seasons are opposite.” To Paul, this was just another reason to want to stay in New York City.



Writers



Rose wrote a letter to a friend, telling her about a family celebration. Read Rose's revision of this section.

Student Model

May 6

Dear Adrienne[^]

Yesterday was Cinco de Mayo, which was also my birthday (as you know)! So my family celebrated in a ^{in our tiny backyard} big way. [^] Really, it was more like an awesome fiesta! We invited all our friends and neighbors ^(sp) and tons of people came! ^{We played} ~~There was~~ music, and everyone danced. My brother made the coolest piñata. ^{in our family} (He's the artist!) [^]

Do you think next year you'll be able to come to my party? Miami's not that far from ^{Chicago} ~~chicago~~. ^{If you fly,} ~~It'll~~ take only a couple of hours!

Editing Marks

- [^] Add
- / Make lowercase.
- ✂ Take out.
- (sp) Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Action Verbs

See page 458.

Your Turn

COLLABORATE



- Identify how Rose gave her letter an informal voice.
- Look for action verbs that Rose used.
- Tell how revisions improved her writing.

Go Digital!

Write online in Writer's Workspace

Weekly Concept Being Resourceful



Essential Question

How can learning about nature be useful?



Go Digital!

(big) Mathieu Balanger/X22032/Reuters/Corbis, (in) Kerry Sheeler/Aurora/Getty Images, (c) F. T. Omlie/SuperStock, (br) Ryan Donnell/Aurora/Getty Images, (inset) Burke Trilo Productions/Arville/Getty Images

A Fruitful Experience

Human beings depend on nature. Over many years, we have had to figure out what is safe for us to eat, and how to grow the foods we need.

- ▶ Cranberries, pictured here, grow wild on shrubs and vines, but resourceful people have learned to cultivate them.
- ▶ These men are standing in a cranberry bog. Flooding the cranberry beds each autumn makes the fruit easier to harvest.

Talk About It



Write words you might use to describe how learning about nature is useful. Then talk about a time when learning about nature helped you.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



civilization

I am excited to look at the unique artifacts that an ancient **civilization** left behind.

What past civilization interests you most?



complex

The **complex** jigsaw puzzle was a challenge to finish.

What is an antonym for complex?



cultivate

It takes time and work to **cultivate** a beautiful garden.

How do you cultivate a friendship?



devise

My mom helped our family **devise** a plan for eating healthfully.

What healthful plan would you like to devise?



fashioned

I watched as the potter **fashioned** a vase out of clay.

What other items can be fashioned from clay?



resourceful

Birds are **resourceful** when finding materials to build nests.

What qualities does a resourceful person have?



shortage

The river was drying up from a **shortage** of rainwater.

Why is a shortage of water dangerous?



tormentors

Flies and mosquitoes can be **tormentors** to people in summer.

How can cats be tormentors to birds?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

Survivaland



Essential Question

How can learning about nature be useful?

Read how four friends use their knowledge of nature to survive.

"I'm going to win *Survivaland*!" Raul declared as he started the computer game. His immobile character suddenly sprang into action on screen. He raced across the desert island pursued by a sandstorm.

"Not today," Latrice warned while moving her character on the screen. "I'll be the last player standing on the island!"

Juanita stomped her feet. "No way," she insisted, "I always **devise** a winning game plan."

Jackson frowned. "*Survivaland* is too **complex**," he complained. "You have to know all about nature to win, but in real life, knowing about nature is just not that important."

"You are so wrong!" Juanita cried.

A loud *crackle* sounded, and the entire room went dark. When the lights returned seconds later, the four players were very confused. Instead of controlling their characters on the computer screen, they were on the island themselves!

"I can't believe it—we're inside the game!" Raul exclaimed. "And this sandstorm is blinding me! What should we do?" Suddenly, a large sign in the sky flashed a message: RUN WEST TO ESCAPE THE STORM.

"Which way is west?" Jackson called.

"I know," Latrice exclaimed, pointing. "The sun is rising over there, and since the sun ascends in the east and sets in the west, west must be in the opposite direction."



The four players ran until the sandstorm was safely behind them. “Whew, that was close!” Raul gasped with a **shortage** of breath.

Suddenly Juanita shouted, “No time to relax—there’s new trouble overhead!” The group looked up and saw a gigantic butterfly hovering above them. Juanita feared the monster insect might fly down and land on her head.

Just then, Raul spotted onions growing nearby. He quickly pulled one up and smashed it with a stick. He pulled it apart, **fashioned** four onion pieces, and said, “Rub this all over yourselves. NOW!”

The giant butterfly floated down and rested its feet on Juanita, just as she had feared. She shrieked in fright, and the gigantic insect flew away. “I think my screaming scared it off,” Juanita sighed.

“No, actually, the onion did,” Raul explained. “Because butterflies taste with their feet, I knew that the onion’s bitterness would drive the insect away.”

Jackson looked perplexed. “Huh? Butterflies taste with their feet?” he exclaimed, confused.

“Yes,” Raul replied, “don’t you remember learning that last year in science class?”

“I guess I was daydreaming that day,” Jackson admitted, adding, “Raul, you’re a **resourceful** friend!”

Then, without warning, an enormous crow flew down and announced, “I’m hungry!” When the huge bird walked close to Jackson, Juanita tore off the silver bracelet and ring she was wearing and threw them as far as she could. The crow raced after the jewelry, and the friends ran the other way.



Even after the bird was out of sight, they kept running, and Jackson called to Juanita, “Why did you throw away your jewelry?”

Juanita explained, “I read in a nature book that crows are attracted to shiny objects, so I knew the giant bird would go after the jewelry instead of me!”

“You see?” Raul said, looking at Jackson. “Knowing about nature has saved us again from our **tormentors**.”

Finally, the four friends stopped running—but not by choice. They accidentally tripped over a tree log and landed in gooey mud that covered their faces, making it impossible for them to see. They heard another loud crackle. When the four wiped the mud away and opened their eyes, they were back in Raul’s game room, in front of the computer screen! All the mud was gone, and the electric blue sky had become four white walls.

“We’re off the island!” Latrice cried. “We survived *Survivaland*, and all of us returned to a normal **civilization**!”

“So who won the game?” Raul wondered.

Jackson declared, “I think we all did—but I feel like the biggest winner, because I’ve managed to **cultivate** a new appreciation for nature.”

“Agreed!” the friends cried, as they wondered what game they might like to play next.



Make Connections

Talk about how the four friends used their knowledge of nature to get out of dangerous situations. **ESSENTIAL QUESTION**

How might you use information about nature to stay safe and healthy? **TEXT TO SELF**

Summarize

When you summarize a story, you can decide which details are most important and retell them in your own words. Ask yourself, *Does this detail help me understand what is happening?* Summarizing helps you remember what you read.



Find Text Evidence

You can summarize the first few paragraphs of "Survivaland" on page 181 to make sure you understand what has happened to the friends as they start the game.

page 181

"I'm going to win *Survivaland*!" Raul declared as he started the computer game. His immobile character suddenly sprang into action on screen. He raced across the desert island pursued by a sandstorm.

"Not today," Latrice warned while moving her character on the screen. "I'll be the last player standing on the island!"

Juanita stomped her feet. "No way," she insisted, "I always **devise** a winning game plan."

Jackson frowned. "*Survivaland* is too **complex**," he complained. "You have to know all about nature to win, but in real life, knowing about nature is just not that important."

"You are so wrong!" Juanita cried.

A loud *crackle* sounded, and the entire room went dark. When the lights returned seconds later, the four players were very confused. Instead of controlling their characters on the computer screen, they were on the island themselves!

Four friends are playing a computer game that tests who can best survive on a desert island. The text on page 181 says, "they were on the island themselves." These important details help me understand what the story is about before I continue reading.

Your Turn

COLLABORATE



What are the most important details about the outcome of "Survivaland"? Use the strategy Summarize as you read.

Theme

The **theme** of a story is the message about life that the author thinks is important. The theme is usually not stated in the story. To identify the theme, think about what the characters do and say and what happens to them. Then decide what lesson they learn as a result of their words and actions.



Find Text Evidence

On page 181 of "Survivaland," a message appears in the sky, telling the friends to run west to escape the sandstorm. Latrice says, "Since the sun ascends in the east and sets in the west, west must be in the opposite direction." Her knowledge allows the other characters to run to safety and escape the sandstorm.

What
Does the
Character
Do and Say?

Latrice knows the sun rises in the east, so she figures out that west is in the opposite direction.

What
Happens
to the
Character?

The characters run west to safety.

Theme

Your Turn

COLLABORATE



Reread "Survivaland." Complete the graphic organizer by recording the most important things that the characters say and do and what happens to them. Then use the information to figure out the story's theme.

Go Digital!

Use the interactive graphic organizer

Fantasy

The selection “Survivaland” is a fantasy.

A fantasy:

- Has a made-up setting
- Includes characters and events not possible in real life
- May include sensory language and personification



Find Text Evidence

I can tell that “Survivaland” is a fantasy. In the story, the characters meet a giant butterfly and a giant crow, which couldn’t exist in real life. Personification occurs when the crow speaks. Sensory language is used to describe the experiences.

page 182

The four players ran until the sandstorm was safely behind them. “Whew, that was close!” Raul gasped with a **shortage** of breath.

Suddenly Juanita shouted, “No time to relax—there’s new trouble overhead!” The group looked up and saw a gigantic butterfly hovering above them. Juanita feared the monster insect might fly down and land on her head.

Just then, Raul spotted onions growing nearby. He quickly pulled one up and smashed it with a stick. He pulled it apart. **fashioned** four onion pieces, and said, “Rub this all over yourselves. NOW!”

The giant butterfly floated down and rested its feet on Juanita, just as she had feared. She shrieked in fright, and the gigantic insect flew away. “I think my screaming scared it off,” Juanita sighed.

“No, actually, the onion did,” Raul explained. “Because butterflies taste with their feet, I knew that the onion’s bitterness would drive the insect away.”

Jackson looked perplexed. “Huh? Butterflies taste with their feet?” he exclaimed, confused.

“Yes,” Raul replied, “don’t you remember learning that last year in science class?”

“I guess I was daydreaming that day,” Jackson admitted, adding, “Raul, you’re a **resourceful** friend!”

Then, without warning, an enormous crow flew down and announced, “I’m hungry!” When the huge bird walked close to Jackson, Juanita tore off the silver bracelet and ring she was wearing and threw them as far as she could. The crow raced after the jewelry, and the friends ran the other way.



Sensory Language Language that is sensory involves the five senses: touch, sight, taste, sound, smell.

Personification Personification gives human qualities to animals or objects.

COLLABORATE



Your Turn

List five details in “Survivaland” that indicate the story is a fantasy.

Context Clues

When you come across an unfamiliar or multiple meaning word in a sentence, you can look for **comparisons** in the text as clues to the word's meaning.



Find Text Evidence

When I read the first paragraph on page 181 of "Survivaland," I can use the comparisons suddenly sprang into action and raced across to figure out the meaning of immobile. It must mean the opposite, "not moving."

"I'm going to win *Survivaland*!" Raul declared as he started the computer game. His immobile character suddenly sprang into action on screen. He raced across the desert island pursued by a sandstorm.



Your Turn

COLLABORATE



Use comparisons to figure out the meaning of each of the following words in "Survivaland."

ascends, page 181

hovering, page 182

perplexed, page 182



Readers to . . .

Each word a writer chooses has a dictionary meaning, or **denotation**. The same word may also have a **connotation**—a powerful feeling or emotion that the word suggests to you. Reread the opening paragraphs from “Survivaland” below.

Expert Model

Connotation and Denotation

Identify powerful words in the first paragraph that affect the way you think about the game.

What words in the third paragraph affect how you feel about Juanita?

“I’m going to win *Survivaland*!” Raul declared as he started the computer game. His immobile character suddenly sprang into action on screen. He raced across the desert island pursued by a sandstorm.

“Not today,” Latrice warned while moving her character on the screen. “I’ll be the last player standing on the island!”

Juanita stomped her feet. “No way,” she insisted, “I always devise a winning game plan.”



Writers



Editing Marks

- ^ Add
- ^ Add a comma.
- ~ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Verb Tenses

See page 458.

Talen wrote a fantasy about friends who travel to a strange land. Read Talen's revision of this section.

Student Model

Space Travel Blues

"Where in the world have we landed?" Anne said in a ^{shaky} ~~soft~~ voice.

"This island is so ^{creepy} ~~different~~. All the plants and animals are just one color—blue!"

"Don't be ^{a baby} ~~afraid~~, because I'm not afraid!" Mike ^{ed} ~~demand~~s. Anne was ^{by his bragging} ~~annoyed~~.



Your Turn

COLLABORATE



- Identify details that Talen included to show that his story is a fantasy.
- Look at Talen's use of verb tenses.
- Tell how Talen's use of connotative words affected your feelings about the characters.

Go Digital!

Write online in Writer's Workspace

Weekly Concept Patterns



Essential Question

Where can you find patterns in nature?



Go Digital!

Seeing a **PATTERN**

Though each thing in nature is unique, the repetition of shapes, colors, lines, and behaviors shows us that nature works in patterns.

- ▶ A geographic formation such as this salt marsh is often created over time. Wind and water, for example, create patterns like cut-outs in the landscape.
- ▶ These pictures of a leaf, coral, and a honeycomb suggest that things on Earth have a pattern.



Talk About It



Write words you have learned about patterns in nature. Then talk about one pattern in nature you have seen.



Vocabulary

Use the picture and sentences to talk with a partner about each word.



contact

When I turned on the gas stove, the flame made **contact** with the metal pot.

What happens when your hand comes into contact with something hot?



erode

When storms **erode** the beach, they carry sand away from the shore.

Why does the beach get smaller when storms erode it?



formation

The marching band played in **formation** during halftime.

Does formation mean that you make something or destroy it?



moisture

I knew it had rained when I saw drops of **moisture** on the leaves.

What is an antonym for moisture?



particles

Tiny **particles** of sand floated in the light shining across the dunes.

What is a synonym for particles?



repetition

I do each exercise in a **repetition** of ten, and hope to increase it to twenty.

What is a skill you have learned better through repetition?



structure

My little sister built a **structure** with blocks.

Did you ever build a structure, such as a castle or fort?



visible

The boy's face was **visible** through the apartment window.

What is visible from your window?

Your Turn

Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

COLLABORATE



Patterns of Change



Essential Question

Where can you find patterns in nature?

Read about patterns you can find in rocks and rock formations.

Rock Solid

“Solid as a rock” is a saying often used to describe something that’s reliable, that doesn’t change. But, in fact, rocks do change. The effects of water, wind, and temperature over long periods of time slowly transform one type of rock into another type of rock. These same forces also shape awe-inspiring landscapes and sketch designs on rock. Nature’s patterns are **visible** in some rocks as small as pebbles and in wonders as vast as the Grand Canyon.

The photograph across these pages shows one example of nature’s art. This **structure** of rock, known as the Wave **formation**, is made of sandstone. It is sand turned to rock over a long period of time.

Igneous Rocks

Igneous rocks are one type of rock. They are formed from hot, liquid rock called magma. Magma exists far below the Earth’s surface, but it sometimes escapes to the surface through cracks, such as the mouths of volcanoes. Then, we call it lava.

This molten rock, or lava, is composed of minerals. As the minerals slowly cool, they form crystals. Eventually, the once fiery liquid hardens into a solid substance.

There are many kinds of igneous rock. Their textures and colors come from their crystallized minerals. You may be familiar with granite, which feels rough and comes in many colors. Another variety of igneous rock is obsidian, which is smooth and often black.



Granite



Obsidian

Sedimentary Rocks

Igneous rocks do not stay the same forever. Water and wind **erode** them, carrying away **particles** of broken rock and depositing them elsewhere. These particles may be left on a beach or riverbank, in a desert or the sea.

Gradually, the particles collect in layers. The **contact** between the particles and the weight of the layers squeeze out any pockets of **moisture** or air. Pressed together, the particles form a new material called sedimentary rock. It is formed from many different sorts of sediment. It can include rocks and sand, as well as biological matter, such as plants, bones, and shells.

Just as there are different kinds of igneous rock, there are different kinds of sedimentary rock. Sandstone is formed from sand. Limestone is composed of bones and shells.

Rock Formations

Over time, a layer can be created entirely of one kind of sedimentary rock. Geologists who study rocks call a layer made of the same material and at about the same time a *stratum*. Another stratum of a different kind can be deposited on top of the first one. The plural for stratum is strata.

Many strata of different kinds of rock can accumulate. Each one will press down on those that came before it. Scientists learn a lot by studying the chronology of layers. The oldest layer will be at the bottom, the youngest at the top.

These layers of sedimentary rock can create dazzling patterns. Each layer will have its own texture and colors. Moreover, water and wind will continue to do their work.



Limestone



Marble

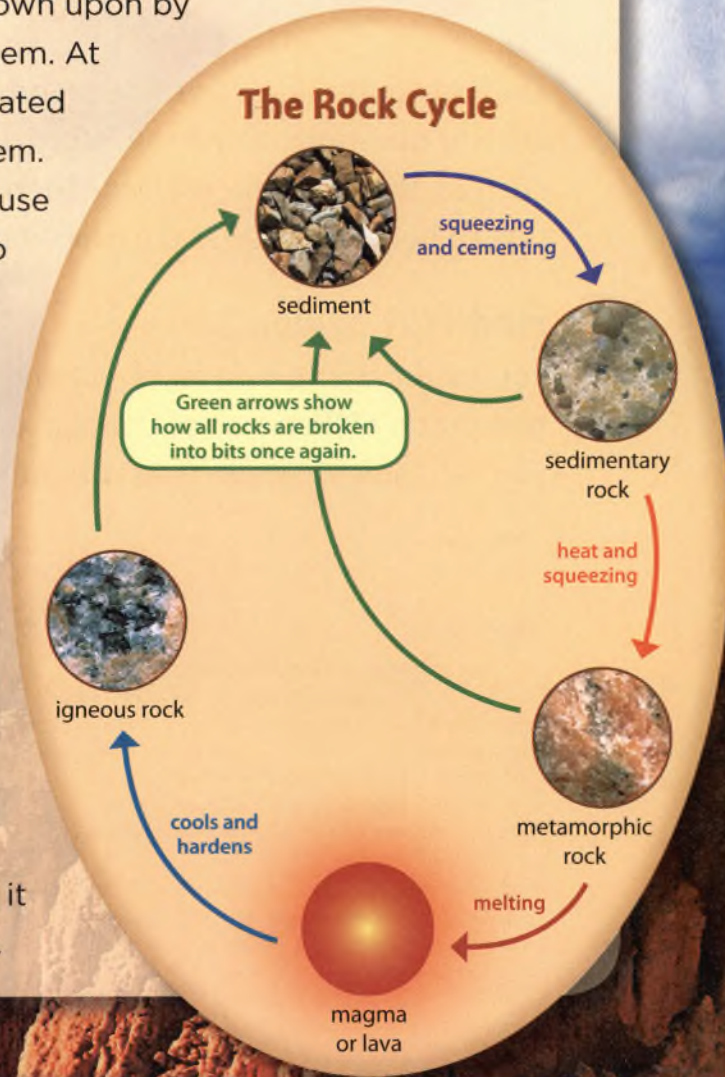


Sandstone

The Rock Cycle

Still, rocks continue to change. There is a third type of rock below the earth's surface, called metamorphic rock. These rocks are pressed down upon by the layers of rock above them. At the same time, they are heated by the magma beneath them. Eventually, the heat will cause some metamorphic rock to melt and become magma.

As the magma slowly cools, it will turn back into igneous rock. The **repetition** of this process is called the rock cycle. The rock cycle is a pattern—a pattern of change that repeats and continues. It transforms liquid rock into a solid substance. It builds cliffs from sand and bones. And it returns rock to liquid form.



Make Connections



Talk about the patterns you can find in sedimentary rocks. Where do you see these patterns? **ESSENTIAL QUESTION**

Compare the patterns of change in rocks with other patterns you have seen. **TEXT TO SELF**

Ask and Answer Questions

One way to be sure you understand a science text is to ask and answer questions about the information. You can ask a question such as, *Why does this happen?* Then look for information in the text to help you answer the question.



Find Text Evidence

You might ask *How do rocks change?* when you read the first paragraph of "Patterns of Change" on page 195. As you read, you can look for answers to your question.

page 195

Rock Solid

"Solid as a rock" is a saying often used to describe something that's reliable, that doesn't change. But, in fact, rocks do change. The effects of water, wind, and temperature over long periods of time slowly transform one type of rock into another type of rock. These same forces also shape awe-inspiring landscapes and sketch designs on rock. Nature's patterns are **visible** in some rocks as small as pebbles and in wonders as vast as the Grand Canyon.

The photograph across these pages shows one example of nature's art. This **structure** of rock, known as the Wave **formation**, is made of sandstone. It is sand turned to rock over a long period of time.

The text explains that water, wind, and temperature over long periods of time can change one type of rock into another type. They can also shape landscapes and sketch designs on rock.

Your Turn

COLLABORATE



Ask and answer a question about the information in the section "Igneous Rocks" on page 195. As you read, use the strategy Ask and Answer Questions.

Main Idea and Key Details

Most texts have an overall **main idea**. This is what the writer most wants you to know about a topic. To find the **main idea**, identify **key details**. Then decide what all the key details have in common.



Find Text Evidence

After I read "Sedimentary Rocks" on page 196, I see that the key details are about how different particles form sedimentary rocks. From these details, I can find the main idea.

Main Idea

Particles such as sand or bones and shells form different sedimentary rocks.

Detail

Wind and water carry away rock particles.

Detail

Particles collect in layers and are pressed together.

Detail

Sedimentary rocks are made from the pressed particles.

Your Turn



Reread "Rock Formations" on page 196. Use key details to find the main idea of this section.

Go Digital!

Use the interactive graphic organizer

Expository Text

The selection "Patterns of Change" is expository text.

Expository text:

- Explains a topic with reasons and evidence
- Supports reasons and evidence with facts, examples, and concrete details
- May include text features, such as diagrams or time lines



Find Text Evidence

I can tell "Patterns of Change" is expository text. It provides evidence and gives reasons why patterns occur, supporting these with facts and concrete details. A diagram illustrates information.

page 197

The Rock Cycle

Still, rocks continue to change. There is a third type of rock below the earth's surface, called metamorphic rock. These rocks are pressed down upon by the layers of rock above them. At the same time, they are heated by the magma beneath them. Eventually, the heat will cause some metamorphic rock to melt and become magma.

As the magma slowly cools, it will turn back into igneous rock. The **repetition** of this process is called the rock cycle. The rock cycle is a pattern—a pattern of change that repeats and continues. It transforms liquid rock into a solid substance. It builds cliffs from sand and bones. And it returns rock to liquid form.

Make Connections

Talk about the patterns you can find in sedimentary rocks. Where do you see these patterns? **ESSENTIAL QUESTION**

Compare the patterns of change in rocks with other patterns you have seen. **TEXT TO SELF**

197

Diagram A diagram helps readers visualize information. Read the title, callouts, and labels. Then study the way information is arranged, paying attention to the direction in which arrows point.



Your Turn

With a partner, describe the rock cycle. Begin with magma or lava. Following the arrows, explain how the molten rock changes.

Greek Roots

If you know the meaning of a word's root, you can use it as a clue to figure out the meaning of an unfamiliar word. Some roots from ancient Greek are *geo*, which means "earth"; *logy*, which means "study"; *chrono*, which means "time"; *bio*, which means "life"; and *morph*, which means "form."



Find Text Evidence

I'm not sure what geologists means on page 196 of "Patterns of Change." I know that geo means "earth" and logy means "study." The context clue who study rocks also helps me figure out that geologists means "someone who studies the earth."

Over time, a layer can be created entirely of one kind of sedimentary rock. **Geologists** who study rocks call a layer made of the same material and at about the same time a *stratum*.



Your Turn

COLLABORATE



Use what you know about Greek roots, along with other context clues, to figure out the meaning of the following words.

biological, page 196

chronology, page 196

metamorphic, page 197



Readers to...

Writers support their ideas with **relevant evidence**. The evidence may include facts, definitions, concrete details, and examples. Reread the paragraph below from “Patterns of Change.” Notice how concrete details and examples support the main idea of the paragraph.

Expert Model

Ideas

Relevant Evidence

Identify the main idea of the paragraph.

What reasons and evidence does the writer use for support?

The effects of water, wind, and temperature over long periods of time slowly transform one type of rock into another type of rock. These same forces also shape awe-inspiring landscapes and sketch designs on rock. Nature’s patterns are **visible** in some rocks as small as pebbles and in wonders as vast as the Grand Canyon.



Writers



Jeff wrote an expository text about photographing patterns in nature. Read his revision of this section.

Student Model

Ways to Look at Patterns

A camera is a great tool for looking at patterns in nature.

With a camera, you can focus on

whatever you want you can take a photograph of grass, flower ^{petals} ~~pettles~~

^{pine} needles. You can also zoom in to look at things that are far away ^{such as mountaintops.} A

photo can also surprise you. When you look at it later you may see a ^{an unexpected bug on the stem or}

^{complex} pattern on a leaf. ~~My uncle always takes pictures of his family!~~

Editing Marks

- ^ Add
- Add a period.
- ↵ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Main and Helping Verbs

See page 460.

Your Turn

COLLABORATE



- Identify how Jeff develops his main ideas with concrete details and examples.
- Look at Jeff's verbs. Point out main and helping verbs.
- Tell how revisions improved Jeff's writing.

Go Digital!

Write online in Writer's Workspace

Weekly Concept Teamwork



Essential Question

What benefits come from people working as a group?



Go Digital!



The Art of **WORKING TOGETHER**

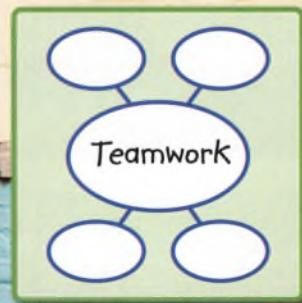
Playing sports, building houses, or performing in a show are just some of the reasons people come together to work in teams.

- ▶ A group of artists decided to collaborate on an art project for their community.
- ▶ Many people dedicated their time and talents to planning and painting this mural, and it inspired the whole neighborhood!

Talk About It



Write words you have learned about working as a team. Then talk about a time you were part of a successful team.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



artificial

Mike's **artificial** leg did not prevent him from playing most sports.

When might you need something to be artificial rather than real?



collaborate

Many students will **collaborate** to create our school's new banner.

What other projects might require you to collaborate with others?



dedicated

Tina **dedicated** herself to learning the song for the choir concert.

When have you dedicated all your efforts to learning something?



flexible

The dancer's body was so **flexible** that he could twist into almost any position.

Why is it important for athletes to be flexible?



function

The main **function** of a hammer is pounding nails.

What is the main function of another common tool?



mimic

Some insects can **mimic** a tree branch or twig to hide themselves.

What other animals can mimic something?



obstacle

The fallen tree created an **obstacle** in the road, and cars could not get through.

What sort of obstacle have you encountered trying to get somewhere?



techniques

Maria uses a variety of bowing **techniques** when playing her violin.

What are some techniques you use to help you study?

Your Turn

COLLABORATE



Choose three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary



Gulf Spill Superheroes



Essential Question

What benefits come from people working as a group?

Read about how a variety of people worked together after the Deepwater Horizon oil spill in the Gulf of Mexico.

Fans of comic books know that sometimes it takes a team of superheroes to save the day. Each one uses his or her special powers to fight an enemy or solve a problem. On April 20, 2010, the Deepwater Horizon drilling platform exploded in the Gulf of Mexico. Massive fires raged above the waters. Down below, gallons and gallons of oil spewed from a broken pipeline. Such a huge disaster would require the skills and abilities of many heroes working together.



Fire boats at work at the off shore oil rig Deepwater Horizon.

Responders in the Water

Immediately after the explosion, firefighters worked with the U.S. Coast Guard to battle the blaze. Boats and aircraft transported survivors from the platform to safety before the rig sank.

Meanwhile, scientists raced to understand what was happening underwater. Each type of scientist had a specific **function**. Oceanographers mapped out the ocean floor and charted water currents in the area. Biologists looked for ways to protect animals in the region from the spreading oil.

What was most important, engineers discussed **techniques** to fix the broken well. The leak was more than a mile below the Gulf's surface. That was too deep for human divers to work effectively. For that reason, experts relied on robots with **artificial** arms and special tools to stop the spill. Many of their first efforts failed.

After nearly three months, workers finally plugged up the damaged well. It would take many more months to clean up the mess left behind.

◀ **Workers move absorbent material to capture some spilled crude oil at Fourchon Beach, Louisiana.**

Watchers from the Sky

From the water, it was hard to see where the oil was spreading. Responders had to **collaborate** with other agencies, such as the NASA space program. Satellites in the sky sent information to scientists on the ground. Meteorologists tracked storms that might pose an **obstacle** to the response teams. Photographs helped team leaders decide how to assign their workers.

Pilots and their crews flew over the Gulf region in helicopters and planes. Some studied how the oil slick moved from place to place. Others directed the placement of floating barriers to protect sensitive areas. Some crews transferred needed supplies back and forth between land and sea.

Heroes on Land

As the oil approached land, new responders leapt into action. Veterinarians **dedicated** their efforts to helping out marine animals, such as pelicans and turtles. They would capture and treat affected animals before returning them to the wild. Naturalists and ecologists cleaned up the animals' habitats. Quite often, these groups' efforts overlapped and they helped one another. Volunteers also helped out on many tasks.

Local fishermen also needed help. They relied on crabs, shrimp, and other seafood for their livelihood. Government officials monitored fishing areas to decide which were safe. Bankers and insurance companies also reached out to the fishermen. They helped find ways to make up for the lost income from seafood sales.



Biologists catch an oil-soaked brown pelican to clean and return to the wild.

In Florida, experts worked together in a “think tank.” They needed to trap floating globs of oil before they ruined area beaches. They created the SWORD, or Shallow-water Weathered Oil Recovery Device. The SWORD was a catamaran with mesh bags hung between its two pontoons. The small craft would **mimic** a pool skimmer and scoop up oil as it moved. Because of its size and speed, the SWORD could be quite **flexible** responding to spills.



Workers place absorbent materials to catch oil in Orange Beach, Alabama.

As we have seen, the Deepwater Horizon accident required heroic efforts of all kinds. In some cases, workers’ jobs were quite distinct. In others, their goals and efforts were similar. The success of such a huge mission depended on how well these heroes worked together. The lessons learned will be quite valuable if and when another disaster happens.

Make Connections



How did people from other locations work together with those responders at the site of the Gulf oil spill?

ESSENTIAL QUESTION

How have others helped you achieve a goal? Explain how you all worked together to meet the challenge.

TEXT TO SELF

Ask and Answer Questions

When you read an article for the first time, you may find some details confusing. As you read “Gulf Spill Superheroes,” you can stop, ask yourself questions, and then look for answers.



Find Text Evidence

When you read “Watchers from the Sky” on page 210, you may get confused about how pilots and their crews helped. Ask, *Why would pilots and their crews be in charge of where to place floating barriers?* Then reread to find the answer.

page 210

Watchers from the Sky

From the water, it was hard to see where the oil was spreading. Responders had to **collaborate** with other agencies, such as the NASA space program. Satellites in the sky sent information to scientists on the ground. Meteorologists tracked storms that might pose an **obstacle** to the response teams. Photographs helped team leaders decide how to assign their workers.

Pilots and their crews flew over the Gulf region in helicopters and planes. Some studied how the oil slick moved from place to place. Others directed the placement of floating barriers to protect sensitive areas. Some crews transferred needed supplies back and forth between land and sea.

I reread the beginning of the section: From the water, it was hard to see where the oil was spreading. People placing the floating barriers needed pilots above to see the oil, so pilots were in charge.

Your Turn

COLLABORATE



Why did engineers decide to use robots to fix the broken well? Reread page 209 to find the answer. Remember to use the strategy Ask and Answer Questions.

Main Idea and Key Details

The **main idea** of an article is what it is mostly about. Each section and paragraph in an article also has a main idea. To find the main idea, identify **key details** and figure out what they have in common.



Find Text Evidence

When I read the section “Heroes on Land” on page 210, I see that all the details are about the efforts of people on land working to help others. From this I can find the main idea.

Main Idea

As the oil spill reached land, other responders went to work.

Detail

Veterinarians and naturalists helped animals affected by the oil.

Detail

Business leaders helped fishermen who could not fish in some areas.

Detail

Members of a “think tank” created the SWORD to protect local beaches.

Your Turn

COLLABORATE



Reread “Watchers from the Sky” on page 210. Use the graphic organizer to tell how responders in that section helped to deal with the Deepwater Horizon disaster.

Go Digital!

Use the interactive graphic organizer

Expository Text

The selection “Gulf Spill Superheroes” is an expository text.

Expository text:

- Gives factual information about a topic
- May offer the author’s conclusions supported by evidence
- May include photographs, captions, and headings



Find Text Evidence

I can tell that “Gulf Spill Superheroes” is expository text about the Gulf Spill responders. Headings organize the text by type of responder. Photos and captions provide additional information.

page 210

Watchers from the Sky

From the water, it was hard to see where the oil was spreading. Responders had to **collaborate** with other agencies, such as the NASA space program. Satellites in the sky sent information to scientists on the ground. Meteorologists tracked storms that might pose an **obstacle** to the response teams. Photographs helped team leaders decide how to assign their workers.

Pilots and their crews flew over the Gulf region in helicopters and planes. Some studied how the oil slick moved from place to place. Others directed the placement of floating barriers to protect sensitive areas. Some crews transferred needed supplies back and forth between land and sea.

Heroes on Land

As the oil approached land, new responders leapt into action. Veterinarians **dedicated** their efforts to helping out marine animals, such as pelicans and turtles. They would capture and treat affected animals before returning them to the wild. Naturalists and ecologists cleaned up the animals’ habitats. Quite often, these groups’ efforts overlapped and they helped one another. Volunteers also helped out on many tasks.

Local fishermen also needed help. They relied on crabs, shrimp, and other seafood for their livelihood. Government officials monitored fishing areas to decide which were safe. Bankers and insurance companies also reached out to the fishermen. They helped find ways to make up for the lost income from seafood sales.



Biologists catch an oil-soaked brown pelican to clean and return to the wild.

Use Photographs and Captions

Photographs help to illustrate the information in the text. Captions provide additional information.

COLLABORATE



Your Turn

List three examples of information that the author of “Gulf Spill Superheroes” includes that show you that this is expository text. Why is this kind of information included?

Latin Roots

Many English words have roots that come from ancient Greek and Latin. A root can be a clue to the meaning of an unfamiliar word. Some roots from ancient Latin are *sensus*, which means “perceive” or “feel”; *habitare*, which means “to live” or “to dwell”; and *port*, which means “carry.” The prefix *trans-*, which means “across,” also comes from ancient Latin.



Find Text Evidence

I'm not sure what marine means. I know that the Latin root mare means “the ocean or sea.” Other context clues talk about how the oil spill affected life in the Gulf of Mexico, so I can figure out that marine means “of or relating to the sea.”

Veterinarians dedicated their efforts to helping out **marine** animals, such as pelicans and turtles.



Your Turn

COLLABORATE



Use your knowledge of Latin roots to figure out the meanings of the following words from “Gulf Spill Superheroes”:

transported, page 209

sensitive, page 210

habitats, page 210



Readers to ...

A **strong conclusion** makes the reader feel that the writing is complete. In expository writing, a strong conclusion often restates the main idea and sums up the important points. It might also leave the reader with an interesting point for further thought. Reread the conclusion from “Gulf Spill Superheroes.”

Expert Model

Strong Conclusions

How does the author restate the important ideas of the article in her **conclusion**?

What does the author leave the reader to think about in this final paragraph?

As we have seen, the Deepwater Horizon accident required heroic efforts of all kinds. In some cases, workers’ jobs were quite distinct. In others, their goals and efforts were similar. The success of such a huge mission depended on how well these heroes worked together. The lessons learned will be quite valuable if and when another disaster happens.



Writers



Enzo wrote a letter to his school principal about a possible event. Read Enzo's revision of this section.

Student Model

Dear Principal juarez,

Ms. Keene asked me to describe our social studies skits for you. Each of

the skits ^{is} are based on an event from american ^phistry. Everyone has a part

in this exciting project. Kids who love

writing will be the writers ^{and} those who love art will make ^{scenery} ~~seenery~~ and props.

Kids will also get to act. Creating and

performing our social studies skits

Maybe it will even become an annual event.
will be a great team effort.

Editing Marks

- ^ Add
- ^ Add a comma.
- ~ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Linking Verbs

See page 461.

Your Turn

COLLABORATE



- What details support Enzo's description of the event as a team effort?
- Find the linking verbs Enzo uses.
- Tell how Enzo's revisions make the conclusion even stronger.

Go Digital!

Write online in Writer's Workspace



Essential Question

How do we explain what happened in the past?



Go Digital!



Pieces of the Puzzle

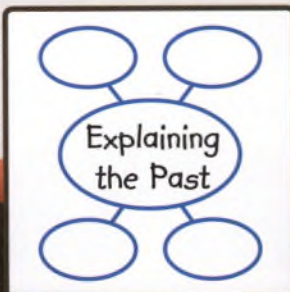
People like me all over the world excavate and study remnants of the past to learn where we came from.

- ▶ At the site of an ancient temple in Luxor, Egypt, I am trying to reconstruct a broken pottery plate.
- ▶ Artifacts like this help us understand how people lived, what technology they had, and what problems they may have experienced. From this, we may gain an insight into our own future!

Talk About It



Write words you have learned about things that help us explain the past. Then talk about something in the past that you would like to have explained.



Vocabulary

Use the picture and sentences to talk with a partner about each word.

archaeologist



An **archaeologist** examines ancient places for clues about early cultures.

What early culture would you investigate if you were an archaeologist?

era



The people sitting for the photograph wore clothes from an earlier **era**.

If you could time-travel to another era, which would you choose?

fragments



The dropped pottery vase was in **fragments** on the floor.

What fragments of objects have you found?

historian



A good **historian** finds interesting stories by studying past objects and events.

What would a future historian tell about the time you live in?



intact

Cardboard cartons help protect eggs so they arrive at the store whole and **intact**.

What would you like to find intact after a storm or flood?



preserved

Foods from our garden have been **preserved** in jars for enjoying all year.

Which of your possessions would you want preserved in a time capsule?



reconstruct

A skilled craftsman can **reconstruct** broken china so that it looks like new.

What famous place would you like to reconstruct as a model?



remnants

Divers discovered the **remnants** of a sunken ship.

What could someone learn from the remnants of a meal?

Your Turn

COLLABORATE



Pick three words. Write a question about each one for your partner to answer.

Go Digital! Use the online visual glossary



Essential Question

How do we explain what happened in the past?

Read two different views about the uses of a mysterious object.

The Inca Empire was centered in what is now Peru. It was taken by Spanish conquest in the middle of the 16th century.

What Was the Purpose of the Inca's **STRANGE STRINGS?**



String Theory

Was the quipu an ancient mathematical calculator?

Most of us do not do math problems without an electronic calculator. It would be even tougher without paper and pencil. Now imagine adding numbers with a device that looks like a mop! The quipu (pronounced KWEE-poo) was an invention of the Incas, an ancient civilization in South America. Most quipus were not **preserved**, but about 600 of them still remain **intact**.

Quipus are made of cotton and wool strings, sometimes hundreds of them, attached to a thicker horizontal cord. Both the **archaeologist** and the **historian** have tried to figure out how the quipu works. Here is their solution:



The quipu is an object that has baffled archaeologists for many years.

Knots were tied to the dangling strings to represent numbers.

The quipus were likely used by Inca officials to record and keep track of data, including statistics on anything from the number of crops produced by a village to the number of people living in a house.



Spinning a Yarn

The Incas had a 3-D language written in thread!

Mystery surrounds the Inca civilization. In its peak **era**—the middle of the 1400s—the Incas built thousands of miles of roads over mountains, and yet they had no knowledge of the wheel. They made houses of stone blocks that fit together perfectly without mortar, a bonding material. The biggest mystery may be how the Incas kept their empire together without a written language.

The solution to the last mystery might be an odd-looking object called a quipu. Only a few hundred of these **remnants** of the Inca culture still exist.

1 4 0 5

3 1 0 5

2 7 3 2

$132 + 417 + 3 = 552$

Top Knots = 100s
Middle Knots = 10s
Bottom Knots = 1s

Follow the illustration to understand how to count with a quipu.

Here is how a quipu would work: Each group of knots on a string represents a power of 10. Depending on their position, knots can stand for ones, tens, hundreds, and thousands. Clusters of knots increase in value the higher they are on the string. As a result, Incas with special training could add up the knots on a string to get the sum. They could also add up the total of many strings or even many quipus.

The patterns of the knots show repeating numbers. When you add it all up, it seems clear that the quipu was nothing less than an amazing low-tech calculator.

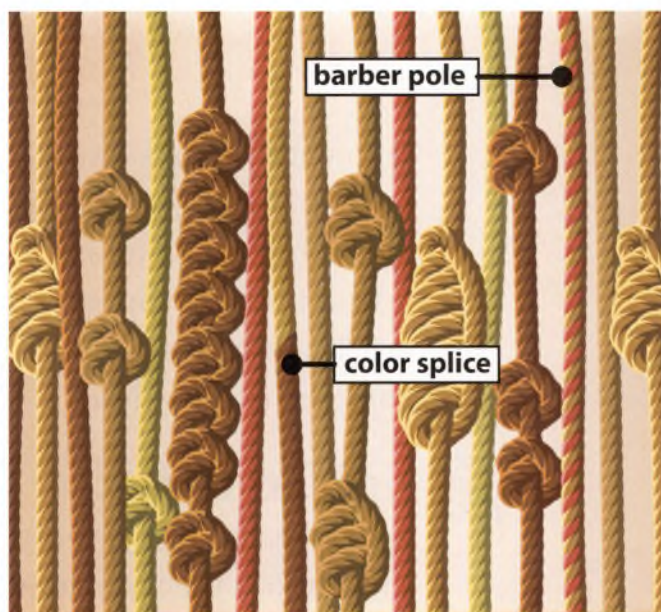


Quipus are made of wool strings that hang from a thick cord. On the strings are groups of knots. Many researchers believe the knots stand for numbers—even though no evidence supports this. But others make a strong case that the knots of the quipu were really language symbols, or a form of language.

Researchers found an identical three-knot pattern in the strings of seven different quipus. They think the order of the knots is code for the name of an Incan city. They hope to **reconstruct** the quipu code based on this and other repeating patterns of knots.

More conclusive proof that the quipu is a language comes from an old manuscript, a series of handwritten pages from the 17th century. It was found in a box holding **fragments** of a quipu. The author of the manuscript says the quipus were woven symbols. The manuscript even matches up the symbols to a list of words.

The Inca empire covered nearly 3,000 miles. Perhaps the strings of the quipu helped hold it together.



Some experts now believe that the quipu's knots, colors, and patterns made it more than just a counting device. Decoding the quipu may reveal historical records.

Make Connections



Talk about what historians found by studying the ancient quipu. **ESSENTIAL QUESTION**

Think about an object that confused you the first time you saw it. How did you find out what it was for? **TEXT TO SELF**

Summarize

Summarizing persuasive articles as you read is a good way to keep track of how the authors make important points. Summarize sections as you read and then summarize the whole article to check your understanding. When reading multiple articles on the same topic, you can use your summaries to compare information.



Find Text Evidence

As you read “String Theory” on pages 223 and 224, summarize the author’s theory of how the quipu might have been used.

page 224

Here is how a quipu would work: Each group of knots on a string represents a power of 10. Depending on their position, knots can stand for ones, tens, hundreds, and thousands. Clusters of knots increase in value the higher they are on the string. As a result, Incas with special training could add up the knots on a string to get the sum. They could also add up the total of many strings or even many quipus.

The Incas’ quipu had different patterns of knots on strings. Experts think the quipu may have been a calculator, and the patterns may have stood for numbers of different value.

Your Turn

COLLABORATE



Summarize the article “Spinning a Yarn.” How does this summary compare with the summary of “String Theory”?

Author's Point of View

In arguing for or against an idea in a persuasive article, an author is giving his or her **point of view**, or position, about the topic. Supporting details such as word choice, evidence, and reasons give clues to the author's point of view.



Find Text Evidence

I will read "Spinning a Yarn" to look for evidence of the author's point of view. Just below the title is this sentence: The Incas had a 3-D language written in thread! It shows that the author supports a connection between the quipu and language. The author provides evidence to support the idea that the knots were language symbols.

Details	Author's Point of View
"Incas had language in thread."	The author is in favor of quipu as a form of language.
Knots may not mean numbers	
patterns may be symbols	
old manuscript shows a code	

Your Turn

COLLABORATE



Identify important details in "String Theory" and place them in your graphic organizer. Then state the author's point of view.

Go Digital!

Use the interactive graphic organizer

Persuasive Article

“String Theory” and “Spinning a Yarn” are persuasive articles.

Persuasive articles:

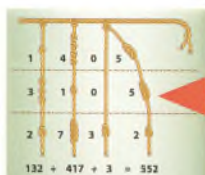
- Try to persuade a reader to support a position or idea
- Include opinions that are supported with details, reasons, and evidence
- Include text features, such as diagrams



Find Text Evidence

I can tell that “String Theory” is a persuasive article. The article states an idea of how a quipu was used. Details about how the quipu worked and how the Incas used it support the idea. A diagram illustrates the information.

page 224



Follow the illustration to understand how to count with a quipu.

Here is how a quipu would work: Each group of knots on a string represents a power of 10. Depending on their position, knots can stand for ones, tens, hundreds, and thousands. Clusters of knots increase in value the higher they are on the string. As a result, incas with special training could add up the knots on a string to get the sum. They could also add up the total of many strings or even many quipus.

The patterns of the knots show repeating numbers. When you add it all up, it seems clear that the quipu was used as an amazing low-tech calculator.

224



Spinning a Yarn

The Incas had a 3-D language written in thread!

Mystery surrounds the Inca civilization. In its peak era—the middle of the 1400s—the Incas built thousands of miles of roads over mountains, and yet they had no knowledge of the wheel. They made houses of stone blocks that fit together perfectly without mortar, a bonding material. The biggest mystery may be how the Incas kept their empire together without a written language.

The solution to the last mystery might be an odd-looking object called a quipu. Only a few hundred of these remnants of the Inca culture still exist.

Researchers discuss a quipu.



Diagram A diagram is a simple visual representation of an object, place, idea, or event. **Labels** show how parts relate to one another and to the whole.

COLLABORATE



Your Turn

Give two reasons that the diagram on page 224 supports the author’s claim that the quipu was used as a calculator.

Context Clues

When you come across an unfamiliar or multiple meaning word, context clues found in the same sentence may help you learn its meaning. **Sentence clues** are words that help support the meaning of an unfamiliar word in the same sentence.



Find Text Evidence

In the first paragraph of "String Theory" on page 223, I do not know the meaning of the word calculator. The words do math problems and electronic in the sentence suggest that a calculator is a mini-computer that solves math problems.

page 223

Most of us do not do math problems without an electronic calculator. It would be even tougher without paper and pencil.



Your Turn

COLLABORATE



Use sentence clues to figure out the meanings of the following words from "String Theory" and "Spinning a Yarn."

statistics, page 223

manuscript, page 225



Readers to...

Writers use **transitions** to connect ideas. Authors of persuasive texts connect related ideas with words such as *likewise* or *also*; connect opposing ideas with words such as *however* or *but*; or show cause and effect relationships with transitions such as *because* and *as a result*. Reread this passage of “String Theory” to see how the author used transitions.

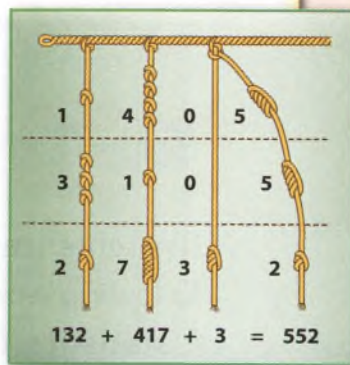
Transitions

Identify transitions in the passage and discuss the connections they make.

Expert Model

Here is how a quipu would work: Each group of knots on a string represents a power of 10. Depending on their position, knots can stand for ones, tens, hundreds, and thousands. Clusters of knots increase in value the higher they are on the string. As a result, Incas with special training could add up the knots on a string to get the sum. They could also add up the total of many strings or even many quipus.

The patterns of the knots show repeating numbers. When you add it all up, it seems clear that the quipu was nothing less than an amazing low-tech calculator.



Writers



Oscar wrote a persuasive text arguing that his school is a historic site. Read Oscar's revision of this section.

Student Model

Our Shawnee Past

We are ^{sp}ignorr~~ing~~ ^{an important}a ~~big~~ part of our school's history. ^{Two hundred years ago,} Holm Elementary

was the site of a Shawnee Indian

encampment. Since our school ^{built}was ~~here~~, kids ^{have dug}digged up Shawnee

arrowheads from our fields. ^{In addition,} Enoch

^{in his diary}Holm wrote ~~about~~ seeing smoke from "the Shawnee camp across the river."

We know where Enoch's farm was.

^{Therefore,} ~~"Across the river"~~ ^{Because of this history,} means us! ~~In my~~ ^{plaque} humble ~~opinion~~, a ~~plack~~ is in order.

Editing Marks

- ^ Add
- ^ Add a comma.
- ~ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Irregular Verbs

See page 462.

Your Turn

COLLABORATE



- Where does Oscar use transitions?
- Identify irregular verbs Oscar used.
- Tell how Oscar's revisions improved his writing.

Go Digital!

Write online in Writer's Workspace

Unit 4

IT'S UP TO YOU

A CLEAN MACHINE

So many options every day
to get me up and on my way:
To walk or drive or ride my bike—
It's clear to me which choice I like.

I keep my bike in tip-top shape
And ready for a quick escape
To get me where I want to go,
And show me all there is to know.

My heart grows full; my spirit, too.
I'm proud of what my legs can do
To pedal places, far and near
While keeping our skies clean and clear.

I ride because I love the Earth
And honor all it's truly worth.
My bike and I, together we
Explore our planet, strong and free.

—Hugh Coyle

A photograph of two cyclists riding on a ridge of a large rock formation. The scene is captured at sunset, with the sun low on the horizon, creating a warm, golden glow. The cyclists are silhouetted against the bright sky. The rock formation above them is a large, dark overhang. The foreground shows a valley with some vegetation and a dirt path.

THE BIG IDEA

How do we decide what's important?

Weekly Concept Sharing Stories



Essential Question

What kinds of stories do we tell? Why do we tell them?



Go Digital!



Show and Tell

Wherever we travel in the world, the words, "Once, long ago," let us know a story has begun.

- ▶ Some stories are written, some are told aloud, and still others are performed, as you see here, using puppets, light, and shadow.
- ▶ Whether stories teach lessons or entertain us with humor, exaggeration, or heroic adventure, they always help to show us who we are.

Talk About It



Write words you have learned about sharing stories. Then talk about one of your favorite stories and why you like to tell it.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



commenced

The horse race **commenced** on time and ended only three minutes later!

What is an antonym for commenced?



deeds

Doing good **deeds** for others can make us feel useful and happy.

What good deeds might you do to help a neighbor?



exaggeration

Dad's description of the giant fish must be an **exaggeration** since the fish in this lake are not that big.

How is an exaggeration like a lie?



heroic

The **heroic** acts of firefighters help save lives.

What heroic acts do police officers perform?



impress

Carolina hoped to **impress** the class with her amazing science project.

What might an athlete do to impress a coach?



posed

The family members stood very still as they **posed** for photographs.

Why do you think they stood still as they posed?



sauntered

We all enjoyed the sights as we slowly **sauntered** through the park.

What is a synonym for sauntered?



wring

After soaking a wash rag, **wring** it out to remove excess water.

When might you have to wring a towel?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

A colorful illustration of a steam locomotive on tracks. The locomotive is yellow and grey with red wheels. A young girl with blonde pigtails, wearing a purple dress, stands on the tracks with her arms raised in a heroic gesture. The title 'How Mighty Kate Stopped the Train' is written across the side of the locomotive in blue and yellow text.


How Mighty Kate Stopped the Train



Essential Question

What kinds of stories do we tell?
Why do we tell them?

Read a tall tale about a heroic young girl who saves the day.




Chances are y'all have seen a railroad train passing through your neck of the woods. Some of you lucky critters may have even ridden one once or twice. But this here story takes place back in the days when railroads were still pretty new in the American South.

The star of this amazing tale is a young gal that folks around here call Mighty Kate. She got that name at birth, on account of how unbelievably strong she was. After the doctor weighed her on a scale, the tiny babe picked up the doc to see how much he weighed! **Deeds** like that proved just how mighty Kate was, and her nickname stuck like paper to glue.

Growing up, Mighty Kate continued to **impress** her family and neighbors with her great strength. When she went walking through the woods, if a boulder was in her path, she never stepped around it. She just picked up that rock, tossed it aside, and **sauntered** along her way! Once, her pappy's horse and buggy got stuck in a ditch. Mighty Kate stepped in and pulled them both out—with just one hand!

But let's not get "off track" from the amazing railroad story you really should hear now.

One night, when Mighty Kate was right near 15 years old, a powerful storm struck outside her home. The wind and rain raged so hard that homes shook in fear, and trees ran for their lives! From her window, Mighty Kate saw a work train crossing Creek Bridge. Suddenly, there was a thunderous crash. The loud noise caused the weeping willows to weep so hard that their tears flooded the entire area!

A large green vine with leaves and tendrils is shown on the left side of the page, extending from the top to the bottom. It is the vine that Mighty Kate is climbing.

Mighty Kate ran outside to see what had happened. The bridge, whipped by the storm, had fallen into the creek. So had the train! Kate grabbed a long vine on a nearby plant and slid down to the crash site. She found two railroad workers trapped under a pile of twisted rails. With one push of her arm, she swept away all that mess. Whoosh!—the men were free. She yanked each man up with one hand and ascended the vine back up to land with the other hand—no **exaggeration!**

I reckon y'all may be guessing Mighty Kate was done with her **heroic** deeds for the night. But you'd be wrong. She knew the 10:30 local train, filled with passengers, would soon be rolling through the area. She had to tell workers at the nearest railroad station to hold the train, since the bridge was out. But the station was an hour away by foot. There was no time to waste!

With the wind and rain attacking her, Mighty Kate set out for the train station. Soon she came to River Bridge, which had somehow managed to stay up in the storm. Kate **commenced** to cross the bridge. Floodwaters rushed just beneath her feet. Suddenly, she spotted a huge log floating in the river. It was headed straight for the bridge—and for Kate!

Mighty Kate leaned over the railing. She stood still, as if **posed** for a photograph. As the log was about to strike, Kate grabbed it. She began to **wring** the wood with her bare hands. Pretty soon, that fat, wet log was nothing but a shriveled twig!

After crossing the bridge, Mighty Kate ran straight to the station. When she got there, the passenger train had already left. Kate raced after it along the tracks but couldn't catch up. Then she got an idea. She whistled loudly—so loudly that the engineer heard it and stopped the train.

Kate ran up and told him how Creek Bridge was out. The engineer hugged and thanked the brave young girl who had saved the day.

And because of Mighty Kate's mighty good idea, today we have whistles on trains to give warnings along the track!



Make Connections



Discuss the way the author told the story of Mighty Kate. Why do you think she told it this way?

ESSENTIAL QUESTION

What stories do you most like to tell to people?

How do you tell them? **TEXT TO SELF**

Visualize

When you visualize a story, you form pictures of the characters, setting, and actions in your mind. To visualize, pay close attention to any descriptive words the author uses. Visualizing as you read a story can help you understand and remember it.



Find Text Evidence

As you read the third paragraph of “How Mighty Kate Stopped the Train” on page 239, you may need to visualize the scene to understand how powerful Kate is.

page 239

Growing up, Mighty Kate continued to **impress** her family and neighbors with her great strength. When she went walking through the woods, if a boulder was in her path, she never stepped around it. She just picked up that rock, tossed it aside, and **sauntered** along her way! Once, her pappy’s horse and buggy got stuck in a ditch. Mighty Kate stepped in and pulled them both out—with just one hand!

But let’s not get “off track” from the amazing railroad story you really should hear now.

One night, when Mighty Kate was right near 15 years old, a powerful storm struck outside her home. The wind and rain raged so hard that homes shook in fear, and trees ran for their lives! From her window, Mighty Kate saw a work train crossing Creek Bridge. Suddenly, there was a thunderous crash. The loud noise caused the weeping willows to weep so hard that their tears flooded the entire area!

The narrator says that Kate tossed a boulder and sauntered away. The verbs tossed and sauntered help me visualize how easy this action is for her. By picturing this, I see the exaggeration in the scene.

Your Turn

COLLABORATE



How did Kate save her pappy’s horse and buggy? Use story details to help you picture it. As you read, use the strategy Visualize.

Point of View

Point of view in a story refers to the way the story is being told. The voice that you hear in a story is the voice of the narrator, and told either in first-person or third-person. Details tell you what the narrator thinks about the characters and events.



Find Text Evidence

From the first page of "How Mighty Kate Stopped the Train," I see that the story is told from the third-person point of view. I can also tell that the narrator enjoys telling "this amazing tale" and admires Kate's strength, which is exaggerated.

Details	Point of View
"Folks around here" call her Mighty Kate.	The story is told by a third-person narrator who likes and knows well the story of Mighty Kate, but who also exaggerates details.
Mighty Kate lifted up her doctor when she was just born.	
It's an "amazing railroad story you really should hear now."	

Your Turn

COLLABORATE

Reread the rest of "How Mighty Kate Stopped the Train." Record important details in the left column of the graphic organizer. In the right column, describe the point of view.

Go Digital! Use the interactive graphic organizer

Tall Tale

The selection “How Mighty Kate Stopped the Train” is a tall tale.

A tall tale:

- Has larger-than-life characters, including a hero
- Involves humorous exaggerations, or hyperbole
- Describes events that couldn't happen in real life



Find Text Evidence

I can tell that “How Mighty Kate Stopped the Train” is a tall tale. For example, a newborn baby could not possibly lift a person. The description of young Kate, the hero, easily tossing a boulder is also an exaggeration, or hyperbole.

page 240



Mighty Kate made to see what had happened. The bridge, whipped by the storm, had fallen into the creek. So had the train! Kate grabbed a long vine on a nearby plant and slid down to the crash site. She found two railroad workers trapped under a pile of twisted rails. With one push of her arm, she swept away all that mess. Whoosh!—the men were free. She yanked each man up with one hand and ascended the vine back up to land with the other hand—no exaggeration!

I reckon y'all may be guessing Mighty Kate was done with her heroic deeds for the night. But you'd be wrong. She knew the 10:30 local train, filled with passengers, would soon be rolling through the area. She had to tell workers at the nearest railroad station to hold the train, since the bridge was out. But the station was an hour away by foot. There was no time to waste!

Hero The hero is the main character in a story and is stronger, braver, or more clever than the other characters.

Hyperbole Hyperbole is an obvious exaggeration. It is used in a story for humorous effect.

COLLABORATE



Your Turn

List three details in “How Mighty Kate Stopped the Train” that indicate that the story is a tall tale.

Synonyms and Antonyms

The relationship between synonyms or antonyms in a sentence or paragraph can help you better understand the meaning of each word. **Synonyms** are words with the same or similar meanings. **Antonyms** are words with opposite meanings.



Find Text Evidence

When I read the phrase if a boulder was in her path, on page 239, I didn't know what boulder meant. In the next sentence I read, she just picked up that rock. Rock is a synonym for boulder, so since the story is exaggerated, a boulder must be a big rock.

When she went walking through the woods, if a **boulder** was in her path, she never stepped around it. She just picked up that **rock**, tossed it aside, and sauntered along her way!



Your Turn

COLLABORATE



Find a synonym or antonym to help you better understand the meaning of each of the following words in "How Mighty Kate Stopped the Train."

thunderous, page 239

ascended, page 240

shriveled, page 241



Readers to . . .

The writer's **style** is his or her particular way of writing. One style choice is to use a regional kind of speech called *dialect*. The **tone** is the "voice" that the writer uses. A tone may be serious or playful, for example. Writers adjust their style and tone to match their purpose and audience. Reread the opening passage below from "How Mighty Kate Stopped the Train."

Expert Model

Style and Tone

Identify three examples of **dialect**—a way of talking in a particular place—that give the writing in the opening paragraph a particular **style**.

What kind of **tone** does the writer create by using a Southern dialect?

Chances are y'all have seen a railroad train passing through your neck of the woods. Some of you lucky critters may have even ridden one once or twice. But this here story takes place back in the days when railroads were still pretty new in the American South.



Writers



Santos wrote a narrative about a person in his town who helped others. Read Santos's revision of this section.

Student Model

THOMAS AND THE TORNADO

A tornado came to town ^{sp}shakeing
^{its}it's fists. "I whirl and I twirl!" it
shouted. "I mash and I smash!"
Everyone ^{in town}hid except Tiny Thomas.
He said, "Tornado, ⁱ will beat you and
^{eat}swallow you." Thomas saved the day!
Well, ^{the event I'm talking about}it didn't happen exactly like
that. When our town had a tornado, ^{a year ago}
my neighbor, Thomas Pike, helped
people who lost everything. ^{He}Thomas
^{Pike}Pike is a true hero in our community.

Editing Marks

- ^ Add
- ^ Add a comma.
- ✂ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Pronouns and Antecedents

See page 463.

Your Turn

COLLABORATE



- Identify details that Santos included that show his style and tone.
- Look for pronouns Santos uses and identify antecedents.
- Tell how Santos's revisions improved his writing.

Go Digital!

Write online in Writer's Workspace



Essential Question

What can you discover when you give things a second look?



Go Digital!



Image: AnetteHedega / picture-alliance / Newscom

Look Between the Lines

Often we need to look at something a second time to see the whole picture.

- ▶ At first glance, this is a map of the United States. Now look again. See the trees? This map has been made in an unexpected place!
- ▶ As you reconsider this photo, notice the light green layer of lines beneath the big map. How do you interpret that picture?

Talk About It



Write words you have learned about what we discover from taking a second look. Then talk about the object on the map between California and Arizona.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



astounded

Jada was **astounded** by her high score on the computer game.

What experiences have astounded you?



concealed

The mask **concealed** the identity of the mysterious superhero.

What other ways have people concealed their identities?



inquisitive

Our new pet goldfish caused our cat to become **inquisitive**.

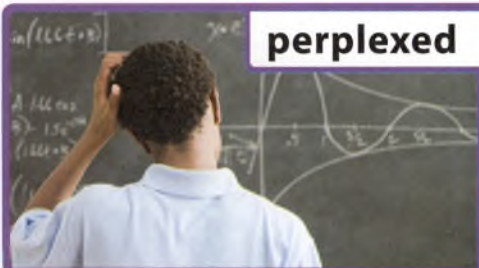
How might an inquisitive person find things out?



interpret

My sister is taking a class to learn to use and **interpret** sign language.

When might someone interpret for you?



perplexed

The complicated math problem **perplexed** Joshua for many hours.

What problems or puzzles have perplexed you the most?



precise

The nurse made a **precise** measurement of June's height.

What other tasks require someone to be precise?



reconsider

After Cara placed her chess piece, Greta had to **reconsider** her next move.

What else might make you reconsider a choice?



suspicious

Fluffy's owner grew **suspicious** when he saw paw prints leading to the chair.

What behavior might make you suspicious of something?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

Where's Brownie?

CAST

SAM and ALEX JENSEN: Twin sisters with different personalities. SAM is athletic and outgoing. ALEX is quiet and studious.

NARRATOR: One of the sisters, ten years later.

EVAN: A classmate.

NICK: The building superintendent.

NICKY: Nick's young son.



Essential Question

What can you discover when you give things a second look?

Read about kids who piece together clues to find a missing pet.

Scene One

Setting: A two-person bedroom in an apartment. SAM sits at a messy desk, creating a poster. EVAN works at a clean desk. Nearby are an empty terrarium and a paper bag that is wet and torn at the bottom.

Narrator: Whoever claimed that “two heads are better than one” never met my twin sister. Half the time, she makes problems worse rather than better. Like when we lost Brownie, our pet chameleon . . .

(ALEX enters. SAM and EVAN quickly cover up their work.)

Alex: How was the science fair? Did everyone like Brownie?

Sam: They did. Mr. Rollins was **astounded** that my exhibit was so good. *(SAM tries to hide the empty terrarium from ALEX.)*

Alex: So where’s Brownie? And why is Evan here?

(EVAN and SAM begin texting on hand-held devices.)

Alex: How should I **interpret** this silence? You’re making me feel **suspicious**. And where’s Brownie?

Sam: Um, Brownie’s missing. But look! Evan and I made these.

*(SAM pulls out a poster she had **concealed** on her desk.)*

Sam: We’ll put them up at school tomorrow.

Alex: What makes you think Brownie’s back at school?

Sam: Because that’s the last place I saw him. In that bag.

Alex: Hey, the bottom of the bag is all wet.

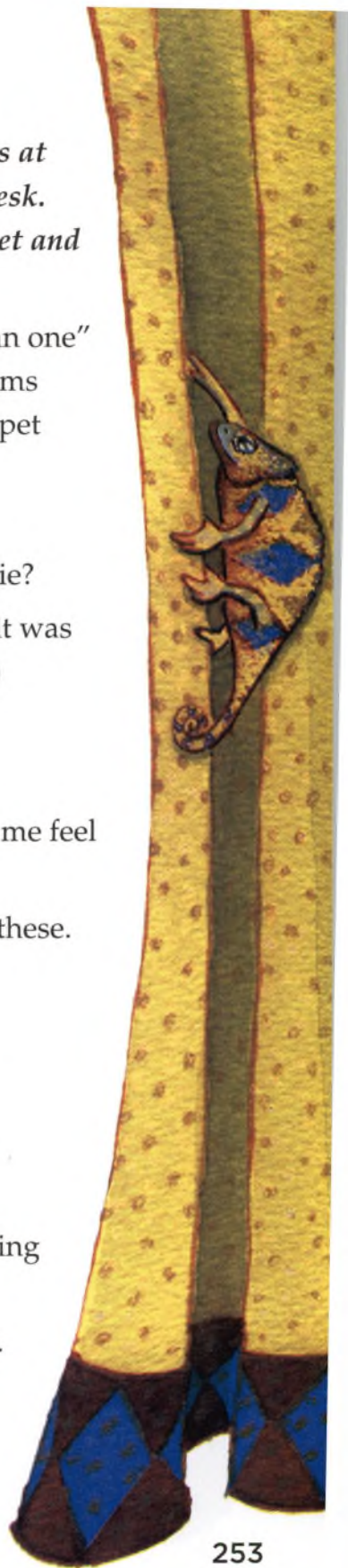
Sam: Maybe it got wet in the lobby. Little Nicky was playing in the fountain with his foldy-paper boat thingies.

Alex: That’s *origami*, to be **precise**. Hey! The bag has a rip.

Sam: Rip? I didn’t see a rip. Oh, at the bottom.

Alex: Follow me. I think I know where Brownie is!

Narrator: We raced to the lobby. Brownie had been missing for over an hour, but better late than never!



Scene Two

Setting: The lobby of the apartment building. A tall, green, potted plant stands next to a small fountain, where NICKY is playing. ALEX, SAM, and EVAN talk to NICK near a bulletin board.



Nick: So these posters are about your lizard, Brownie. I'm still **perplexed** as to why you think he's down here.

Sam: Because we already checked upstairs.

Alex: Brownie's a chameleon. We think he escaped when Sam set the bag down near the fountain.

Nick: Hey, Nicky! Any brown lizards in the lobby?

Nicky: Nope.

Nick: Maybe you should **reconsider** this and try searching your apartment again.

Evan: Wait a minute. *(checks his device)* It says here that chameleons climb trees.

Nick: Nicky! Any brown lizards in that tree?

Nicky: Nope.

Evan: It also says that chameleons prefer running water, like that fountain.

Nick: Nicky! Any brown lizards in the fountain?

Nicky: Nope.



Nick: What else does that thing say?

Sam: Yeah, **inquisitive** minds want to know.

Alex: (to SAM) Don't you want to find Brownie, or are you thinking "out of sight, out of mind"?

Sam: He's just a lizard, Alex. I mean chameleon. It's not exactly "absence makes the heart grow fonder."

Evan: Listen to this! Chameleons change color to match their environments when they're confused or afraid.

Alex: Of course! Nicky, any GREEN lizards over there?

Nicky: (points into the tree) There's just that one.

Alex: It's Brownie!

Sam: (confused) Brownie has always been brown.

Alex: That's because we put only brown things in his cage, like branches and wood chips.

Evan: Maybe you should buy him a green plant.

Sam: And a little fountain.

Nicky: And boats to go sailing!

Narrator: Well, that's how we found our beloved Brownie, and all was well with the world once more!

Make Connections

How do Alex's and Evan's observations help them find Brownie? **ESSENTIAL QUESTION**

Think about a time in your life when you had to take a second look at someone or something. What changed between your first and second observations? **TEXT TO SELF**

Visualize

A play is written to be performed for an audience. When you read a play for the first time, visualizing, or picturing, the scene descriptions, characters, settings, and actions can be helpful.



Find Text Evidence

When you read the setting description for Scene One of the play, "Where's Brownie?" on page 253, you may have to slow down and take time to picture what is happening.

page 253

Scene One

*Setting: A two-person bedroom in an apartment. SAM sits at a messy desk, creating a poster. EVAN works at a clean desk. Nearby are an empty terrarium and a paper bag that is **stuffed** and torn at the bottom.*

Narrator: Whoever claimed that "two heads are better than one" never met my twin sister. Half the time, she makes problems worse rather than better. Like when we lost Brownie, our pet chameleon . . .

(ALEX enters. SAM and EVAN quickly cover up their work.)

Alex: How was the science fair? Did everyone like Brownie?

Sam: They did. Mr. Rollins was **astounded** that my exhibit was so good. *(SAM tries to hide the empty terrarium from ALEX.)*

First, I have to picture the room and characters, and I wonder what kind of poster they are making. Also, the sight of an empty terrarium and a wet, torn bag make me curious as to how all the events are connected.

Your Turn

COLLABORATE



Why is it important that Nicky is playing near the fountain in Scene Two? Visualize the events to help you. As you read, remember to use the strategy Visualize.

Point of View

In a play, a character who delivers a particular line of dialogue from his or her own point of view is called a **speaker**. In some plays, one speaker may be a **narrator**, who provides information from a point outside of the main action of the play.



Find Text Evidence

From the first speech of "Where's Brownie?" on page 253, I see a narrator looking back in time to an experience involving her twin sister and a lost pet. This means that she has firsthand knowledge of what happened. I can probably trust what she has to say.

Details	Point of View
Has twin sister who makes "problems worse"	The narrator is one of the sisters. She is caring and reliable, with firsthand knowledge about the event being described.
Had a pet chameleon	
Describes Brownie as "beloved"	

Your Turn

COLLABORATE



Which sister do you think becomes the narrator ten years after the events of the play? Select details that support your answer to place in your graphic organizer.

Go Digital!

Use the interactive graphic organizer

Mystery

The selection “Where’s Brownie?” is a mystery play.

Mystery plays:

- Center on a mystery that must be solved using clues
- Are made up mostly of dialogue among characters
- Contain scenes, setting details, and stage directions



Find Text Evidence

I can tell that “Where’s Brownie?” is a mystery play. It begins with a cast of characters and a description of the setting. It also includes stage directions that tell what the characters are doing. Through dialogue, the characters realize their pet is missing. They begin to look for clues to solve the mystery.

page 254

Scene Two

Setting: The lobby of the apartment building. A tall, green, potted plant stands next to a small fountain, where NICKY is playing. ALEX, SAM, and EVAN talk to NICK near a bulletin board.

Nick: So these posters are about your lizard, Brownie. I’m still **perplexed** as to why you think he’s down here.

Sam: Because we already checked upstairs.

Alex: Brownie’s a chameleon. We think he escaped when Sam set the bag down near the fountain.

Nick: Hey, Nicky! Any brown lizards in the lobby?

Nicky: Nope.

Nick: Maybe you should **reconsider** this and try searching your apartment again.

Evan: Wait a minute. *(checks his device)* It says here that chameleons climb trees.

Nick: Nicky! Any brown lizards in that tree?

Nicky: Nope.

Evan: It also says that chameleons prefer running water, like that fountain.

Nick: Nicky! Any brown lizards in the fountain?

Nicky: Nope.



Scenes Plays are often divided into scenes that organize the story.

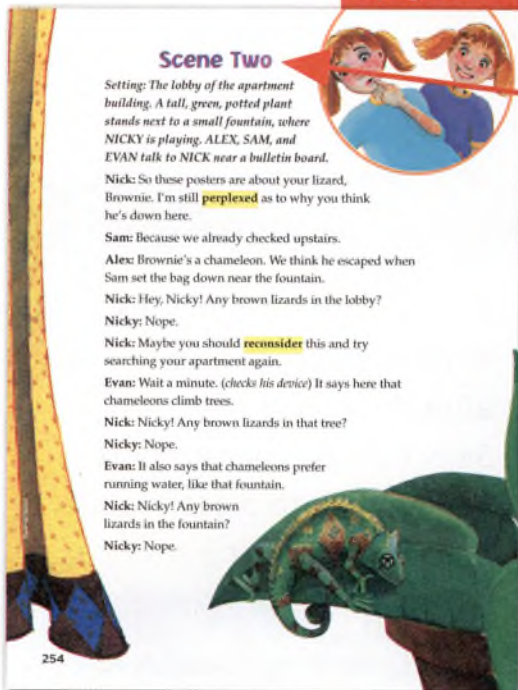
Stage Directions Stage directions tell actors how to speak dialogue and where they should move.

COLLABORATE



Your Turn

How do the events in Scene 1 of “Where’s Brownie?” lead to the events in Scene 2? What do you learn from the stage directions?



254

Adages and Proverbs

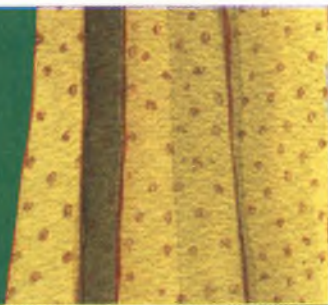
Adages and proverbs are traditional sayings that are often repeated. You can usually use surrounding words and sentences to help you understand the meaning of an unfamiliar saying.



Find Text Evidence

On page 253, the narrator of "Where's Brownie?" disagrees with an adage, "Two heads are better than one." It must be a common saying. In this case, the "two heads" are her own and that of her twin. Since her twin "makes problems worse rather than better," the narrator probably prefers to figure out things on her own.

Narrator: Whoever claimed that
"two heads are better than one"
never met my twin sister.



Your Turn

COLLABORATE



Use context clues and other textual evidence to explain the meanings of the following adages and proverbs from "Where's Brownie?"

better late than never, page 253

out of sight, out of mind, page 255

absence makes the heart grow fonder, page 255



Readers to . . .

Writers develop characters by providing descriptive details. They also show what characters are like through their actions, dialogue, and what others say about them. Reread these descriptions from “Where’s Brownie?”

Expert Model

Develop Character

What methods does the author use to describe the two sisters in this section?

How do the setting details of the first scene show the differences between Sam and Alex?

SAM and ALEX JENSEN: Twin sisters with different personalities. Sam is athletic and outgoing. Alex is quiet and studious.

Setting: A two-person bedroom in an apartment. SAM sits at a messy desk, creating a poster. EVAN works at a clean desk. Nearby are an empty terrarium and a paper bag that is wet and torn at the bottom.



Writers



Laura wrote a short story about two chefs who discover a new dessert. Read Laura's revision of this section.

Student Model

It's Messalicious!

Chef Andre and Chef Tim
raced around the ^{cramped and crowded} kitchen. "Look
^{you silly kid} out!" Andre shouted. "I've got hot
chocolate here!"

"Look out!" Tim said. "I've got
^{oh ancient one} frozen fruits here!" ^{with a smile}

Bam! The two hefty chefs ~~bumped~~
~~into each other and~~ collided. "What
a mess!" Andre said. Chocolate ^{spilled} all
over the berries. "A delicious mess,"
he added. "we have our new ^{dessert} desert!"

Editing Marks

- ^ Add
- , Add a comma.
- ✂ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Pronouns

See page 463.

Your Turn

COLLABORATE



- How does Laura establish the characters and the setting of her story?
- Look at the kinds of pronouns Laura used.
- Tell how Laura's revisions improved the story.

Go Digital!

Write online in Writer's Workspace



Essential Question

What can people do to bring about a positive change?



Go Digital!



Changing Times

Throughout history, outspoken citizens have challenged laws and practices they believe to be wrong and unfair. Many social movements have brought about positive changes.

- ▶ At one time, women in the United States did not have the right to vote in elections. They wanted to change this.
- ▶ For many years, women marched to defy the old law. Finally, in 1920, women won the right to vote!

Talk About It



Write words you have learned about taking action. Then talk about another way to bring about a positive change.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



anticipation

The goalie waited with **anticipation** as the ball came toward her.

Describe something that you have waited for with anticipation.



defy

If you **defy** a driving rule, a police officer may give you a ticket.

Why might someone defy a rule or law?



entitled

The library card **entitled** Matt to check out a book.

What phrase has the same meaning as entitled?



neutral

An umpire must stay **neutral** when making a call on a play.

Why must an umpire or referee stay neutral during a game?



outspoken

Henry and Jake are **outspoken** about protecting the environment.

What word has the opposite meaning of *outspoken*?



reserved

Parking lots keep spaces **reserved** for handicapped parking.

What other kinds of things can be reserved?



sought

Josie's group **sought** the latest team rankings in the sports section.

Name something that you *sought* and were able to find.



unequal

The number of players on the tug-of-war teams was **unequal**.

If two teams are *unequal*, what might the game be like?

Your Turn



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

FREDERICK DOUGLASS

Freedom's Voice



Essential Question

What can people do to bring about a positive change?

Read about what Frederick Douglass did to bring about positive change for African Americans.

Growing Up with Slavery

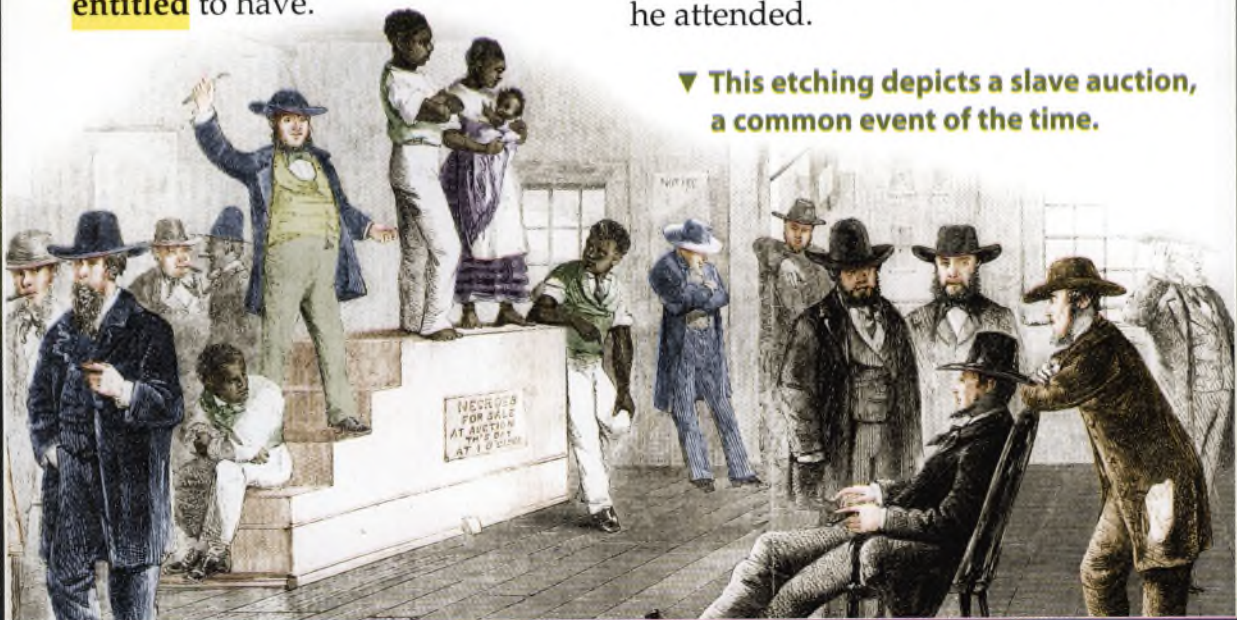
When Frederick Douglass was growing up in Maryland, he never could have imagined that he would become a great civil rights leader. Born Frederick Bailey, he was enslaved, or living in slavery, until the age of twenty. Frederick's life was difficult. He never knew his father and was separated from his mother at a young age. If he dared to **defy** his "master" in any way, he was punished. One of the few bright spots of his youth was being taught to read by the wife of a slave holder. Perhaps it was his love of words, along with his courage, that inspired Frederick to reach for the kind of life he was **entitled** to have.

A Life-Changing Speech

In 1838 Frederick **sought** his freedom by escaping to the North. In New York City, he married Anna Murray. Then he and Anna moved to New Bedford, Massachusetts.

In New Bedford, Frederick changed his last name to Douglass to protect himself against slave catchers. That was just the first of many changes. He also discovered a group of people—abolitionists—who shared his hope of ending slavery. He had read about the abolition movement in William Lloyd Garrison's newspaper, *The Liberator*. Frederick devoured every issue because the ideas inspired him so much. Soon he began speaking against slavery at the church meetings he attended.

▼ This etching depicts a slave auction, a common event of the time.



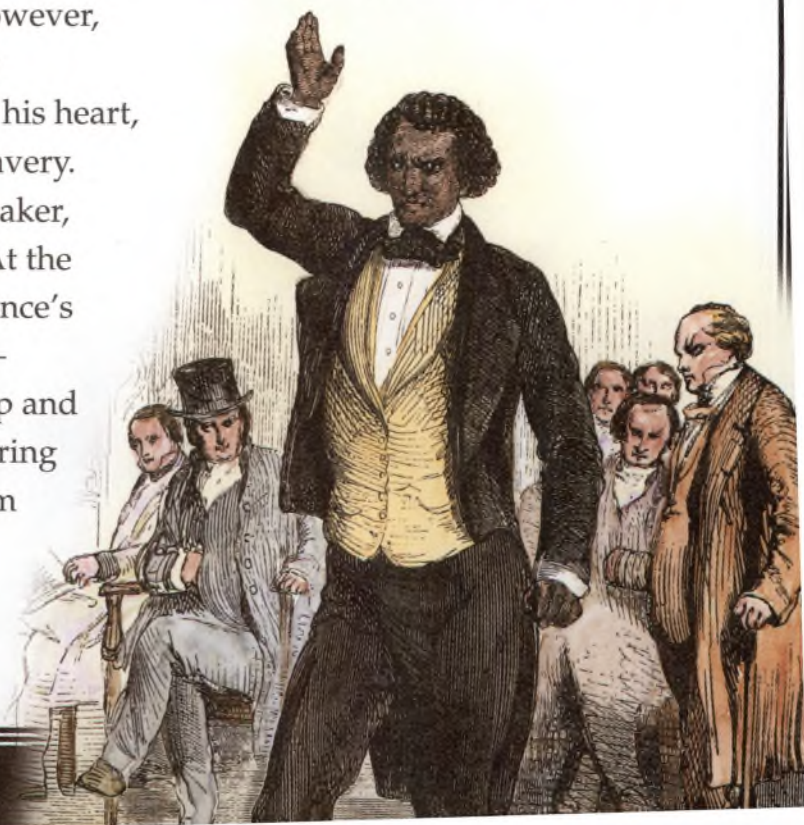
New Opportunities

In 1841, The Massachusetts Anti-Slavery Society held a meeting in Nantucket. Frederick was eager to hear the abolitionist speakers and traveled to the meeting with **anticipation**. However, when he arrived, something totally unexpected happened. An abolitionist who had heard Frederick speak at a church meeting asked him to speak to this large gathering!

Frederick went to the front of the meeting hall, trembling with fright. At first, he spoke quietly and hesitantly. He felt anxious standing in front of so many people—especially white people! However, once he got started, his fear evaporated. He spoke from his heart, describing the horrors of slavery. Frederick was a stirring speaker, articulate and **outspoken**. At the end of his speech, the audience's reaction was spontaneous—suddenly everyone stood up and cheered! Among those cheering was none other than William Lloyd Garrison.

After the meeting, Garrison congratulated Frederick and offered him a job as a speaker for the Society. Frederick agreed and was hired as a full-time lecturer. He felt he had found a purpose for his life.

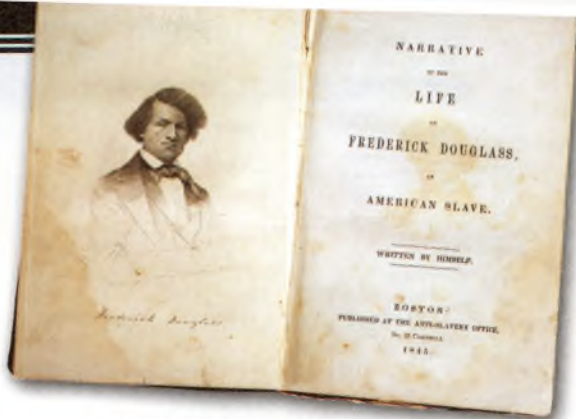
Frederick traveled through New England and the Midwest, giving passionate speeches that captivated audiences. It was impossible to listen to his powerful words and remain **neutral**. Frederick had a commanding presence and spoke with eloquence and dignity. He was making a name for himself.



Making His Mark

In addition to giving speeches, Frederick had time **reserved** for his writing. In 1845 he wrote an autobiography, *Narrative of the Life of Frederick Douglass, an American Slave*. The book became a huge success, making him even more famous.

In his autobiography, Frederick revealed that he was a fugitive. For his safety, friends suggested that he go on a speaking tour in Great Britain. Frederick was very popular there, and people lined up to hear him speak.



▲ Douglass's autobiography helped advance abolition.

In 1847 Frederick returned to the United States. By now, he had a family and missed them terribly. Upon his return, they moved to Rochester, New York, where Frederick started his own abolitionist newspaper. *The North Star* was an unusual newspaper. It published articles not only about the antislavery cause, but also about the **unequal** status of women. Frederick also worked tirelessly to end segregation in Rochester's schools.



▲ *The North Star* was the newspaper published by Frederick Douglass and his wife.

Make Connections

Talk about what Frederick Douglass did to bring about positive change for African Americans. **ESSENTIAL QUESTION**

When have you worked to bring about positive change? What was the result? **TEXT TO SELF**

Summarize

When you summarize, you sort the most important ideas and key details and retell them in your own words. This helps you recognize and remember what you have learned. Summaries should include facts, and not opinions about the content.



Find Text Evidence

To make sure you understand the most important details of the first section of “Frederick Douglass: Freedom’s Voice” on page 267, you can summarize the most important points.

page 267

Born Frederick Bailey, he was enslaved, or living in slavery, until the age of twenty. Frederick’s life was difficult. He never knew his father and was separated from his mother at a young age. If he dared to **defy** his “master” in any way, he was punished. One of the few bright spots of his youth was being taught to read by the wife of a slave holder. Perhaps it was his love of words, along with his courage, that inspired Frederick to reach for the kind of life he was **entitled** to have.

Frederick Douglass spent the first twenty years of his life in slavery. He was sent away from his mother at an early age, was punished by his “master,” and was taught to read by a slave holder’s wife. Learning to read inspired him.

Your Turn

COLLABORATE



Use the most important ideas and key details to summarize the rest of the biography. As you read other selections, remember to use the strategy Summarize.

Author's Point of View

An **author's point of view** is the author's attitude toward the person or subject he or she is writing about. You can figure out an author's point of view by looking at the details, descriptions, and the reasons and evidence for points the author makes.



Find Text Evidence

On page 267, the author's words tell that she thinks highly of Frederick. She says that coming from slavery and learning to read are two reasons that he became a great civil rights leader.

Details

He would become a great civil rights leader.

Frederick had a difficult life in slavery.

Love of words and his own courage inspired him.



Author's Point of View

Frederick is an extraordinary person because he became a great civil rights leader in spite of his difficult beginning in life.

Your Turn



Reread the rest of "Frederick Douglass: Freedom's Voice." Record details about Frederick's life in the graphic organizer. Then tell the author's point of view.

Go Digital! Use the interactive graphic organizer

Biography

“Frederick Douglass: Freedom’s Voice” is a biography.

A biography:

- Tells facts about the life of a real person
- Describes the person’s talents and achievements
- Is often written in logical order
- Often includes photographs and captions



Find Text Evidence


I can tell that “Frederick Douglass: Freedom’s Voice” is a biography. Frederick Douglass was a real person, and the photographs show real people and events. The selection tells about his talents and achievements, and the events are told in a logical order.

page 269

Making His Mark


In addition to giving speeches, Frederick had time reserved for his writing. In 1845 he wrote an autobiography, *Narrative of the Life of Frederick Douglass, an American Slave*. The book became a huge success, making him even more famous.

In his autobiography, Frederick revealed that he was a fugitive. For his safety, friends suggested that he go on a speaking tour in Great Britain. Frederick was very popular there, and people lined up to hear him speak.



▲ Douglass's autobiography helped advance abolition.

In 1847 Frederick returned to the United States. By now, he had a family and missed them terribly. Upon his return, they moved to Rochester, New York where Frederick started his own abolitionist newspaper. *The North Star* was an unusual newspaper. It published articles not only about the anti-slavery cause, but also about the unequal status of women. Frederick also worked tirelessly to end segregation in Rochester's schools.



▲ The *North Star* was the newspaper published by Frederick Douglass and his wife.

Make Connections

Talk about what Frederick Douglass did to bring about positive change for African Americans. **ESSENTIAL QUESTION**

When have you worked to bring about positive change? What was the result? **TEXT TO SELF**

Use Photographs Photographs help readers better visualize the world of the subject of a biography.

Captions Captions provide additional information.

COLLABORATE



Your Turn

List three examples of things that show that “Frederick Douglass: Freedom’s Voice” is a biography. How could you learn even more about Frederick?

Prefixes and Suffixes

Prefixes are added to the beginnings of words and change their meanings. The prefix *un-* means “not,” as in *unsure*. The prefix *en-* means “to make,” as in *enlarge*. **Suffixes** are added to the ends of words and change their meanings. For example, the suffix *-ly* means “in a specified manner,” as in *slowly*. The suffixes *-er* and *-or* mean “a person who,” as in *writer* and *actor*.



Find Text Evidence

When I read the word *enslaved* in the first paragraph of “*Frederick Douglass: Freedom’s Voice*” on page 267, I can use the prefix *en-* to figure out the meaning of the word. Since *en-* means “to make,” *enslaved* must mean “made a slave.”

“Born Frederick Bailey, he was **enslaved**, or living in slavery, until the age of twenty.”



Your Turn

COLLABORATE



Use the prefix or suffix as a clue to help you figure out the meanings of the following words from “*Frederick Douglass: Freedom’s Voice*.”

Liberator, page 267

unexpected, page 268

hesitantly, page 268



Readers to . . .

Writers often place biographical information in **logical order**, or the order that best shows how certain events, actions, and behaviors affected, or led to, other events, actions, and behaviors. Read the passage below from “Frederick Douglass: Freedom’s Voice.”

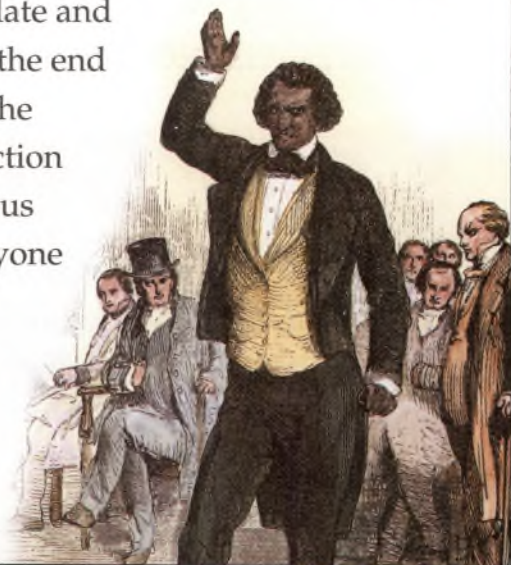
Expert Model

Logical Order

Identify the order of actions, feelings, and behaviors described.

How does the logical order of information help you understand what happened during the event?

Frederick went to the front of the meeting hall, trembling with fright. At first, he spoke quietly and hesitantly. He felt anxious standing in front of so many people—especially white people! However, once he got started, his fear evaporated. He spoke from his heart, describing the horrors of slavery. Frederick was a stirring speaker, articulate and outspoken. At the end of his speech, the audience’s reaction was spontaneous suddenly everyone stood up and cheered!



Writers



Michael wrote a narrative about his aunt and her community project. Read Michael's revision of this section.

Student Model

Aunt Paula's Community Garden

My Aunt Paula lives in a city, her
On ~~my Aunt Paula's~~ block, there
that was a big mess!
was a small vacant lot. She decided
to turn that ugly lot into a community
garden. First, she contacted her city
councilman and described her idea. It
took several months, but in April the
City Council ^{approved} ~~approved~~ the garden. *After that,* Aunt
Paula met with her neighbors and
came up with a plan.

Editing Marks

- ^ Add
- ^ Add a comma.
- ~ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Pronoun-Verb Agreement

See page 464.

Your Turn

COLLABORATE



- Identify the logical order of information that Michael included.
- Look at how Michael made his pronouns and verbs agree.
- Tell how revisions improved his writing.

Go Digital!

Write online in Writer's Workspace

Weekly Concept Consider Our Resources



Essential Question

Why are natural resources valuable?



Go Digital!



Essential EARTH

Water. Trees. Land. Oil. Minerals. These are just a few of the earth's valuable natural resources.

- ▶ Salt is one of our most important natural resources. In this salt marsh, people work to extract salt from the water.
- ▶ Natural resources are a necessity for us, but many are limited. As people use natural resources, they must remember to conserve and protect them, too.

Talk About It



Talk about words you have learned about the value of natural resources. Then talk about a natural resource you could not live without.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



absorb

A sponge will **absorb**, or soak up, the spilled coffee.

What else will absorb the liquid?



affect

Adding honey will **affect** the sweetness of the cereal.

How will adding salt affect a food?



circulates

Blood **circulates** from the heart through the body and back to the heart.

What else do you know of that circulates?



conserve

I **conserve** energy by turning off lights when I leave a room.

What is an antonym for conserve?



cycle

When the dryer completes its **cycle**, I will remove the clothes.

What other kinds of cycles can you think of?



glaciers

Huge **glaciers** made of thick ice can be found in freezing waters.

What would happen if the glaciers melted?



necessity

A guide dog or cane is a **necessity** to help visually impaired people cross a street.

What tool is a necessity for helping deaf people communicate?



seeps

The latex from the rubber tree **seeps**, or flows slowly, into a bucket.

If water seeps up from the ground, how quickly will it spread?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

Power from NATURE

Wind turbines are placed in open areas.

Essential Question

Why are natural resources valuable?

Read about the ways natural resources provide energy.

Renewable and Nonrenewable Energy

Click! You just turned on a lamp. A faraway power plant most likely supplied the electricity for that lamp by burning coal. Coal, which has to be extracted from deep within the earth, is a natural resource.

Natural resources are nature's gifts, the riches that exist in the natural world. They include metals and minerals, along with vegetation, soil, and animals in the wild. They include the things that are a **necessity** for all life—water, air, and sunlight.

One important use for natural resources is to provide energy. Energy makes things work. It runs our cars, computers, heating and

cooling systems, kitchen appliances, telephones, televisions, and industrial machinery. Where do we get all this energy? Natural resources serve as energy sources.

Energy sources are divided into two categories. Renewable energy sources—such as sunlight and wind—can be renewed, or continuously refilled. They do not run out. In contrast, nonrenewable energy sources can be depleted, or used up. Coal, natural gas, and oil—also called petroleum—fall into this category. Only a limited amount of these substances, called fossil fuels, exists. Nuclear energy is also nonrenewable because it requires uranium. Amounts of uranium are finite, or limited.

(big) John A. Karachewski; (l) Digital Vision/Getty Images; (r) Keith Wood/Stone/Getty Images



Cooling towers at a nuclear facility



A natural gas pipeline

From the start of human history, people used renewable energy. For example, sails captured wind to move ships, and wood was burned to cook food. Then, about 150 years ago, human energy needs exploded. New machines required more energy. New ways to harness, or control, energy for use had to be developed. From the 19th century on, most energy has come from nonrenewable sources.

Challenges and Problems

Nonrenewable energy has filled our needs on a huge scale. However, satisfying our energy hunger has been challenging. Supplies of coal, natural gas, oil, and uranium are buried underground. They must be discovered and extracted. Also, human technology is needed to transform natural resources into

usable forms of energy. For example, gasoline has to be manufactured from oil and then delivered to customers.

Although nonrenewable energy sources have filled our needs, continuing to use them poses problems. They not only can run out but also can pollute the environment. Burning coal produces gases that can poison the air. Some scientists argue that these gases have heated up our atmosphere. They say global warming will **affect** our climate so dramatically that **glaciers** will melt and sea levels will rise.

In addition, it is not just our atmosphere that can be polluted. Oil from spills often **seeps** into the ocean. Extracting natural gas can pollute a site's surroundings. Nuclear energy creates dangerous waste.

U.S. Energy Use from 1949–2010

Types of Energy, Percentage of Energy Used by Year (approximate)

SOURCE OF ENERGY	1949	1969	1989	2010
Fossil Fuels	91%	93%	86%	83%
Nuclear Power	0%	1%	6%	9%
Renewable Energy	9%	6%	8%	8%

What are solutions to our energy challenges? We must find some answers. One possibility is a return to renewable energy, which generally causes less pollution than fossil fuels. However, renewable energy is currently expensive and complex to harness on a large scale

Solutions for the Future

Solar power, or power from the sun, shows promise. Solar panels on houses can **absorb** the sun's energy to provide heat. Nonetheless, because Earth rotates on its axis and **circulates** in a yearly **cycle** around the sun, the sun's energy is less available at certain times and seasons and in different places. It will take innovation and investment to maximize our use of solar power and other renewable energy.



Solar panels on the roof help provide heat and electricity.

We also can learn to use nonrenewable energy more wisely. Government and private industry have a role to play in protecting our natural resources and in reducing pollution. Moreover, individuals can try to **conserve** energy. We can remember to turn off lights, TVs, computers, and other devices when we are not using them. Small personal efforts can add up to big changes in our energy future.

Oil rigs for drilling oil are often found offshore.

Make Connections

Talk about some of the ways natural resources are valuable. **ESSENTIAL QUESTION**

What ways does the text suggest that individuals can save energy? What are some other things you can do personally to save energy? **TEXT TO SELF**

Summarize

To summarize a text, include the most important ideas and key details, use your own words, and organize information in a logical way. Summaries do not include your own opinions or unimportant details. Summarizing helps you check your understanding and remember what you read.



Find Text Evidence

You can check your understanding of the section “Renewable and Nonrenewable Energy” on page 281 by summarizing.

page 281

Natural resources are nature’s gifts, the riches that exist in the natural world. They include metals and minerals, along with vegetation, soil, and animals in the wild. They include the things that are a **necessity** for all life—water, air, and sunlight.

First, I’m going to identify the section’s main idea. I see that all the sentences are about natural resources and energy. Next, I see the key details are about renewable and nonrenewable sources.

Your Turn

COLLABORATE



With a partner, summarize the information in the first paragraph of “Challenges and Problems” on page 282.

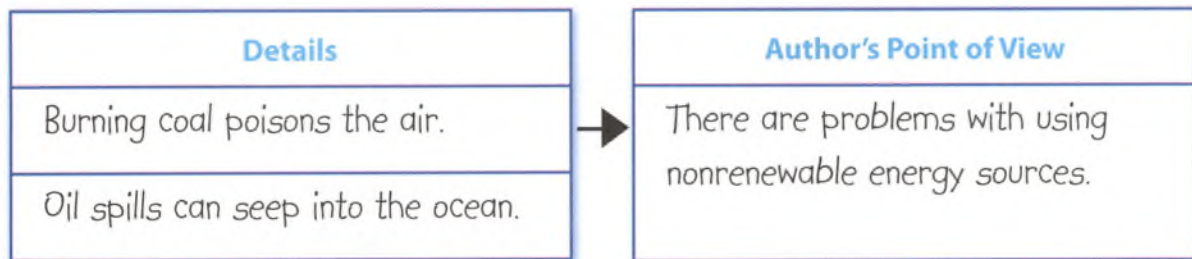
Author's Point of View

Understanding an author's point of view on a topic can help you understand the author's purpose for writing. Details and word choice can give you clues to the author's position. You can also ask: *What reasons and evidence does the author use?*



Find Text Evidence

In the section "Challenges and Problems" on page 282, the author talks about our energy hunger. Hunger is a powerful word that suggests how much we want energy. The author's point of view is stated directly: Continuing to use nonrenewable energy sources poses problems. Evidence about coal and oil supports this.



Your Turn

COLLABORATE



Reread the section "Solutions for the Future."
Use the author's reasons and evidence as clues to his attitudes and point of view.

Go Digital!

Use the interactive graphic organizer

Expository Text

The selection “Power from Nature” is an expository text.

Expository text:

- Explains a topic
- Supports specific points with reasons and evidence
- Presents information in a logical order
- May include text features such as charts



Find Text Evidence

I can tell “Power from Nature” is an expository text. The selection explains why natural resources are valuable, especially as an energy source. It supports particular points in a logical way with reasons and evidence. A chart adds information.

page 282

From the start of human history, people used renewable energy. For example, sails captured wind to move ships, and wood was burned to cook food. Then, about 150 years ago, human energy needs exploded. New machines required more energy. New ways to harness, or control, energy for use had to be developed. From the 19th century on, most energy has come from nonrenewable sources.

Challenges and Problems

Nonrenewable energy has filled our needs on a huge scale. However, satisfying our energy hunger has been challenging. Supplies of coal, natural gas, oil, and uranium are buried underground. They must be discovered and extracted. Also, human technology is needed to transform natural resources into

usable forms of energy. For example, gasoline has to be manufactured from oil and then delivered to customers.

Although nonrenewable energy sources have filled our needs, continuing to use them poses problems. They not only can run out but also can pollute the environment. Burning coal produces gases that can poison the air. Some scientists argue that these gases have heated up our atmosphere. They say global warming will **affect** our climate so dramatically that **glaciers** will melt and sea levels will rise.

In addition, it is not just our atmosphere that can be polluted. Oil from spills often **seeps** into the ocean. Extracting natural gas can pollute a site’s surrounding area. Nuclear energy creates dangerous waste.

U.S. Energy Use from 1949–2010

Types of Energy, Percentage of Energy Used by Year (approximate)

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Renewable Energy	9%	6%	8%	8%

282

Chart A chart presents facts visually to allow readers to compare and contrast information, reading from top to bottom and from left to right. A title tells what the chart is about.

COLLABORATE

Your Turn

Use the chart’s title, headings, and numbers to figure out its purpose. How has the use of renewable energy changed over time?

Context Clues

When you read an unfamiliar or multiple meaning word, sometimes a **definition** or **restatement** of the word appears in the same sentence or in a nearby sentence. A comma followed by *or* can be a clue to an upcoming definition or restatement.



Find Text Evidence

In the section "Renewable and Nonrenewable Energy," the words renewable, renewed, and nonrenewable are unfamiliar. I notice that a comma and the words or continuously refilled follow the word renewed. This can help me define all three words.

Energy sources are divided into two categories. **Renewable** energy sources—such as sunlight and wind—can be **renewed**, or continuously refilled.



Your Turn



Use context clues to figure out the meaning of the following words in "Power from Nature":

depleted, page 281

finite, page 281

harness, page 282



Readers to . . .

Writers use **transitions** to help readers understand time order and to connect ideas. Words, phrases, and clauses that writers use for transitions include *first*, *next*, *before*, *after*, *in contrast*, *also*, *especially*, and *for example*.

Expert Model

Transitions

Identify the transitions in the passage. How do the transitions connect ideas?

From the start of human history, people used renewable energy. For example, sails captured wind to move ships, and wood was burned to cook food. Then, about 150 years ago, human energy needs exploded. New machines required more energy. New ways to harness, or control, energy for use had to be developed. From the 19th century on, most energy has come from nonrenewable sources.



Writers



Editing Marks

^ Add

^ Add a comma.

✂ Take out.

sp Check spelling.

≡ Make a capital letter.

Grammar Handbook

Possessive Pronouns

See page 465.

Angela wrote an expository text about her use of the natural resource water. Read her revision of this section.

Student Model

A Valuable Resource

One natural resource I use a lot is water. ^{Epecially} Because none of us could live without water, we need to understand water and ^{its} it's importance to us.

Each morning when I ~~wake up,~~ I drink a glass of water. ^{also} I use it to wash my face and brush my teeth.

^{Not only do I use water,} I am also learning to conserve ^{it} ~~water.~~

For example, I do not leave the water ^{running} runing when I wash dishes.

Your Turn

COLLABORATE



- Identify the transitions Angela uses to show time order and to connect ideas.
- Look at the possessive pronouns Angela uses.
- Tell how revisions improved Angela's writing.

Go Digital!

Write online in Writer's Workspace

Weekly Concept Express Yourself



Essential Question

How do you express something that is important to you?



Go Digital!



COLOR YOUR WORLD

Writing, acting, painting, dancing, playing music—these are all ways you express things that are meaningful to you.

- ▶ Drawing and painting are my favorite forms of expression.
- ▶ I wanted to share my ideas about life in a way that others could enjoy. It's amazing how much one picture can say!

Talk About It



Write words you have learned about expressing yourself. Then talk about how you have expressed something that is important to you.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.

barren



We traveled across **barren** land without seeing a single tree or bush.

What is another word or phrase for barren?

expression



James wrote songs as an **expression** of his beliefs about friendship.

Name another form of artistic expression.

meaningful



The students had a **meaningful** discussion about how to protect the environment.

What meaningful discussions have you had?

plumes



Each year, peacocks shed their beautiful tail **plumes** and grow new ones.

What beautiful plumes you have seen?

Poetry Terms

lyric

Some poets write **lyric** poetry that describes their feelings about nature and seasons.

Would you prefer to read a lyric poem about spring or fall?

alliteration

“Lou’s lamb” shows **alliteration** because the same consonant sound begins two or more words.

Give another example of alliteration, using any consonant.

meter

Rita tapped her fingers in rhythm to the **meter** of the poem as she read it aloud.

Tap out the meter of the nursery rhyme, “Jack and Jill.”

stanza

In some poems, each **stanza** may have four lines.

Recite a stanza from a favorite poem or song.

Your Turn

COLLABORATE



Pick three words and write a question about each for your partner to answer.

Go Digital! Use the online visual glossary



Digital Vision/Getty Images

How Do I Hold the Summer?

The sun is setting sooner now,
My swimsuit's packed away.
How do I hold the summer fast,
Or ask it, please, to stay?

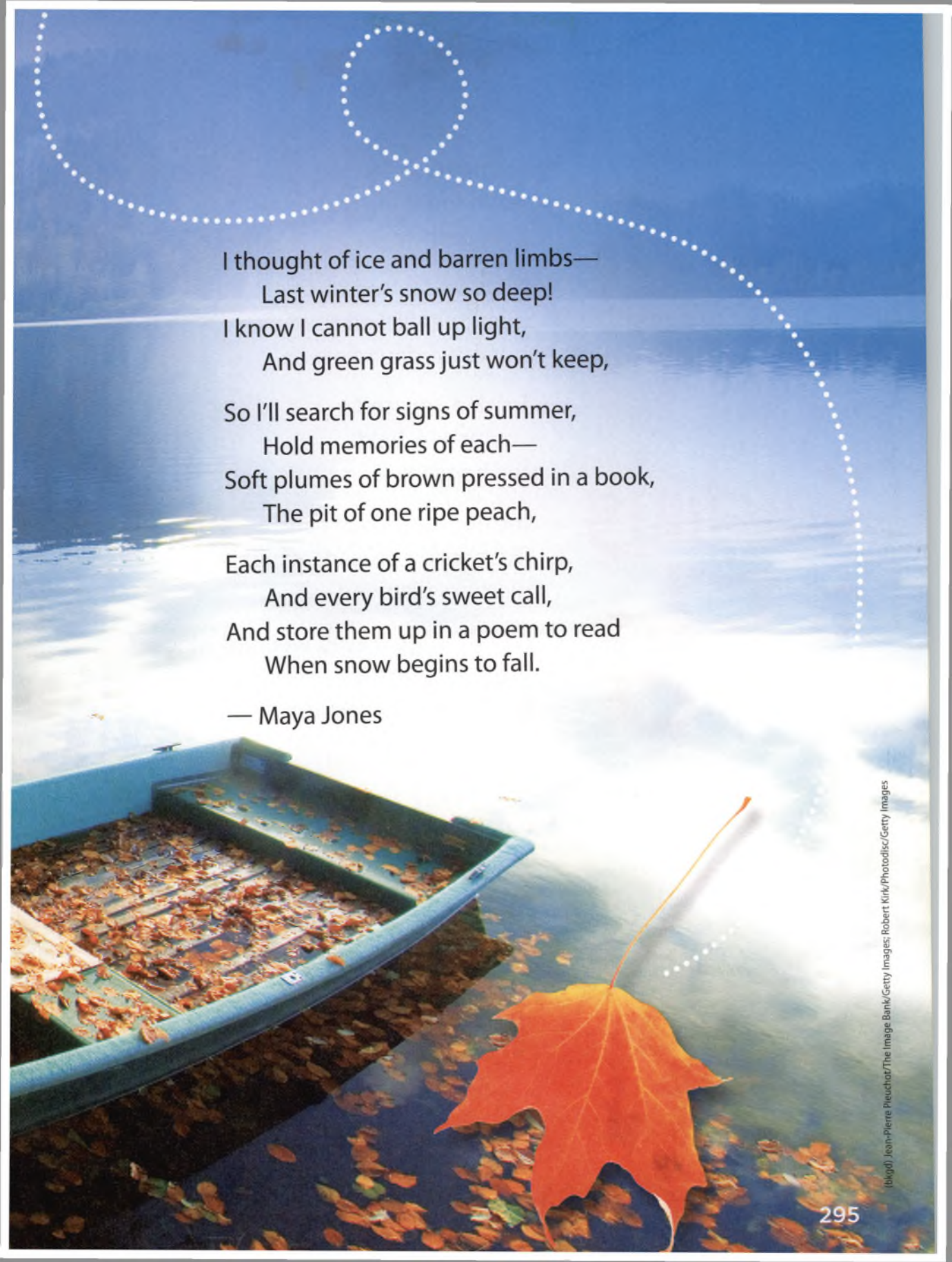
The lake like cold, forbidding glass—
The last sailboat has crossed.
Green leaves, gone gold, fall, float away—
Here's winter's veil of frost.



Essential Question

**How do you express something
that is important to you?**

Read three ways that poets express
what matters to them.



I thought of ice and barren limbs—
Last winter's snow so deep!
I know I cannot ball up light,
And green grass just won't keep,
So I'll search for signs of summer,
Hold memories of each—
Soft plumes of brown pressed in a book,
The pit of one ripe peach,
Each instance of a cricket's chirp,
And every bird's sweet call,
And store them up in a poem to read
When snow begins to fall.

— Maya Jones



Catching a Fly

It lighted, uninvited
upon the china plate
next to the peas.

No hand I raised
nor finger flicked
but rather found a lens

framed, focused,
zoomed in, held
the hands, still—

the appearance of hands,
like two fine threads, caught
plotting, planning—

greedy goggle eyes, webbed wings
like me, invading—
but no time to pause, he'd go—

and right at the last
instead of a swat,
I snapped!

— Ken Kines



WHEN I DANCE

Always wanna break out,
use my arms and legs
to shout!

On any dark day
that doesn't go
exactly my way—

I bust a move,
get a groove,
feet feel the ground—

That slap's
the only sound
slap, pound

my body needs to charge,
I play my tracks,
I make it large

to take myself away!
Nothing else
I need to say.

— T. C. Arcaro

Make Connections



Talk about what the speaker of each poem wants to express. How does each express it? **ESSENTIAL QUESTION**

Compare the forms of expression in the poems to the way you express what is important to you. **TEXT TO SELF**

Lyric and Free Verse

Lyric poetry: • Expresses the poet's thoughts and feelings, often in a regular meter, or pattern of sounds. • May be arranged in stanzas • May contain rhyme and alliteration.

Free verse: • Expresses a poet's ideas and feelings with carefully chosen words. • Has no set rhyming pattern, meter, or line length. • May include alliteration and stanzas.



Find Text Evidence

I can tell that "How Do I Hold the Summer?" is a lyric poem because it expresses the poet's thoughts and feelings. It also includes rhyme, a regular meter, stanzas, and alliteration.

page 294

CCSS Shared Read Genre • Poetry

How Do I Hold the Summer?

The sun is setting sooner now,
My swimsuit's packed away.
How do I hold the summer fast,
Or ask it, please, to stay?

The lake like cold, forbidding seas—
The last sailboat has
Green leaves, gone gold, fall, float away—
Here's winter's veil of frost.

Essential Question
How do you express something that is important to you?
Read three ways that poets express what matters to them.

The poem expresses feelings and includes rhyme.

The poem contains alliteration, with words that begin with the consonants g and f.

COLLABORATE



Your Turn

Reread the poems "Catching a Fly" and "When I Dance." Decide whether each poem is an example of lyric or free verse poetry. What elements do you see in each?

Theme

The **theme** of a poem is the message, or big idea, that the poet wishes to communicate. Identifying poetic elements and key details can help you determine a poem's theme.



Find Text Evidence

All three poems have speakers who express something important to them, but each poem has a specific theme. I'll reread "How Do I Hold the Summer?" and look for key details to determine its theme.

Detail

How do I hold the summer fast,
Or ask it, please, to stay?

Detail

So I'll search for signs of summer,

Detail

And store them up in a poem to
read/When snow begins to fall.

Theme

Good memories can be saved and
revisited by recording our feelings
about them in a poem.

Your Turn

COLLABORATE



Reread the poem "When I Dance." List key details in the graphic organizer. Use the details to figure out the theme of the poem.

Go Digital!

Use the interactive graphic organizer

Stanza and Meter

Poets often arrange their poems into **stanzas**, or groups of lines. Each stanza is a unit, or section, of the poem that expresses a key idea. Together these ideas help form a poem's main message. Poets may also use **meter**, also called rhythm, which is a regular pattern of sounds in a line.



Find Text Evidence

Reread the poem "How Do I Hold the Summer?" on pages 294 and 295. Identify the stanzas in the poem and think about how they are alike.

page 295

So I'll search for signs of summer,
Hold memories of each—
Soft plumes of brown pressed in a book,
The pit of one ripe peach,

Each instance of a cricket's chirp,
And every bird's sweet call,
And store them up in a poem to read
When snow begins to fall.

— Maya Jones

Each stanza has four lines and contains a key idea.

An equal number of beats in the lines creates a regular meter, or rhythm.

Your Turn

COLLABORATE



Identify the key idea of each stanza of "How Do I Hold the Summer?" How do these ideas help form the poem's main message?

Simile and Metaphor

A **simile** makes a comparison, using the words *like* or *as*: “legs like sticks.” A **metaphor** makes a comparison without using the words *like* or *as*: “stick legs.”



Find Text Evidence

The fourth stanza of “Catching a Fly” has a simile using the word *like*: hands, like two fine threads. The fly’s front legs appear to be like long, thin hands. In the fifth stanza, the metaphor “greedy goggle eyes” compares the fly’s eyes to goggles, focused on food.

the appearance of hands,
like two fine threads, caught
plotting, planning—

greedy goggle eyes, webbed wings
like me, invading—
but no time to pause, he’d go—



Your Turn

COLLABORATE



Read the following simile and metaphor from “How Do I Hold the Summer?” What comparison does the simile make? What picture does the metaphor create?

The lake like cold, forbidding glass, page 294

Here’s winter’s veil of frost. page 294



Readers to . . .

Poets use **sensory language** to convey how something looks, sounds, smells, tastes, or feels. Using sensory details helps them describe experiences and events in a clear and precise way. Reread these stanzas of “How Do I Hold the Summer?”

Expert Model

Sensory Language

Identify sensory language that the poet used. How did his word choice convey how things looked and felt?

A photograph of a clear blue sky with a few wispy clouds. A dotted white line curves across the sky from the top right towards the center. In the foreground, a large, vibrant orange maple leaf is shown, its stem pointing towards the dotted line.

I thought of ice and barren limbs—
Last winter's snow so deep!
I know I cannot ball up light,
And green grass just won't keep,
So I'll search for signs of summer,
Hold memories of each—
Soft plumes of brown pressed in a book,
The pit of one ripe peach

Writers



Kayla wrote a lyric poem. Read Kayla's revision.

Student Model

Feline Friends

There they are, my feline friends,

My best buddies of all.

One is large with ~~white~~ fur, ^{like milk}

The other is quite small.

There they sit, my feline friends,

~~There~~ ^{Their} ~~big~~ ^{marble} eyes gaze out.

~~sitting~~ by the windowsill,

~~Their~~ ^{They're} impatient, no doubt!

I approach and down they leap,

As graceful as ballet.

Purring softly to ~~let me know~~ ^{express}

~~Its~~ ^{It's} time for us to play!

Editing Marks

^ Add

^ Add a comma.

Take out.

sp Check spelling.

Make a capital letter.

Grammar Handbook

Pronouns and Homophones

See page 465.

Your Turn

COLLABORATE



- Identify the sensory words that Kayla used in her poem. Identify any similes, metaphors, and alliteration.
- Identify possessive pronouns and contractions that are homophones.
- Tell how revisions improved her poem.

Go Digital!


Write online in Writer's Workspace

Unit 5

What's Next?

The BIG Idea

In what ways can things change?

A close-up photograph of two monarch caterpillars on a large green leaf. The caterpillars have yellow and black stripes with white spots. The background is a soft-focus field of orange flowers under a warm, orange sky. The text is overlaid on the right side of the leaf.

surprising sunlight—
yesterday a maple tree
where my father stands

metamorphosis—
look, caterpillar, how much
we will learn today

the longer you look
at the meadow, the more birds
you will hear singing

—Jean LeBlanc



Essential Question

What experiences can change the way you see yourself and the world around you?



Go Digital!

The View from Here

When you walk down the street, a city like this appears one way. When you go high up, your perspective of the same city changes.

- ▶ From the top of this skyscraper in New York City, a visitor can see how tall, vast, and bustling with people this big city is!
- ▶ In the transition back to the ground, you may see the city streets in a whole new way, too!

Talk About It

Write words you have learned about how you can change your perspective. Then talk about one experience that made you see the world in a new way.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



disdain

Rebecca likes to eat many vegetables, but she always shows **disdain** for broccoli.

What is a synonym for *disdain*?



focused

Ellie pays attention and stays **focused** during class discussions.

What is an antonym for *focused*?



genius

My sister is a **genius** when it comes to fixing computer problems.

How might a mechanical *genius* help other people?



perspective

Binoculars gave Kyle a closer **perspective** of the boat in the harbor.

How does a telescope affect your *perspective* of the moon?



prospect

Gillian was happy at the **prospect** of traveling to Paris next year.

Why might the prospect of moving be both exciting and scary?



stunned

Luis was **stunned** by the unexpected test grade.

What kinds of events have stunned you?



superb

The cooking teacher praised his student for the **superb** dish.

What is a synonym for superb?



transition

Max was afraid to make the **transition** from walking to riding a bus to school.

How might you prepare a young child for this transition?

Your Turn

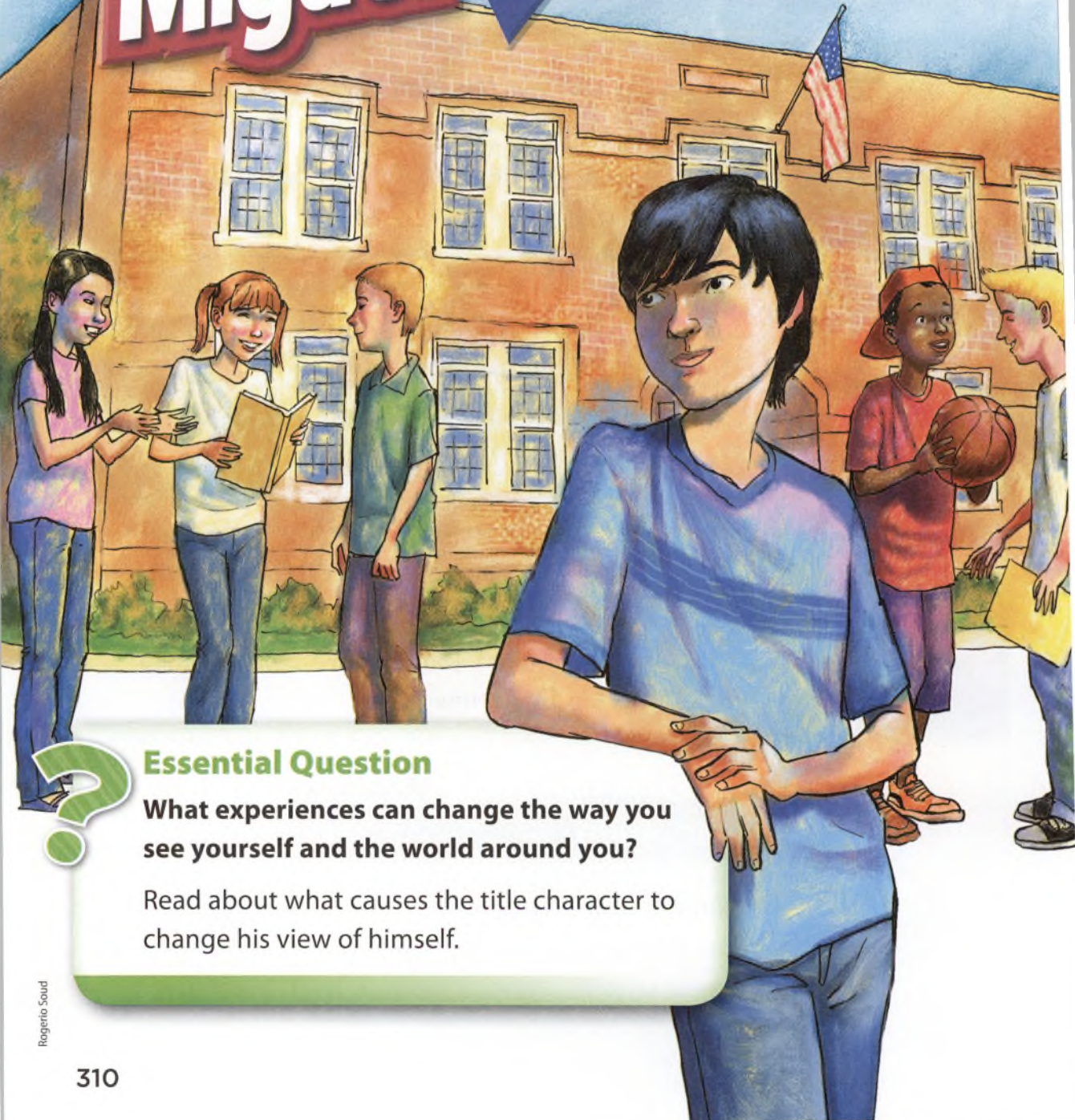
COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

Miguel in the Middle



Essential Question

What experiences can change the way you see yourself and the world around you?

Read about what causes the title character to change his view of himself.

For as long as I can remember, I've always been in the middle. I'm the middle child in my family. I've always sat in the middle of the classroom in school. Even my first and last names, Miguel Martinez, start with an M—the middle letter of the alphabet.

Luckily, I'm also in the middle of a large circle of friends. Most of them are classmates in school—well, at least they were until now. You see, I started middle school in September, and the **transition** from elementary school caused some painful changes for me. All of my closest friends go to a different middle school in the area, because of the way our school district is mapped out. The only classmate I know from my old school is Jake, who's a **genius** in math, but since it's not my favorite subject, we never became friends.

Another big change is that I'm no longer situated in the middle of the classroom. My seat is now in the front row. Also, my new teachers shovel tons more homework at us (especially in math) than we used to get. So you can imagine why my heart wasn't exactly dancing when middle school began.



By the end of October, Jake and I had become good friends. It happened because I was so hopeless trying to do my math homework. I have a **disdain** for math—especially fractions. To me, fractions are a foreign language—I may as well be trying to learn Greek or Latin. So one day, I approached Jake after school.

“Hey, Jake,” I began, “I was wondering if you could—”

“Help you with the math homework, right?” he said, completing my sentence. “Sure, I’d be happy to help you, Miguel.”

I was **stunned** because, to be truthful, I wasn’t sure until that moment if Jake even knew my name. And yet here he was, happy to save me from drowning in my sea of math problems.

That night, Jake and I had a study session, and it was time well spent. I must admit that Jake’s a **superb** math teacher. He used slices of a pizza pie to explain the idea of eighths and sixteenths, and by the end of the night, I finally understood why eight-sixteenths is the same as one-half!

The next day in class, I was even able to answer one of the math problems our teacher put on the chalkboard. She was surprised when I raised my hand, and guess what—so was I!



They say time flies when you're having fun, and I guess it's really true. I can't believe winter vacation is almost here! The school days have been flying by like a jet plane. I suppose it's because I'm a much more **focused** student—especially in math—than I ever was before. Until this year, I always looked forward to the **prospect** of a school break. Now, I actually feel sad that I'll be away from middle school for two weeks.

The other day, the most amazing thing happened when our teacher gave us a math brainteaser. She asked, "If you wrote all the numbers from one to one hundred, how many times would you write a nine?" The question was harder than it seemed.

Most of the students said ten, although some clever kids said eleven, because they realized that ninety-nine has two nines, not just one. But Jake and I were the only students with the correct answer—twenty! Everyone else forgot to count all the nineties.

Jake and I plan to hang out together during winter break. He promised to show me the Math Museum downtown. It won't just be us, however, since all my new friends from middle school will come, too. You see, even though I now have a completely different **perspective** on math, some things haven't changed. I'm still in the middle of a large circle of friends!



Make Connections



Discuss the ways that Miguel changed after entering middle school. What caused him to change? **ESSENTIAL QUESTION**

When has a new place changed the way you see yourself or the world around you? **TEXT TO SELF**

Make Predictions

When you **make predictions** as you read text, you use text details to help you think about what might happen next. You can confirm your predictions if they are correct. If they are not correct, you can revise them.



Find Text Evidence

When you read the second paragraph of “Miguel in the Middle” on page 311, you might make a prediction about how Miguel will feel in his new school.

page 311

For as long as I can remember, I've always been in the middle. I'm the middle child in my family. I've always sat in the middle of the classroom in school. Even my first and last names, Miguel Martinez, start with an M—the middle letter of the alphabet.

Luckily, I'm also in the middle of a large circle of friends. Most of them are classmates in school—well, at least they were until now. You see, I started middle school in September, and the **transition** from elementary school caused some painful changes for me. All of my closest friends go to a different middle school in the area, because of the way our school district is mapped out. The only classmate I know from my old school is Jake, who's a **genius** in math, but since it's not my favorite subject, we never became friends.

When I read that all of Miguel's friends had gone to a different school, I predicted that Miguel will be unhappy in his new school. When Miguel mentioned Jake, I revised this by predicting that Jake may become a friend.

Your Turn



What did you predict would happen after the first page?
Point to the text evidence that supported your prediction.
As you read, use the strategy Make Predictions.

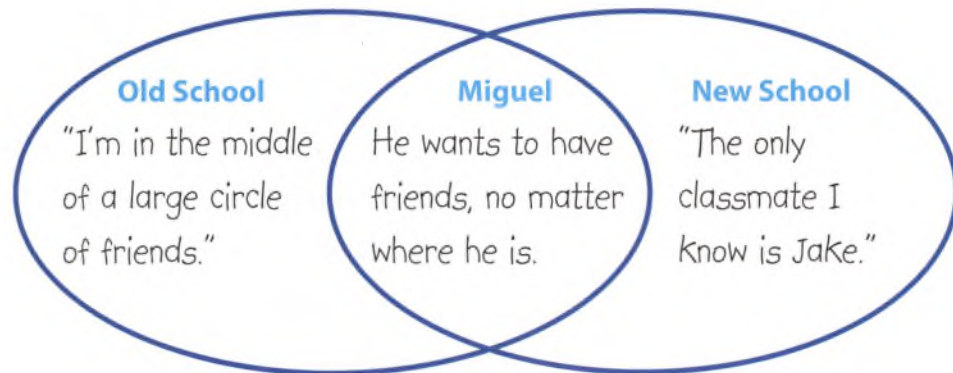
Compare and Contrast

When you **compare and contrast settings** in a story, you figure out how the places and times are alike and different. In a story with more than one setting, you can compare and contrast the effects of the different settings on the characters.



Find Text Evidence

By contrasting the settings in "Miguel in the Middle" on page 311, I find that Miguel was happy in his old school and unhappy in the new one. However, he wants to have friends no matter where he is.



Your Turn

COLLABORATE



Reread the rest of "Miguel in the Middle." Record details about Miguel's old school and new school in the graphic organizer. In the center, describe how Miguel remains the same in both places.

Go Digital! Use the interactive graphic organizer

Realistic Fiction

The selection “Miguel in the Middle” is realistic fiction.

Realistic fiction:

- Has characters and settings that could actually exist
- May have a first-person narrator
- May include figurative language, such as hyperbole and metaphor



Find Text Evidence

I see that “Miguel in the Middle” is realistic fiction. Miguel attends middle school. When Miguel says that teachers shovel tons more homework, he is using hyperbole, as people do. Shovel is used as a metaphor to show how the homework seems to be assigned.

page 311

For as long as I can remember, I've always been in the middle. I'm the middle child in my family. I've always sat in the middle of the classroom in school. Even my first and last names, Miguel Martinez, start with an M—the middle letter of the alphabet.

Luckily, I'm also in the middle of a large circle of friends. Most of them are classmates in school—well, at least they were until now. You see, I started middle school in September, and the transition from elementary school caused some painful changes for me. All of my closest friends go to a different middle school in the area, because of the way our school district is mapped out. The only classmate I know from my old school is Jake, who's a genius in math, but since it's not my favorite subject, we never became friends.

Another big change is that I'm no longer situated in the middle of the classroom. My seat is now in the front row. Also, my new teachers shovel tons more homework at us (especially in math) than we used to get. So you can imagine why my heart wasn't exactly dancing when middle school began.

Narrator The narrator is the person who tells the story.

Figurative Language Figurative language paints a word picture. Hyperbole exaggerates, and metaphors compare unlike things.

COLLABORATE



Your Turn

How does the narrator's point of view affect “Miguel in the Middle”? Point out any figurative language.

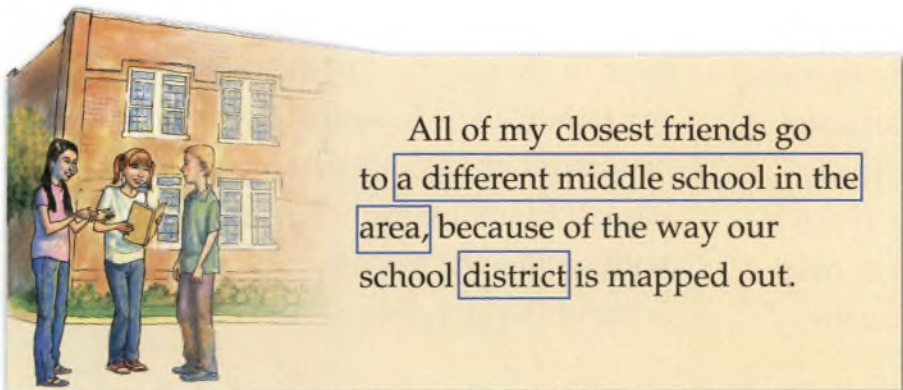
Context Clues

When you find an unfamiliar or multiple meaning word in a sentence, you can look for sentence clues such as **comparisons** to help you figure out the meaning.



Find Text Evidence

When I read the second paragraph of "Miguel in the Middle," I can use the comparison a different middle school in the area to figure out the meaning of district in school district. District must mean the same as "area."



Your Turn

COLLABORATE



Use context clues to figure out the meanings of the following words in "Miguel in the Middle."

situated, page 311

session, page 312

brainteaser, page 313



Readers to ...

When writers organize their stories, they start with a **strong opening** to make readers want to continue reading. Descriptive details that give the writing a sense of style, character, and place can help make an opening strong. Reread the opening lines from “Miguel in the Middle” to see how the writer grabs the reader’s interest.

Strong Openings

How does the opening sentence grab your attention? Identify three details in the paragraph that help explain the opening sentence.

Expert Model

For as long as I can remember, I’ve always been in the middle. I’m the middle child in my family. I’ve always sat in the middle of the classroom in school. Even my first and last names, Miguel Martinez, start with an M—the middle letter of the alphabet.



Writers



Laura wrote a narrative about her first visit to an amusement park. Read her revised opening.

Student Model

My Trip to Ride Park

It was ^{the most exciting day of my life} ~~lots of fun~~. My family and

I visited Ride Park for the first time. Friends had told me ^{how great the rides were} ~~about the rides~~. Yet "great" does not begin to

^{how I felt on} describe them. When you soar 40 stories high, get tossed like a salad, and dive 30 feet under water, it ^{It feels amazing!!!} doesn't just feel great.



Editing Marks

- ^ Add
- ^ Add a comma.
- ~ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Independent and Dependent Clauses

See page 453.

Your Turn

COLLABORATE



- Identify details that Laura included to show that her story is realistic fiction.
- Look at independent and dependent clauses Laura used.
- Tell how Laura's changes created a stronger opening.

Go Digital!

Write online in Writer's Workspace



Essential Question

How do shared experiences help people adapt to change?



Go Digital!



Through Thick and Thin

When times get tough, people have to rely on each other to help them adapt to changing situations. Even small gestures can help.

- ▶ During the Great Depression, many businesses closed, causing widespread unemployment.
- ▶ In cities like this one, supportive groups gave unemployed people free soup, coffee, and doughnuts as they waited for work. The shared meal helped them not feel so alone.

Talk About It



Write words you have learned about how people help each other adapt to change. Then talk about a time that other people helped you adapt to a change.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



assume

Caitlyn could only **assume** the cat broke the flower pot.

What might you *assume* if you awaken to snow on a school day?



guarantee

With such dark clouds approaching, Henrik can **guarantee** that it will rain soon.

When else might you *guarantee* something?



nominate

The team will **nominate** the best candidates to run for class president.

Why might you *nominate* a particular person for a task or position?



obviously

The hand-knitted scarf was **obviously** too long for Marta's little brother.

What kinds of clothes are *obviously* wrong for a cold day?



rely

To make a basket, Calvin must **rely** on the skills his coaches taught him.

When have you had to rely on someone else?



supportive

The audience's **supportive** applause boosted Clare's energy.

In what other ways can you be supportive of a performer on stage?



sympathy

Erik's dad offered **sympathy** when his team lost the game.

When else might you express sympathy to someone?



weaking

Being tired and ill in bed made Emily feel like a **weaking**.

At what other times might you feel like a weaking?

Your Turn

COLLABORATE



Pick three vocabulary words. Then write three questions for your partner to answer.

Go Digital! Use the online visual glossary

The Day the Rollets
Got Their Moxie Back



Essential Question

How do shared experiences help people adapt to change?

Read about how a family comes together during a period of great hardship in the United States.

Sometimes, the thing that gets you through hard times comes like a bolt from the blue. That's what my older brother's letter was like, traveling across the country from a work camp in Wyoming. It was 1937, and Ricky was helping to build facilities for a new state park as part of President Roosevelt's employment program. Though the program created jobs for young men like Ricky, it hadn't helped our dad find work yet.

I imagined Ricky looking up at snow-capped mountains and sparkling skies, breathing in the smell of evergreens as his work crew turned trees into lumber and lumber into buildings. It almost made an 11-year-old **weakling** like me want to become a lumberjack.

Back in our New York City apartment, the air smelled like meatloaf and cabbage. Dad sat slant-wise in his chair by the window, **obviously** trying to catch the last rays of sunlight rather than turn on a light. My older sister Ruth and I lay on the floor comparing the letters Ricky had sent us. "Shirley, Ricky says they had a talent show, and he wore a grass skirt and did a hula dance while playing the ukulele!" Ruth reported with delight. "I'll bet he was the cat's pajamas!"

"It'd be swell to have our own talent show!" I replied.

"Should I start sewing grass skirts?" Mom asked from the kitchen, which was just the corner where someone had plopped down a stove next to a sink and an icebox. "Now come set the table. Dinner's almost ready."



Dad stayed where he was, sullen and spent. "Any jobs in the paper?" Mom asked, her voice rich with **sympathy**. Dad shook his head no. He had worked as an artist in the theater for years, but most productions were still strapped for cash. Dad sketched posters for shows that did get the green light, just to keep his skills sharp. He even designed posters for "Rollet's Follies," with Ruth and me depicted in watercolor costumes.

For dinner, Mom served a baked loaf of whatever ingredients she had that worked well together. From the reddish color, I could **assume** that she had snuck in beets. "I **guarantee** you'll like these beets," she said, reading my frown. "It's beet loaf, the meatless meat loaf," she sang as she served up slices.

Ruth fidgeted in her seat, still excited about the talent show. Though calm on the outside, inside I was all atwitter, too.

Over the next week, Ruth and I practiced our Hawaiian dance routine. Our parents worried about heating bills as cold weather settled in. One Saturday, my father decided to grin and bear it, and grab some hot coffee at the local soup kitchen, where he hoped to hear about available jobs. Ruth and I begged to go along. Since the kitchen offered doughnuts and hot chocolate on weekends, he agreed.



Most everyone in line was bundled up against the cold. Many of us had to **rely** on two or three threadbare layers. Like many other men, Dad bowed his head as if in shame.

The line moved slowly. Bored, Ruth began practicing her dance steps. I sang an upbeat tune to give her some music. Around us, downturned hats lifted to reveal frowns becoming smiles. Soon, folks began clapping along. Egged on by the **supportive** response, Ruth twirled and swayed like there was no tomorrow.

“Those girls sure have moxie!” someone shouted.

“They’ve got heart, all right!” offered another.

“Why, they oughta be in pictures!”

“With performances like that, I’d **nominate** them for an Academy Award!” a woman called out.

“Those are my girls!” Dad declared, his head held high.

Everyone burst into applause. For those short moments, the past didn’t matter, and the future blossomed ahead of us like a beautiful flower. I couldn’t wait to write Ricky and tell him the news.



Make Connections



Talk about ways that Ricky, Ruth, and Shirley helped each other adapt to the times. **ESSENTIAL QUESTION**

Think about a time when others helped you adapt to a new situation. How did your experience compare with the Rollet family’s? **TEXT TO SELF**

Make Predictions

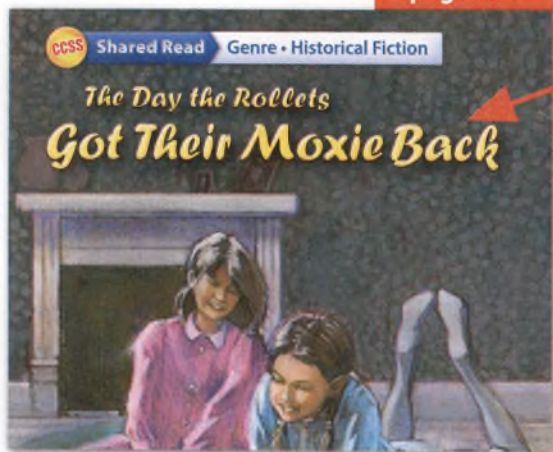
As you read a story, clues in the text can help you predict what will happen next. Making predictions helps you read with purpose. As you continue to read, you can find out if your predictions are correct. If they are not correct, you can revise them.



Find Text Evidence

You can make predictions about the story “The Day the Rollets Got Their Moxie Back,” beginning with the title on page 324.

page 324



From the title, I predict that the main characters in the story will be the Rollets. I don't know what Moxie means, but the story will probably have a positive ending since the Rollets will get back something that they have been missing.

Your Turn

COLLABORATE



Based on the girls' reactions to the letters from their older brother, Ricky, what did you predict might happen next? As you read, use the strategy Make Predictions.

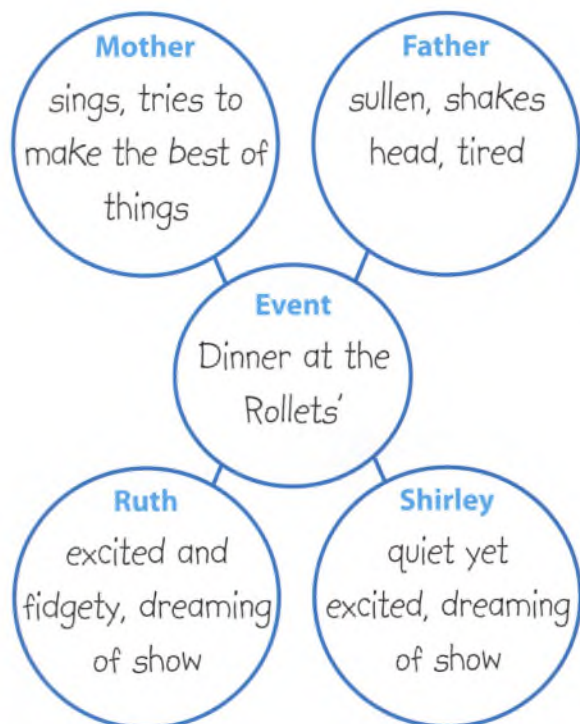
Compare and Contrast

The characters in a story may be similar to or different from one another in their traits, actions, and responses to events. You **compare and contrast characters** to help you better understand how their personalities and actions affect events, or are changed by events.



Find Text Evidence

When I reread the dinner scene on page 326 of "The Day the Rollets Got Their Moxie Back," I can use text details to compare each family member's different responses to their difficult situation.



Your Turn

COLLABORATE



In the graphic organizer, record the feelings of the characters outside the soup kitchen at the start of the scene. How do their feelings change by the story's end?

Go Digital!

Use the interactive graphic organizer

Historical Fiction

The selection “The Day the Rollets Got Their Moxie Back” is historical fiction.

Historical fiction:

- Features events and settings typical of the time period in which the story is set
- Includes characters who act like and speak the dialect of people from a particular place in the past



Find Text Evidence

I can tell that “The Day the Rollets Got Their Moxie Back” is historical fiction. The year is 1937, and President Roosevelt was real. Rollet family members are fictional but use dialect of the time.

page 325

Sometimes, the thing that gets you through hard times comes like a bolt from the blue. That’s what my older brother’s letter was like, traveling across the country from a work camp in Wyoming. It was 1937, and Ricky was helping to build facilities for a new state park as part of President Roosevelt’s employment program. Though the program created jobs for young men like Ricky, it hadn’t helped our dad find work yet.

I imagined Ricky looking up at snow-capped mountains and sparkling skies, breathing in the smell of evergreens as his work crew turned trees into lumber and lumber into buildings. It almost made an 11-year-old **weakling** like me want to become a lumberjack.

Back in our New York City apartment, the air smelled like meatloaf and cabbage. Dad sat slant-wise in his chair by the window, **obviously** trying to catch the last rays of sunlight rather than turn on a light. My older sister Beth and I lay on the floor comparing the letters Ricky had sent us. “Shirley, Ricky says they had a talent show, and he wore a grass skirt and did a hula dance while playing the ukulele,” Ruth reported with delight. “I’ll bet he was the cat’s pajamas!”

“It’d be swell to have our own talent show!” I replied.

“Should I start sewing grass skirts?” Mom asked from the kitchen, which was just the corner where someone had plopped down a stove next to a sink and an icebox. “Now come set the table. Dinner’s almost ready.”



325

Dialect Characters sometimes use dialect, which is speech typical of a place or time. Dialect may include words, phrases, and idioms that might sound unfamiliar.

COLLABORATE



Your Turn

List two examples of dialect in “The Day the Rollets Got Their Moxie Back.” Why might an author include dialect in historical fiction?

Idioms

An **idiom** is an expression that cannot be defined by the words in it. Surrounding words and sentences can offer context clues to help you understand the meaning of an idiom.



Find Text Evidence

I'm not sure what the idiom a bolt from the blue means on page 325. When I think of a "bolt," I think of lightning and how quickly and unpredictably it can strike. Letters often come unexpectedly, as if out of nowhere. That must be the meaning.

Sometimes, the thing that gets you through hard times comes like **a bolt from the blue**. That's what my older brother's letter was like, traveling across the country from a work camp in Wyoming.



Your Turn

COLLABORATE



Use context clues to explain the meanings of the following idioms from "How the Rollets Got Their Moxie Back."

the cat's pajamas, page 325

get the green light, page 326

grin and bear it, page 326

like there was no tomorrow, page 327



Readers to . . .

Writers often include **transitions** that will help guide the reader through a text. Reread this passage from “The Day the Rollets Got Their Moxie Back” to see how the author uses transitional words and phrases to link events and ideas in the story.

Expert Model

Transitions

Identify the transitions the author used to clarify time and place. What other kinds of transitions did the author use to connect ideas and events?

The line moved slowly. Bored, Ruth began practicing her dance steps. I sang an upbeat tune to give her some music. Around us, downturned hats lifted to reveal frowns becoming smiles. Soon, folks began clapping along. Egged on by the supportive response, Ruth twirled and swayed like there was no tomorrow.



Writers



Angela wrote a narrative about a volunteer experience she shared with her family. Read Angela's revision of this section.

Student Model

The Hazens' House

The Hazens' old house burned down in a fire last summer. ^{Over the past months,} People donated money to help them. ^{The Hazens} They had enough to buy materials for a new house. ^{but} They could not ^{sp} afford workers. All of us in town pitched in. ^{While} My parents sawed boards. ^{My brother and I} nailed them to wooden frames. ^{After a day of hard work,} Then the walls went up. Everyone was so proud to help out, they cheered!

Editing Marks

- ^ Add
- , Add a comma.
- ~ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Complex Sentences

See page 453.

Your Turn

COLLABORATE



- Identify the transitions Angela used in her narrative. What is their purpose?
- What complex sentences did Angela use?
- Tell how Angela's revisions improved her writing.

Go Digital!

Write online in Writer's Workspace

Weekly Concept Our Changing Earth



Essential Question


What changes in the environment affect living things?



Go Digital!



A Change in the Air



Earth is in a constant state of change. Some changes, such as a volcano erupting, may happen quickly. Other changes are gradual.

- ▶ One change scientists study is the impact of seasons on animals and plants.
- ▶ Each winter, for example, these Monarch butterflies migrate south to Mexico. They live in colonies like this one before heading north in the spring, when food is plentiful.

Talk About It



Write words you have learned about the changing Earth. Then talk about one change you have wondered about.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.

atmosphere



Clouds form in our **atmosphere**, the layer of gases around Earth.

Why is the Earth's atmosphere important?

decays



When fruit **decays**, or rots, it is not very tasty and should not be eaten.

What does a banana look like as it decays?

gradual



The release of sand in an hourglass is **gradual**, so that it takes one hour.

What is a gradual event or change you have seen?

impact



A veterinarian has a big **impact** on the health of a pet.

Who has had an important impact on your life?



noticeably

José's hair was **noticeably** shorter after his haircut.

What is a synonym for noticeably?



receding

As I drove away, the mountain seemed to be **receding** in the distance.

If it was receding, was it getting close?



stability

While his sprained leg healed, Stephan used crutches for **stability** when walking.

If a thing has stability, is it shaky or steady?



variations

In the valley, there are many **variations** in the color green.

Where might you see variations in the color blue?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

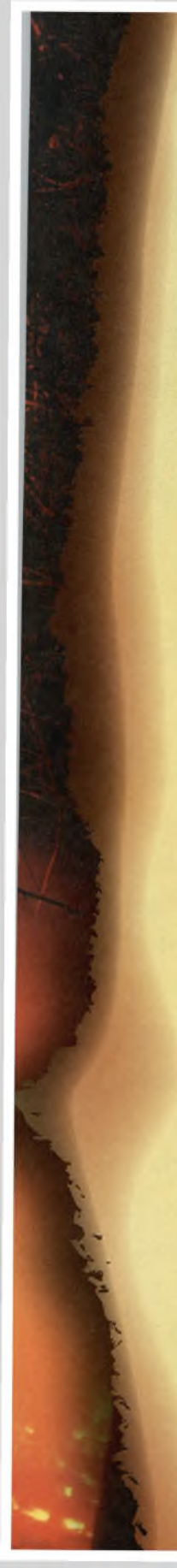
Forests on Fire



Essential Question

What changes in the environment affect living things?

Read about the effects of forest fires on plants, animals, and people.



A few years ago, several red squirrels—an endangered species—had a temporary home at the Phoenix Zoo. Rescued from a ravaging wildfire that had already destroyed thousands of acres of land, the squirrels were waiting for the fire to be extinguished before being returned to the wild. Forest fires are part of nature, so it is important for us to understand not only how to fight fires, but also why they occur.

Destructive and Productive

Like rainstorms, wildfires are a force of nature. However, unlike rainstorms, wildfires are almost always destructive. They consume everything in their way, including plants, trees, and animals. Sometimes, they take human lives and homes as well.

Like a big storm, the destructive power of wildfires is terrifying. On the other hand, naturally occurring wildfires are

also productive forces. Whether their flames race through a forest, a prairie, or acres of brush, these fires produce necessary changes in their environment. Like rain, they can allow new life to flourish.

Benefits of Naturally Occurring Wildfires

A naturally occurring wildfire, sometimes called a forest fire, happens without any human cause. Three factors must be present for one to burn. These include fuel, such as dry grasses; oxygen, which is in our **atmosphere**; and a heat source to ignite the fuel. A lightning strike usually sparks a naturally occurring wildfire. The danger of fire is highest during a drought, when an area has experienced little rain.

Wildfires have happened throughout history, and they help to regenerate Earth and its species. When vegetation **decays**, wildfires clear it away so that new plant life can grow.



Open cone



New seedling



A young forest

The black spruce tree needs a fire's heat to cause its cones to open and scatter seeds. Eventually, seedlings sprout, and a new forest will grow.

Fire also releases nutrients back into the soil, making it more fertile. And by eliminating leafy canopies of mature trees, fire allows nourishing sunlight to reach a forest floor.

Often, this new plant life will be better adapted to fire than what existed before. Some species will have fire-resistant roots, leaves, or bark. Other species will actually depend on fire to reproduce and thrive.

Stability and Diversity

Among its benefits, fire promotes **stability**. By eliminating invasive species that can take over an area, fire encourages the healthy growth of a region's own vegetation.

At the same time, fire promotes diversity. It ensures that plant life will exist at different stages of development. For example, a forest recently struck by fire will have new seedlings. Not far away, in a forest struck by fire twenty years earlier, there may be small trees. And nearby, there may be a forest of mature trees, untouched by fire for years.

These **variations** in plant life provide food and habitats for different kinds of insects, birds, and mammals. Woodpeckers eat insects in burned-out trees. Sparrows depend on seeds for food. Predators such as foxes are drawn by small prey. Forests at different stages attract a diversity of animals to a region.

The Human Factor

Although wildfires have benefits, they also are feared and misunderstood. As a result, our government tried to suppress them completely throughout the 20th century. This policy had a negative **impact** on the environment.

The **gradual** buildup of decayed vegetation provided more fuel to feed fires. Consequently, wildfires became **noticeably** fiercer.

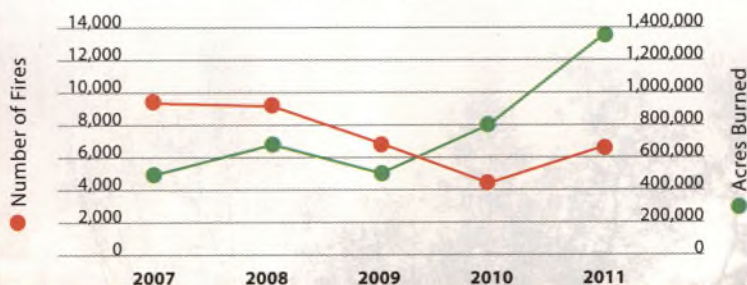
More recently, the government has used two different strategies to manage wildfires. One is to try to limit fires before they burn out of control. The other is to set small

“prescribed” fires to reduce the amount of fuel in the environment. Hopefully, the danger of catastrophic fires is now **receding**.

Unfortunately, human carelessness, such as a campfire left to smolder, also can start a fire. While a natural or prescribed wildfire can be beneficial, this is not true of fires that result from malice or mistakes. These happen at times and places that may cause irreparable damage to plant, animal, and human life. Fires cannot control themselves, so humans will always have to figure out how best to handle them.

Whether wildfires are small or large, firefighters are needed to help contain them.

June U.S. Wildfire Activity (2007–2011)



Make Connections

Talk about how wildfires change the environment for plants. **ESSENTIAL QUESTION**

Why is it important for you to be careful around a fire of any kind, even in a home? **TEXT TO SELF**

Ask and Answer Questions

To be sure you understand what you read, ask questions about the text. If you have trouble answering the question, reread the section. At the end of an expository text, ask: *What is the main idea?* Then find details to support your answer.



Find Text Evidence

To check your understanding of the section “Destructive and Productive” on page 339, you might ask yourself, *What is the main idea?*

page 339

Like a big storm, the destructive power of wildfires is terrifying. On the other hand, naturally occurring wildfires are also productive forces. Whether their flames race through a forest, a prairie, or acres of brush, these fires produce necessary changes in their environment. Like rain, they can allow new life to flourish.

The main idea is that wildfires are both destructive and productive. Details such as how wildfires in a forest or prairie produce necessary changes help support the main idea.

Your Turn

COLLABORATE



Ask and answer a question about the information in the section “Benefits of Naturally Occurring Wildfires” on page 339. Use this strategy as you read.

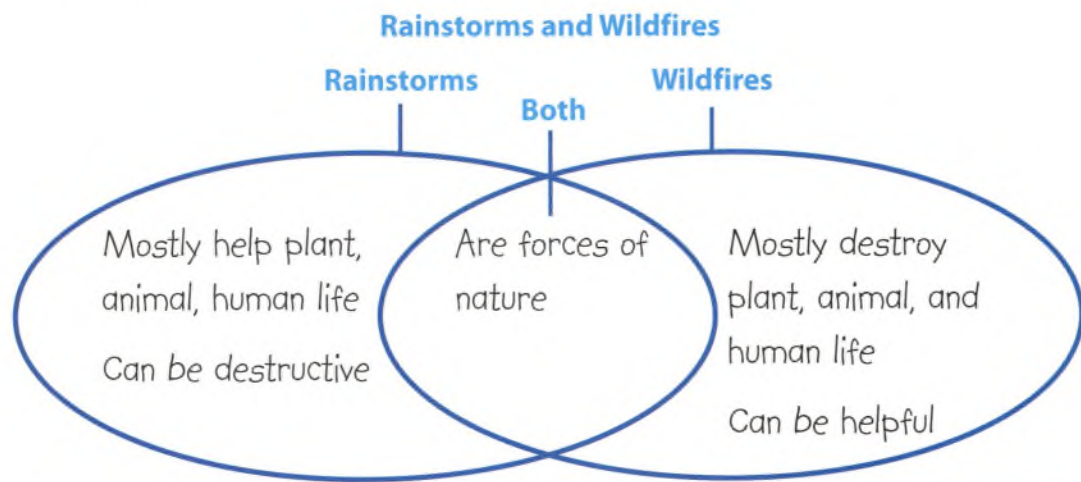
Compare and Contrast

Writers may organize a text to show how an idea is similar to or different from another idea. To figure out if a writer is using a compare-and-contrast structure, look for signal words and phrases such as *however*, *on the other hand*, and *just as*.



Find Text Evidence

The first section tells how wildfires are both like storms and unlike storms. This comparison helps me understand that both forces of nature have uses. Wildfires may be mostly destructive, but, like storms, they can be useful, too.



Your Turn

COLLABORATE



Reread "The Human Factor" on page 341. Compare and contrast the impact that humans have on fires as described in this section.

Go Digital! Use the interactive graphic organizer

Expository Text

The selection “Forests on Fire” is expository text.

Expository text:

- Gives information about a topic
- Develops the topic with facts, examples, and explanations
- May include graphs and photographs



Find Text Evidence

I can tell that “Forests on Fire” is expository text. The selection gives facts about the causes of wildfires and explains more about them. Photographs, captions, and a graph add information.

page 341

The Human Factor

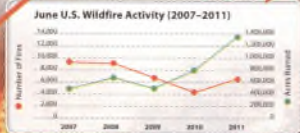
Although wildfires have benefits, they also are feared and misunderstood. As a result, our government tried to suppress them completely throughout the 20th century. This policy had a negative **impact** on the environment. The **gradual** buildup of decayed vegetation provided more fuel to feed fires. Consequently, wildfires became **noticeably** fiercer.

More recently, the government has used two different strategies to manage wildfires. One is to try to limit fires before they burn out of control. The other is to set small

“prescribed” fires to reduce the amount of fuel in the environment. Hopefully, the danger of catastrophic fires is now **receding**.

Unfortunately, human carelessness, such as a campfire left to smolder, also can start a fire. While a natural or prescribed wildfire can be beneficial, this is not true of fires that result from malice or mistakes. These happen sometimes and places that may cause irreparable damage to plant, animal, and human life. Fires cannot control themselves, so humans will always have to figure out how best to handle them.

Whether wildfires are small or large, firefighters are needed to help control them.



Make Connections

Talk about how wildfires change the environment for plants. **ESSENTIAL QUESTION**

Why is it important for you to be careful around a fire of any kind, even in a home? **TEXT TO SELF**

341

Photographs Photographs provide visual information. **Captions** also add information.

Graphs A graph is a diagram that shows numerical information, including changes over time. A title tells what the graph will show.

COLLABORATE

Your Turn

Discuss the graph on page 341. What may have caused so many acres to burn in 2011?

Context Clues

Sometimes you can figure out the meaning of unfamiliar or multiple meaning words by looking for **clues in the paragraph**. You may see a synonym, an antonym, or a comparison that can help you define a word that puzzles you.



Find Text Evidence

When I read "Stability and Diversity" on page 340, the phrases new seedlings and small trees refer to trees in early life. Since mature trees have been untouched by fire for years, the word mature must mean "fully grown or developed."

For example, a forest recently struck by fire will have **new seedlings**. Not far away, in a forest struck by fire twenty years earlier, there may be **small trees**. And nearby, there may be a forest of **mature trees**, **untouched by fire for years**.



Your Turn

COLLABORATE



Use context clues to figure out the meaning of the following words in "Forests on Fire":

productive, page 339

regenerate, page 339

diversity, page 340



Readers to . . .

A writer **develops a topic**, or central idea, with details. To engage readers, writers often include facts, definitions, concrete details, quotations, and examples that develop and explain a topic. All the details in the text relate to the topic and expand on it.

Expert Model

Develop a Topic

Identify details the writer uses to develop the topic of wildfires' benefits.

Wildfires have happened throughout history, and they help to regenerate Earth and its species. When vegetation decays, wildfires clear it away so that new plant life can grow.

Fire also releases nutrients back into the soil making it more fertile. And by eliminating leafy canopies of mature trees, fire allows nourishing sunlight to reach a forest floor.

Often, this new plant life will be better adapted to fire than what existed before. Some species will have fire resistant roots, leaves, or bark. Other species will actually depend on fire to reproduce and thrive.

Writers



Marcus wrote an expository text about a change he has observed in nature. Read his revision of this section.

Student Model

Autumn Leaves

Why do the trees change color every

fall? By the end of summer, the leaves

look tired. they're dry from the

summer sun. ^{and} They're a dull green.

Then, one day, I'll notice a gold maple

leaf in the middle of the green ones.

Soon, all the trees are dressed up in

^{sp} brilliant colors, as if covered in

a red and gold ^{patchwork} quilt. Not only do

we get ^{bold, new} great colors—the trees

get a rest from all that growth!



Editing Marks

^ Add

^ Add a comma.

✂ Take out.

sp Check spelling.

≡ Make a capital letter.

Grammar Handbook

Adjectives

See page 466.

Your Turn

COLLABORATE



- How does Marcus use concrete details and examples to develop his topic?
- Look at the adjectives Marcus used.
- Tell how revisions improved Marcus's writing.

Go Digital!

Write online in Writer's Workspace



Essential Question

How can scientific knowledge change over time?



Go Digital!



Going Deeper

Learning about the ocean is one of our greatest challenges. As researchers design new technologies and evaluate new ideas, our criteria for knowledge changes.

- ▶ Compare the modern research submersible on the left with the early diving suit on the right.
- ▶ The diving suit weighed 190 pounds, and the metal helmet allows almost no visibility! It's easy to see how today's technology allows scientists to learn so much more.



Talk About It



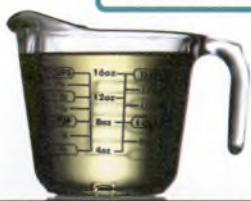
Write words you have learned about changes in scientific knowledge over time. Then talk about a scientific idea you would like to know more about.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.

approximately



The recipe called for **approximately** two cups of oil, so I did not measure exactly.

What is an antonym for approximately?

astronomical



The space exhibit included amazing **astronomical** instruments to study stars.

Besides stars, what are astronomical instruments used to study?

calculation



Mina did a quick **calculation** to figure out if she had enough money for six tickets.

What kinds of skills help with a calculation?

criteria



Blood pressure is one of the **criteria** doctors use for evaluating your health.

What other criteria help doctors to check your health?



diameter

The large pizza pan has a **diameter** of fourteen inches.

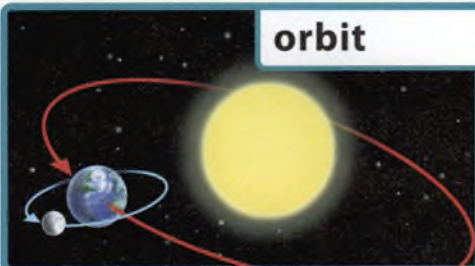
How would you measure the diameter of a pan?



evaluate

Reading food labels can help you **evaluate** the nutritional value.

What questions might help you evaluate a restaurant?



orbit

It takes a year for the Earth to **orbit** the sun, and a month for the moon to orbit the Earth.

What objects in space orbit the sun?



spheres

Basketballs, soccer balls, and baseballs are **spheres**, but footballs are not.

What other objects are spheres?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary



CHANGING VIEWS OF EARTH



Essential Question

How can scientific knowledge change over time?

Read about how our understanding of Earth has changed along with scientific developments over time.

On the Ground, Looking Around

No matter where on Earth you go, people like to talk about the weather. This weekend's forecast may provide the main **criteria** for planning outdoor activities. Where does all that information about the weather come from? The ability to predict storms and droughts required centuries of scientific innovation. We had to look up at the skies to learn more about life here on Earth.

Long ago, humans based their knowledge on what they experienced with their eyes and ears. If people could heighten their senses, they might not feel so mystified by the events confronting them daily. For example, something as simple as the rising sun perplexed people for centuries.

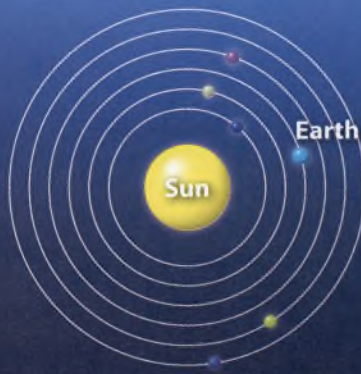
They believed that the Earth stayed in place while the Sun moved around it. This was called the geocentric model.

In the early 1600s, an Italian named Galileo pointed a new tool called the telescope toward the night sky. As a result of his heightened vision, he could see stars, planets, and other celestial **spheres** with new clarity. Each observation and **calculation** led him to support a radical new model of the solar system. In the heliocentric version proposed by the scientist Copernicus, the Sun did not **orbit** the Earth. The Earth orbited the Sun.

Galileo's telescope helped prove that Copernicus's heliocentric view was correct. ▶

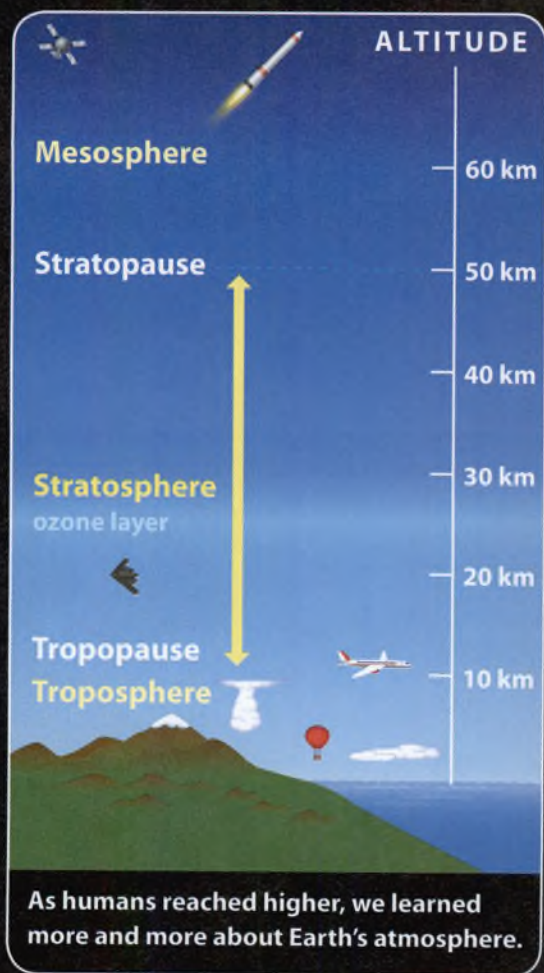


These diagrams show the geocentric (Earth in the center), and the heliocentric (sun in the center) views of the solar system.



In the Sky, Looking Down

New technology allowed scientists to **evaluate** theories better than ever. Measuring devices such as the thermometer and barometer offered new insights into weather patterns. However, people were still limited to ground-based learning. What if they could travel into the sky, where the weather actually happened?



In the mid-1700s, some scientists sent measurement devices higher and higher. At first they used kites. Before long, hot-air balloons offered new ways to transport the tools—and sometimes scientists themselves—into the sky.

However, scientists were not satisfied studying the lower layers of Earth's atmosphere. The more they learned, the higher they wanted to go. They also wanted to obtain information more quickly and accurately. Kites and balloons were hard to control. As a result, they occasionally veered off course or got lost, taking their data with them.

The development of aircraft in the early 1900s promised safer ways to observe Earth's surface and the atmosphere above it. Kites and balloons could reach altitudes of **approximately** three kilometers. By comparison, airplanes lifted scientists to a height of five kilometers and more. Radio technology allowed scientists to transmit data from the air to the ground, where other scientists analyzed and compared information. Breakthroughs came fast and furiously. Still, scientists dreamed of reaching ever higher.

Out in Space, Looking Back Home

In the late twentieth century, advances in aeronautics led to more powerful rockets that lifted satellites into orbit around Earth. From these heights, scientists could study the composition and relative thinness of our layered atmosphere. Since meteorologists could analyze multiple factors at once, the accuracy of their weather predictions improved dramatically.

NASA launched dozens of satellites into orbit in the following years. Some stared back at Earth, while others peered deep into endless space. They gathered **astronomical** data about the ages of planets and galaxies. Sensors and supercomputers measured

Satellites launched into orbit only last for a limited number of years and then must be replaced.



things such as Earth's **diameter** with incredible accuracy. Because of this technology, scientists could develop more reliable models about Earth's systems. For example, they could form theories to show how climate might change over time.

Space missions continue to venture farther from home. Even so, nothing compares to seeing Earth the old way, with our own eyes. Views of our planet from space inspire awe in nearly all people who have seen them, even in photographs. "With all the arguments . . . for going to the Moon," said astronaut Joseph Allen, "no one suggested that we should do it to look at the Earth. But that may in fact be the most important reason."



Make Connections

What were some effects of flight on our knowledge about Earth? **ESSENTIAL QUESTION**

How has your knowledge of Earth changed over time?

What effect has this change had on you? **TEXT TO SELF**

Ask and Answer Questions

Asking and answering questions as you read helps you stay focused. Try it with “Changing Views of Earth.” Think about each question the author asks, and form your own questions, too. Then read on for the answers.



Find Text Evidence

In the first paragraph on page 353, the author asks a question: *Where does all that information about the weather come from?* This may lead you to another question.

page 353

No matter where on Earth you go, people like to talk about the weather. This weekend’s forecast may provide the main **criteria** for planning outdoor activities. Where does all that information about the weather come from?

I think about what I already know—that weather forecasters use scientific instruments. So I ask myself, “What kinds of instruments do scientists use to make forecasts?” I will read on to find the answer.

Your Turn

COLLABORATE



Reread “Out in Space, Looking Back Home” on page 355. Ask a question and then read to find the answer. Use the strategy Ask and Answer Questions as you read.

Cause and Effect

Science and history authors want you to know not just *what* happens but *why* it happens. They show that one event is the **cause** of another event, called the **effect**. Cause-and-effect relationships often form a chain, with the effect of one event becoming the cause of another event.



Find Text Evidence

In the section "On the Ground, Looking Around" on page 353, I read that people once believed the sun orbits Earth. I learn the cause of this mistake: people had only their eyes for viewing the skies. The invention of the telescope had an important effect—the discovery that Earth actually orbits the sun.

Cause	→	Effect
Long ago, people had only their eyes to see the skies.	→	They thought the sun orbited Earth.
The telescope was invented.	→	People could see the stars and planets more clearly.
People could see the stars and planets more clearly.	→	They found out that Earth orbits the sun.

Your Turn



Reread the rest of "Changing Views of Earth." Show important connections between certain events by recording causes and effects in your own graphic organizer.

Go Digital!

Use the interactive graphic organizer

Expository Text

The selection “Changing Views of Earth” is an expository text.

Expository text:

- Presents information and facts about a topic in a logical order
- Supports specific points with reasons and evidence
- May include text features, such as subheadings, photos, and diagrams



Find Text Evidence

“Changing Views of Earth” is an expository text. The facts about inventions are given in a logical order. The author backs up her points with evidence, including a diagram.

page 354

In the Sky, Looking Down

New technology allowed scientists to **evaluate** theories better than ever. Measuring devices such as the thermometer and barometer offered new insights into weather patterns. However, people were still limited to ground-based learning. What if they could travel into the sky, where the weather actually happened?



354

In the mid-1700s, some scientists sent measurement devices higher and higher. At first they used kites. Before long, hot-air balloons offered new ways to transport the tools—and sometimes scientists themselves—into the sky.

However, scientists were not satisfied studying the lower layers of Earth's atmosphere. The more they learned, the higher they wanted to go. They also wanted to obtain information more quickly and accurately. Kites and balloons were hard to control. As a result, they occasionally veered off course or got lost, taking their data with them.

The development of aircraft in the early 1900s promised safer ways to observe Earth's surface and the atmosphere above it. Kites and balloons could reach altitudes of **approximately** three kilometers. By comparison, airplanes lifted scientists to a height of five kilometers and more. Radio technology allowed scientists to transmit data from the air to the ground, where other scientists analyzed and compared information. Breakthroughs came fast and furiously. Still, scientists dreamed of reaching ever higher.

Diagrams A diagram is a drawing that shows the different parts of something and how they relate to each other. A title tells what the diagram illustrates, and labels identify each main part.

COLLABORATE



Your Turn

List three other examples of things in “Changing Views of Earth” that show that this is expository text.

Greek Roots

Many English words contain Greek roots. For example, the Greek root *meter* means “measure,” so any English word containing *meter* (*thermometer*, *barometer*, *kilometer*) usually has to do with measuring something.



Find Text Evidence

On page 354 of “Changing Views of Earth,” I come across the word *thermometer*. The Greek root *therm* has to do with heat. Since I know that *meter* means “measure,” I can figure out that a *thermometer* is something that records or measures temperature.

Measuring devices such as the **thermometer** and barometer offered new insights into weather patterns.

Your Turn

COLLABORATE



Use the Greek roots below to figure out the meanings of two words from “Changing Views of Earth”:

Greek Roots: *geo* = earth *helio* = sun *centr* = center

geocentric, page 353

heliocentric, page 353



Readers to . . .

Writers should not change the subject in the middle of a paragraph. In expository writing, a **strong paragraph** is one in which every sentence supports the *same* main idea. Writers may state the main idea in one of the sentences, called the topic sentence, and the other sentences support it. Read these strong paragraphs from “Changing Views of Earth.”

Strong Paragraphs

Identify the topic sentence in each paragraph.

In what way does another sentence in each paragraph support its main idea?

Expert Model

In the mid-1700s, some scientists sent measurement devices higher and higher. At first, they used kites. Before long, hot-air balloons offered new ways to transport the tools—and sometimes scientists themselves—into the sky.

However, scientists were not satisfied studying the lower layers of Earth’s atmosphere. The more they learned, the higher they wanted to go. They also wanted to obtain information more quickly and accurately. Kites and balloons were hard to control. As a result, they occasionally veered off course or got lost, taking their data with them.



Writers



Gillian wrote an expository paragraph about using a magnifying glass. Read her revision of this section.

Student Model

Through a Magnifying Glass

A magnifying glass is the ^{simplest} ~~most~~ ^{simple} way to open up a hidden world.

Use it to look at your fingertips, and you'll see the ^{swirls} ~~lines~~ that leave

fingerprints. ~~Footprints are also great clues for detectives.~~

^{Have you ever looked at salt close up?} Salt grains are shaped like tiny cubes. Insects are great to see ^{sp} ~~magnified~~, too. ~~But~~

~~They look like robots with lots of interesting parts. tarantulas are huge no magnifying glass needed!~~ You'd be amazed at

what you miss with your ^{bare} ~~best~~ eyes.

Editing Marks

^ Add

^ Add a comma.

✂ Take out.

sp Check spelling.

≡ Make a capital letter.

Grammar Handbook

Adjectives that Compare

See page 467.

Your Turn

COLLABORATE



- Identify Gillian's topic sentence for her paragraph.
- Find adjectives that compare in Gillian's writing.
- Tell how her revisions improve her writing.

Go Digital!

Write online in Writer's Workspace

Weekly Concept *Scientific Viewpoints*



Essential Question

How do natural events and human activities affect the environment?



Go Digital!



Friend or Foe?



We are surrounded by many species of plants and animals that are not native to the area they live in.

- ▶ Beekeeping is not just an agricultural activity. I keep honey bees in the heart of a busy city!
- ▶ Bees can thrive in this unusual setting, and I enjoy the honey they produce.

Talk About It



Write words you have learned about activities that affect an environment. Then talk about an activity you have done that affected the environment.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



agricultural

Sam and Gina gathered apples and other **agricultural** products for the market.

How do agricultural products make a difference in your life?



declined

Because many businesses closed, the town had clearly **declined** over the years.

What actions can a restaurant take when its profits have declined?



disorder

The veterinarian examined the cow for a stomach **disorder**.

What kind of medical disorder might keep you home from school?



identify

People are able to **identify** my dog not only by his dog tag, but by his smile.

How would you identify your best friend in a crowd?



probable

The **probable** cause of the shattered window was Jake and his soccer ball.

What type of weather is most probable in the winter where you live?



thrive

Some plants manage to grow and **thrive** even in snow.

What would you do to help a pet thrive?



unexpected

As the wildebeests drank at the river, the crocodile's arrival was **unexpected**.

How might an unexpected event change your plans?



widespread

Starlings, introduced from England, are now a **widespread** bird species.

What is a good example of a widespread fad?

Your Turn



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary



Essential Question

How do natural events and human activities affect the environment?

Read two different views on the arrival of new species into the United States.

It's hard to imagine life without oranges and chickens, which are examples of nonnative species.

Should Plants and Animals from Other Places **Live Here?**



New Arrivals Welcome

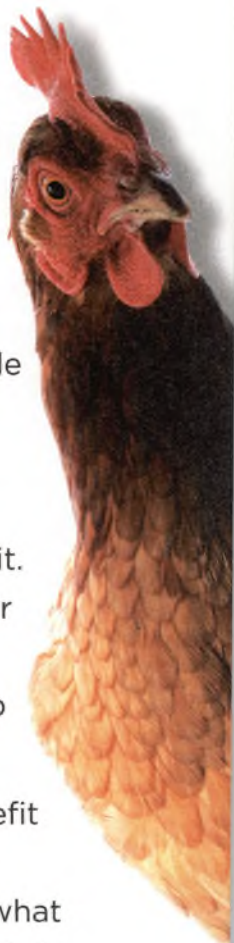
Nonnative species are good for the economy—and they taste good, too!

Some of America's most important immigrants are plants and animals. Called *nonnative species*, these creatures arrive here from other regions or countries. Nonnative species are known as *invasive* when they harm the environment, our health, or the economy. Invasive species often take over a **widespread** area and overwhelm native wildlife. The population of some native species has **declined** because of a few newcomers, but the news is not all bad. We would be a lot worse off without some of them.

In Florida, for example, about 2,000 species of familiar plants and animals are nonnative. These include oranges, chickens, and sugarcane. In fact, 90 percent of farm sales can be traced directly to nonnative species.

Nonnative species help to control insects and other pests that harm crops. Some scientists **identify** a pest's natural enemy and bring in nonnative enemy species, such as insects, to kill the pests. Killing the pests is a good thing, and an even better result is that pesticide use is reduced. Vedalia beetles were transported here from Australia to eat insects that killed citrus fruit. The beetles completed their mission without any side effects. They also help keep citrus farmers in business!

Not all new arrivals benefit humans. However, many nonnative species are just what the doctor ordered. Many of the dogs and cats we love so much originated in other parts of the world. Would you want to ban Labrador retrievers and Siamese cats? Creatures like these surely make our lives and our nation better!





A Growing Problem

Thousands of foreign plant and animal species threaten our country.

Visitors to the Florida Everglades expect to see alligators, not pythons. These huge snakes are native to Southeast Asia. But about 150,000 of the reptiles are crawling through the Everglades. The **probable** reason they got there is that pet owners dumped the snakes in the wild. Now the nonnative pythons have become a **widespread** menace, threatening to reduce the population of endangered native species.

Some nonnative species may be useful, but others are harmful to the nation. It costs the U.S. \$137 billion each year to repair the damage these species cause to the environment. The trouble occurs when nonnative species become invasive. Invasive species are a nuisance just about everywhere in the nation. For example, the

Asian carp, which was introduced unintentionally to the U.S., has been able to **thrive** in the Mississippi River and now threatens the Great Lakes ecosystem. Because of its large appetite, the population of native fish has gone down.

Some germs are also invasive species, and they are especially harmful to humans. One, the avian influenza virus, came to the U.S. carried by birds. This microbe can cause a serious lung **disorder** in infected people.





Some **agricultural** experts have introduced nonnative species on purpose to improve the environment. However, this can sometimes create **unexpected** problems. A hundred years ago, melaleuca trees were brought to Florida from Australia to stabilize swampy areas. Now millions of the trees blanket the land, crowding out native plants and harming endangered plants and animals.

The facts about this alien invasion lead to one conclusion: We must remove invasive species and keep new ones from our shores.



Nonnative Species: Benefits and Costs

Over the years, about 50,000 nonnative species have entered the U.S. These four examples show the positive and negative impacts they can have.

SPECIES	NATIVE LAND	WHEN AND HOW INTRODUCED TO U.S.	POSITIVE IMPACT	NEGATIVE IMPACT
 Horse	Europe	Early 1500s, on purpose	Used for work, transportation, and recreation	Made large-scale wars possible
 Kudzu	Asia	Early 1800s, on purpose	Stops soil erosion	Crowds out native plants
 Olives	Middle East and Europe	Early 1700s, on purpose, cultivation began in 1800s	Major food and cooking oil source, important industry in California	Most olives must be imported because they do not grow everywhere.
 Mediterranean Fruit Fly	Sub-Saharan Africa	1929 (first recorded), accidentally	May be a food source for creatures such as spiders	Destroys 400 species of plants, including citrus and vegetable crops

This community is trying to control the invasive melaleuca plant that has taken over this marsh.



Make Connections

Talk about the uses and harmful effects of species introduced into the United States.

ESSENTIAL QUESTION

Would you give up eating or using a species if you discovered it was nonnative? Explain your reasons. **TEXT TO SELF**



Ask and Answer Questions

To check your understanding of a persuasive article, pause at different points and ask yourself questions about what you have read so far. Then look for answers. You can also ask questions about the whole text when you have finished.



Find Text Evidence

After you read the article “New Arrivals Welcome” on page 367, you might ask yourself, *What is the main idea of this article?*

page 367

In Florida, for example, about 2,000 species of familiar plants and animals are nonnative. These include oranges, chickens, and sugarcane. In fact, 90 percent of farm sales can be traced directly to nonnative species.

When I reread, I learn the answer to my question. The main idea is that many species in the United States are nonnative, but can be very useful to us. Examples such as oranges and sugarcane support this.

Your Turn

COLLABORATE



Ask and answer a question about “A Growing Problem” on page 368. As you read, use the strategy Ask and Answer Questions.

Author's Point of View

In a persuasive article, the author's **point of view** is the author's position on a topic. To identify an author's point of view, look for the author's word choices, reasons, and factual evidence used to explain the argument for or against an idea.



Find Text Evidence

I see from the title "A Growing Problem" on page 368 that the author might have a negative point of view toward nonnative species. The word threaten expresses a negative emotion, and the facts about pythons support a negative viewpoint.

Details	Author's Point of View
"A Growing Problem"	The author opposes nonnative species because many become invasive, or hurt native species.
"threaten our country"	
150,000 pythons a "menace"	
Asian carp eat native fish	
"crowding out native plants"	

Your Turn

Identify important details in "New Arrivals Welcome" and write them in your graphic organizer. Then identify the author's point of view.

Go Digital!

Use the interactive graphic organizer

Persuasive Article

“New Arrivals Welcome” and “A Growing Problem” are persuasive articles.

Persuasive articles:

- Persuade a reader to support an idea or viewpoint
- Include facts and evidence that support opinions
- May include text features, such as charts and headings



Find Text Evidence





“New Arrivals Welcome” and “A Growing Problem” are persuasive articles. The titles reveal the authors’ opinions about nonnative species. Facts and evidence support their opinions. A chart has headings and information for comparing the two points of view.

page 369

TIME
FOR KIDS®

Nonnative Species: Benefits and Costs

Over the years, about 50,000 nonnative species have entered the U.S. These four examples show the positive and negative impacts they can have.

SPECIES	NATIVE LAND	HOW AND HOW INTRODUCED (U.S.)	POSITIVE IMPACTS	NEGATIVE IMPACTS
 Horse	Europe	Early 1500s, on purpose	Used for work, transportation, and recreation	Made large-scale wars possible
 Kudzu	Asia	Early 1800s, on purpose	Stops soil erosion	Crowds out native plants
 Olives	Middle East and Europe	Early 1700s, on purpose, cultivation began in 1600s	Major food and cooking oil source, important industry in California	Most olives must be imported because they do not grow everywhere.
 Mediterranean Fruit Fly	Sub-Saharan Africa	1929 (first recorded), accidentally	May be a food source for creatures such as spiders	Destroys 400 species of plants, including olives and vegetable crops

Make Connections
Talk about the uses and harmful effects of species introduced into the United States.
ESSENTIAL QUESTION
Would you give up eating or using a species if you discovered it was nonnative? Explain your reasons. **TEXT TO SELF**

This community is trying to control the invasive medusa plant that has taken over this marsh.

CAUTION
MELALEUCA CONTROL PROJECT
IN MARSH AREAS

369

Chart A chart organizes data so that information can be easily analyzed and compared.

Headings Headings identify the main categories of information.

COLLABORATE



Your Turn

Analyze the information in the chart on page 369. Identify a species that has a mostly positive impact and one that has a mostly negative impact. Explain your conclusions.

Root Words

A **root word** is the basic word part that gives a word its main meaning. Knowing the meaning of a root is a key to recognizing and understanding many words that share that root.



Find Text Evidence

In the first paragraph of "New Arrivals Welcome" on page 367, I read the word invasive. It has the same root as invade: vas and vad both come from a Latin word meaning "to go." Something invasive goes into areas beyond its boundaries.

page 367

Nonnative species are known as **invasive** when they harm the environment, our health, or the economy.



Your Turn

COLLABORATE



Use the roots below to figure out the meanings of words from "New Arrivals Welcome" and "A Growing Problem." List other words you know that contain those roots.

Roots: *nativus* = to be born *spec* = appearance, kind
avis = bird

nonnative, page 367

avian, page 368

species, page 367



Readers to . . .

Writers close their texts with a **strong conclusion**. A persuasive article supports a view, and the job of the conclusion is to make the final point with a strong, effective statement. The author often restates the main idea in the conclusion. Reread the conclusions of “New Arrivals Welcome” and “A Growing Problem.”

Expert Model

Strong Conclusions

Identify the main idea restated in each conclusion.

How do the authors use specific language to create strong conclusions?

New Arrivals Welcome

Many of the dogs and cats we love so much originated in other parts of the world. Would you want to ban Labrador retrievers and Siamese cats? Creatures like these surely make our lives and our nation better!

A Growing Problem

The facts about this alien invasion lead to one conclusion: We must remove invasive species and keep new ones from our shores.



Writers



Abby wrote a persuasive text arguing to protect neighborhood birds. Read Abby's revision of her conclusion.

Student Model

Keep Birds Safe!

It's great to have birds ^{nesting} in your area. ^{However,} ~~Living~~ around people can be dangerous. ^{for them} Every year, ^{hundreds of} birds die from flying into windows. ~~even worse~~ cats ^{as well.} roaming outdoors kill birds. How can we can help? Taping shapes on clear glass can prevent birds from flying at ^{their reflections} ~~themselves~~. Also, keep cats indoors. ^{Doing our part to keep} ~~Keeping~~ birds safe is a small price to pay for the beauty they bring us!

Editing Marks

- ^ Add
- > Add a comma.
- ↪ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Comparing with Good and Bad

See page 467.

Your Turn

COLLABORATE



- Identify Abby's conclusion and what makes it strong.
- Identify comparisons Abby used with *good* and *bad*.
- Tell how Abby's revisions improved her writing.

Go Digital!

Write online in Writer's Workspace

Unit 6

Linked In

The BIG Idea
How are we all connected?

Drew Myers/Fancy/Corbis

376



Peace can be made and kept only by the united determination of free and peace-loving peoples who are willing to work together — willing to help one another — willing to respect and tolerate and try to understand one another's opinions and feelings.

— **FRANKLIN D. ROOSEVELT**, President of the United States, 1933-1945, from *State of the Union Address, January 6, 1945*



Weekly Concept **Joining Forces**



Essential Question

How do different groups contribute to a cause?



Go Digital!



Giving Our All

When the United States joined the fight in World War II, people all over the country were called on to make contributions to the war effort.



- ▶ Many factories had to convert from making their usual products and start producing war equipment, such as airplanes.
- ▶ When men went off to war, women went to work! The women pictured here are putting rivets into an airplane wing.

Talk About It



Write words you have learned about contributing to a cause. Then talk about a time that you joined others to help contribute to a cause.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



bulletin

Kip posted a **bulletin** in the neighborhood about his missing dog.

Why else might you post a bulletin?



contributions

The school art exhibit will feature **contributions** from many student artists.

What other events rely on contributions from others?



diversity

There was a great **diversity** of breeds at the dog show.

Where else might you see a wide diversity of animals?



enlisted

Citizens who have **enlisted** in the military are sworn in before training begins.

Why have people enlisted for military duty?



intercept

I jumped up to **intercept** the pass and prevent a touchdown by the other team.

In what other sports might you intercept a ball?



operations

The crew of workers began **operations** to clean up after the disaster.

What other operations might help in a disaster?



recruits

The officer addressed the **recruits** as they prepared for training.

What kinds of services look for new recruits?



survival

A first aid kit, a blanket, and water are important for **survival** in an emergency.

What other items are important for survival in an emergency?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

SHIPPED OUT



Essential Question

How do different groups contribute to a cause?

Read about how a young girl learns how to contribute to the war effort during World War II.



My name is Libby Kendall, and I am a prisoner of war. Well, not really, but some days it feels that way. Just like my dad, I've packed up my things and shipped out. Unlike my dad, however, nothing I do will ever help the Allies win World War II.

My father is a mechanic on a battleship in the Pacific Ocean. I'm trapped in a little apartment above my Aunt Lucia's bakery downtown. Mom says it's just for a few months while she works double shifts at the clothing factory. She makes uniforms, mostly sewing pockets on jackets. I asked her once if she snuck things into the pockets for soldiers to find, like little poems written in calligraphy. She said soldiers wore jackets with pockets to hold tools they might need for war **survival**, not silly things like poetry.

It seems no one appreciates my creative **contributions** to the war effort, but Aunt Lucia says my help to her is important, since both her workers joined the army.

On my first day with Aunt Lucia, she explained the daily **operations** of the bakery. First, we get up before dawn to knead the dough. Next, we bake breads and muffins. Then,



while I help customers, Lucia makes cakes and cookies for sale in the afternoon. Whenever the phone rings, she races from the back room to **intercept** the call. She's always worried that it might be bad news, so she wants to be the first to hear it.

After dinner, Aunt Lucia invites neighbors over to listen to the radio. Some are immigrants from a wide **diversity** of backgrounds. Lucia and others help translate the news into several languages for everyone to understand. I always listen closely for any **bulletin** about fighting in the Pacific.



I remember how intently my parents read reports about the war, which I rarely understood. They often whispered to one another, and I'd shout out something like, "Speak up! I can't hear you!" They'd frown and leave me alone to talk in private.

One night, they came into the living room and turned off the radio. At first I was angry, but they had serious expressions on their faces. "Our country's at war," Dad said. "The military will be looking for new **recruits**. I know something about boats and ship engines, so I intend to join the navy."

My face grew hot, but my hands felt cold. "You can't just leave," I said. I stomped on the floor for emphasis and stormed off to my bedroom. Looking back on that now, I feel ashamed of how selfishly I had acted.

This morning, Aunt Lucia can tell I'm feeling down. She asks me to help her decorate cupcakes for a fundraiser tonight. At first I'm not interested. I just slather on frosting and plop a berry on top. Then I realize that I can make red stripes out of strawberries and a patch of blue from blueberries. Soon I have a whole tray of cupcakes decorated like flags to show Aunt Lucia.

"These are wonderful!" Lucia says. "I'm sure they'll sell better than anything else!"

For the first time in weeks, I feel like I've done something right. I think of all the money we might make at the sale, and how it may buy supplies for my father.

"I **enlisted** in the navy to help restore democracy in the world," my dad said on the day he left. "Now you be a good navy daughter and

sail straight, young lady." I promised I would. As he went out the door, I slipped a little poem into his coat pocket. "Here's a little rhyme to pass the day," it said. "I love you back in the U.S.A.!"

I look at the cupcakes and wish I could send one to my dad. Instead, I'll draw a platter on which they're piled high and send the picture off to the Pacific with a letter. That way, my dad will have plenty to share with everyone there.



Make Connections



What kinds of contributions to the war effort do characters make in this story?

ESSENTIAL QUESTION

Think about an event in your own life that required contributions from others. How did they all work together? **TEXT TO SELF**

Summarize

Summarizing can help readers remember details as they read. You may want to summarize the important details at the beginning of a story that help you understand the setting and plot events. Remember that a summary should not include your opinions.



Find Text Evidence

Summarizing the opening paragraphs of “Shipped Out” on page 383 may help you understand the setting and plot of the story.

page 383

My name is Libby Kendall, and I am a prisoner of war. Well, not really, but some days it feels that way. Just like my dad, I've packed up my things and shipped out. Unlike my dad, however, nothing I do will ever help the Allies win World War II.

My father is a mechanic on a battleship in the Pacific Ocean. I'm trapped in a little apartment above my Aunt Lucia's bakery downtown. Mom says it's just for a few months while she works double shifts at the clothing factory. She makes uniforms, mostly sewing pockets on jackets. I asked her once if she snuck things into the pockets for soldiers to find, like little poems written in calligraphy. She said soldiers wore jackets with pockets to hold tools they might need for war **survival**, not silly things like poetry.



while I help customers, Lucia makes cakes and cookies for sale in the afternoon. Whenever the phone rings, she races from the back room to **intercept** the call. She's always worried that it might be bad news,

The first paragraphs introduce Libby Kendall, a girl living during World War II. Because her father has gone off to war and her mother must work long hours, Libby has been sent to live with her Aunt Lucia. I can infer that the war has caused many changes.

Your Turn

COLLABORATE



Summarize Libby's experiences at her aunt's bakery. Include details showing the war's effect on events.

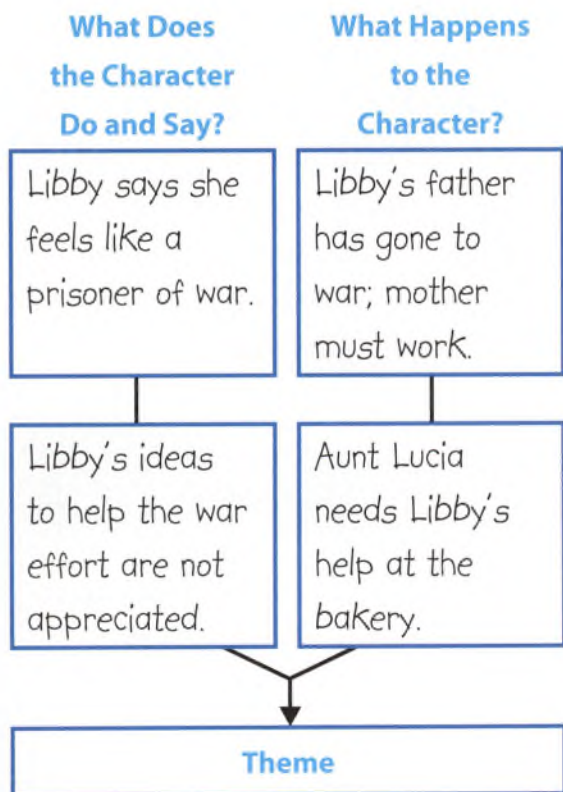
Theme

To identify a story's **theme**, or overall message, consider what the characters say and do, and how their behavior affects the events and other characters. Finally, think about how characters change as a result of what happens to them.



Find Text Evidence

On page 383 of "Shipped Out," Libby says that she feels like a prisoner of war at her aunt's apartment. This is because her father has gone to war and her mother has had to go to work. Libby feels her war efforts are not appreciated, but Aunt Lucia needs her help. These events will help me identify the theme.



Your Turn

COLLABORATE



What does Libby learn from Aunt Lucia about contributing to the war effort? Complete the graphic organizer to identify the story's theme.

Go Digital!

Use the interactive graphic organizer

Historical Fiction

The selection “Shipped Out” is historical fiction.

Historical fiction:

- Features events and settings typical of the period in which the story is set
- Features realistic characters who speak and act like people from a particular time and place in the past
- May include flashback



Find Text Evidence

I can tell that “Shipped Out” is historical fiction. The first paragraph mentions a real event, World War II. In flashback, we learn why Libby, the main character, has to live with her aunt.

page 384



I remember how intently my parents read reports about the war, which I rarely understood. They often whispered to one another, and I'd shout out something like, “Speak up! I can't hear you!” They'd frown and leave me alone to talk in private.

One night, they came into the living room and turned off the radio. At first I was angry, but they had serious expressions on their faces. “Our country's at war,” Dad said. “The military will be looking for new **recruits**. I know something about boats and ship engines, so I intend to join the navy.”

384

My face grew hot, but my hands felt cold. “You can't just leave,” I said. I stomped on the floor for emphasis and stormed off to my bedroom. Looking back on that now, I feel ashamed of how selfishly I had acted.

This morning, Aunt Lucia can tell I'm feeling down. She asks me to help her decorate cupcakes for a fundraiser tonight. At first I'm not interested. I just slather on frosting and plop a berry on top. Then I realize that I can make red stripes out of strawberries and a patch of blue from blueberries. Soon I have a whole tray of cupcakes decorated like flags to show Aunt Lucia.

Flashback Flashbacks describe events and actions that occurred before the main action of the story. Key words, such as *once* or *I remember*, may show a character remembering past events.

COLLABORATE

Your Turn



Find another example of a flashback in “Shipped Out.” Why might an author use flashbacks in a work of historical fiction?

Homophones

Sometimes when you read, you come across **homophones**, or words that sound the same but are spelled differently and have different meanings. Surrounding words and sentences can help you figure out the meaning of a homophone.



Find Text Evidence

In "Shipped Out" on page 383, I see the words war and wore, which are pronounced the same. From the surrounding words, I can tell that war means a large conflict, and that wore is the past tense of the verb wear, which means to have clothing on.



She said soldiers **wore jackets** with pockets to hold tools they might need for **war survival**, not silly things like poetry.

Your Turn

COLLABORATE



Use context clues to distinguish between the meanings of the following homophones from "Shipped Out."

need and **knead**, page 383

read and **red**, page 384

sale and **sail**, page 385



Readers to . . .

Writers often tell the events of a story in order, or **sequence**. Writers organize the sequence of events in a logical way. The middle of the story often includes a description of events, in order, that develop the story's action and characters. Reread this paragraph from "Shipped Out."

Expert Model

Sequence

Why is the **sequence** of events important in this paragraph?

On my first day with Aunt Lucia, she explained the daily operations of the bakery. First, we get up before dawn to knead the dough. Next, we bake breads and muffins. Then, while I help customers, Lucia makes cakes and cookies for sale in the afternoon. Whenever the phone rings, she races from the back room to intercept the call. She's always worried that it might be bad news, so she wants to be the first to hear it.



Writers



Jay wrote an article about the Service Club at his school. Read Jay's revision of this section.

Student Model

Fleas Flee at the Pet Shelter!

Our school's Service Club sponsored a "Flea Bath" for the Shady Brook Animal Shelter. Volunteers showed up ^{early} Saturday morning. ^{First,} Luke and Heidi filled tubs with warm water. ^{When} The first dogs arrived, ~~they~~ lathered them up with flea soap. Keith and Astrid dried them gently with towels. Danielle rinsed off ^{sp} there fur. ^{By the end of the day,} ~~We~~ raised \$200 to help animals at the shelter.

Editing Marks

- ^ Add
- ^ Add a comma.
- ~ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Adverbs

See page 469.

Your Turn



- How does Jay indicate the sequence of events in his article?
- Find adverbs that Jay included.
- Tell how Jay's revisions improved his article.

Go Digital!

Write online in Writer's Workspace



Essential Question

What actions can we take to get along with others?



Go Digital!



conflict

To resolve their **conflict** over who would use the remote control, the sisters finally agreed to take turns.

What else are your conflicts?

Trying to Fit In

It's a big crowded world out there, and we must work to figure out ways to live together. What can we do to get along well with others?

- ▶ This beach crowd consists of a colony of King Penguins and their chicks, and Southern Elephant Seals. Somehow they make it work!
- ▶ Part of getting along is learning to resolve a conflict when it arises. If we cannot resolve it, someone else may need to intervene.

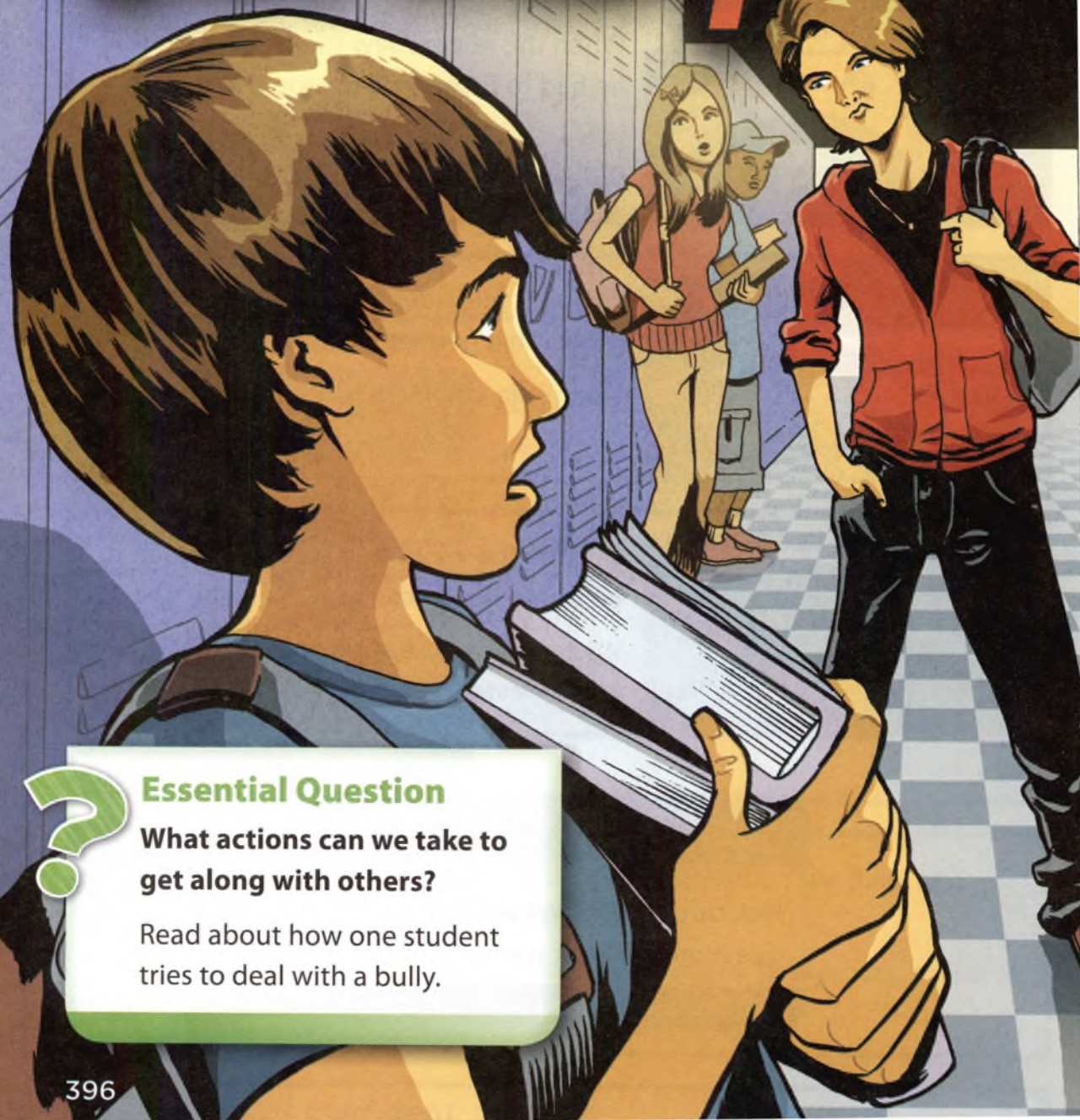
Talk About It



Write words you have learned about how to get along with others. Then talk about a time you did not get along with someone and how you handled it.



The Bully



Essential Question

What actions can we take to get along with others?

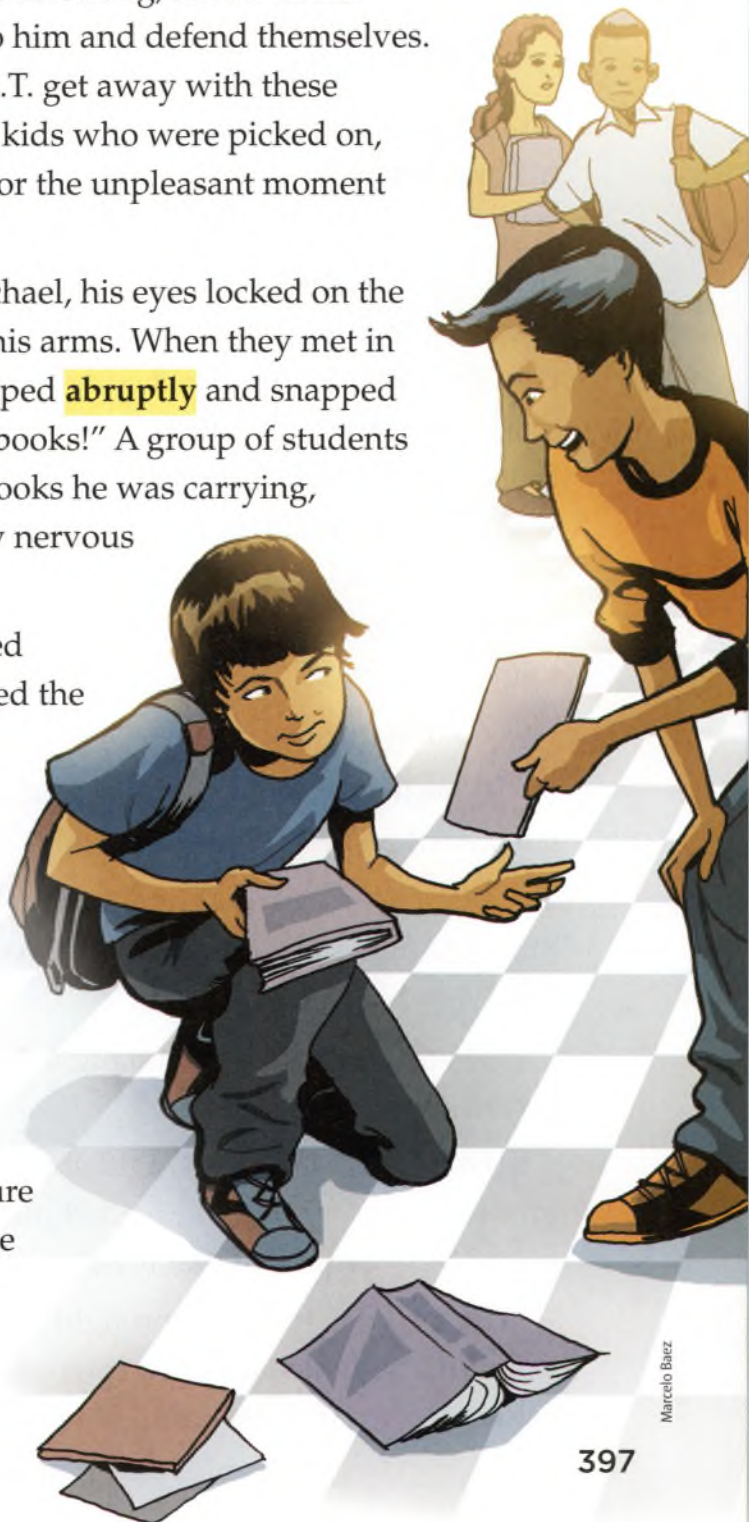
Read about how one student tries to deal with a bully.

Michael saw the trouble coming from all the way at the end of the school hallway. There standing by the stairs was J.T., the school bully who enjoyed **taunting** anyone he felt like at any given moment. J.T. was tall and strong, so few of his victims were willing to stand up to him and defend themselves. Michael hated the idea that he let J.T. get away with these offenses. Yet like most of the other kids who were picked on, he just took it quietly and waited for the unpleasant moment to pass.

J.T. walked directly toward Michael, his eyes locked on the books that Michael carried under his arms. When they met in the middle of the hallway, J.T. stopped **abruptly** and snapped at Michael, "Hey, let me see those books!" A group of students watched as Michael held out the books he was carrying, trying not to tremble to reveal how nervous he was.

J.T. grabbed a math book, looked inside for a second, and then shoved the book at Michael, who dropped all the books he held. "Hey, those books are school property," J.T. barked, "so don't let them fall to the floor!" Then he walked away, laughing loudly.

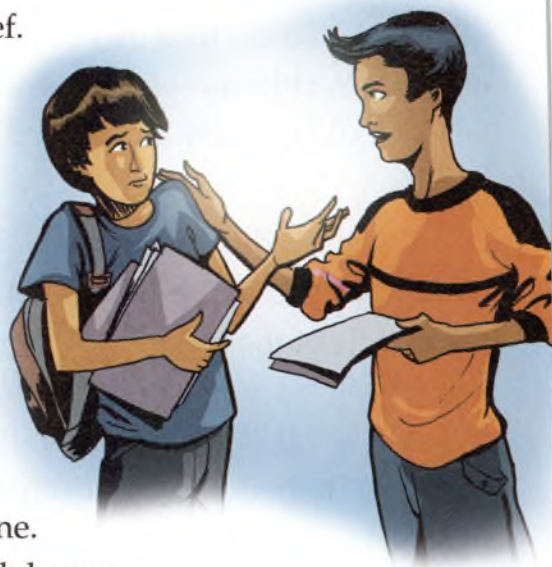
Michael, his cheeks turning red, half kicked the fallen books. Suddenly a hand appeared beside Michael and picked up an adventure novel as it slid away. "You look like you could use an **ally**," a friendly voice said with a laugh.



Michael turned around and saw that it was Ramon. He was the school's star baseball player, basketball player, and everything-else-player you could name. Michael couldn't believe that Ramon was stopping to help him. The two had barely spoken to each other since the school year began.

"Thanks," Michael sighed with relief. "It's so confusing. I don't know what his problem is."

"I've been watching you in the halls," Ramon said, "and as I see it, you need to find a way to end this **conflict** with J.T." Michael nodded, stuck for what to say. "Well," Ramon continued, "I can tell you what my grandmother used to tell me whenever I had a problem with someone. She'd say, 'You can catch more flies with honey than with vinegar.'"



Looking puzzled, Michael asked, "What does that mean?"

"It means that being kind to your enemies may be more effective than being angry at them," Ramon explained.

"What if you just **intervene** and tell J.T. to stop picking on me?" Michael suggested. "I think he'd leave me alone if you threatened him."

"That's vinegar," Ramon laughed as he walked away. "Try honey instead."

That night, Michael thought about the advice that Ramon had given him. It sounded like a good plan, but deep down Michael wasn't very **confident** that it would actually work with J.T.

The next day in school brought Michael's usual misery. There stood J.T., and Michael knew it would be just a matter of seconds before the two of them **collided** in the middle of the hall.

As J.T. came nearer, Michael wished he had Ramon's **protective** arm to stop the bully from attacking. Then, suddenly, the unexpected happened. J.T. accidentally tripped. He fell down, and his own armful of books went flying across the floor.

For a moment, all was silent. The crowd of students in the hallway froze, waiting to see what J.T. would do next. As J.T. slowly stood up, Michael had an idea. He bent down, quickly picked up J.T.'s books from the floor, and offered them to him.

Michael said, "You look like you could use an ally."

J.T. was speechless, completely thrown by Michael's act of kindness. He took the books and muttered quickly, "Uh, thanks."

As J.T. walked away, Michael caught Ramon in the corner of his eye. Ramon gave him a big smile and a "thumbs-up." "My grandmother would be proud of you," Ramon said.

"It's just honey," Michael grinned. "I hope it sticks."



Make Connections

Talk about how Ramon's advice affected Michael's problem with J.T. **ESSENTIAL QUESTION**

What advice would you give to someone being bullied? Give reasons to support your opinion.

TEXT TO SELF

Summarize

When you summarize a story, you include the most important details. As you read, you can decide which details are most important by asking yourself, *Would I understand the story without this detail?* If the answer is no, the detail is important.



Find Text Evidence

To help your understanding of the first part of “The Bully” on page 397, you can identify the important details and summarize that section.

page 397

Michael saw the trouble coming from all the way at the end of the school hallway. There standing by the stairs was J.T., the school bully who enjoyed **taunting** anyone he felt like at any given moment. J.T. was tall and strong, so few of his victims were willing to stand up to him and defend themselves. Michael hated the idea that he let J.T. get away with these offenses. Yet like most of the other kids who were picked on, he just took it quietly and waited for the unpleasant moment to pass.

J.T. walked directly toward Michael, his eyes locked on the books that Michael carried under his arms. When they met in the middle of the hallway, J.T. stopped **abruptly** and snapped at Michael, “Hey, let me see those books!” A group of students watched as Michael held out the books he was carrying, trying not to tremble to reveal how nervous he was.

J.T. grabbed a math book, looked inside for a second, and then shoved the book at Michael, who dropped all the books he held. “Hey, those books are school property,” J.T. barked, “so don’t let them fall to the floor!” Then he walked away, laughing loudly.



I read that J.T. picks on kids in school, including Michael. The text then says that Michael just took it quietly and waited for the unpleasant moment to pass. These seem like important details, so I will use them as I summarize.

Your Turn

COLLABORATE



Use the most important details to summarize the rest of “The Bully.” As you read, use the strategy Summarize.

Theme

The **theme** of a story is the message or truth about life that the author wants readers to understand. To identify the theme, think about what the characters do and say and what happens to them. Then decide what lessons or truths about life can be learned from the events.



Find Text Evidence

When I read the first page of "The Bully," I learned that Michael is regularly bullied by J.T. Because J.T. is taller and stronger, Michael is afraid to do anything to stop J.T. from bullying him.

**What Does
the Character
Do and Say?**

**What Happens
to the
Character?**

J.T. orders Michael to show him his schoolbooks.

J.T. causes Michael's books to fall to the floor.

Michael nervously holds out his books.

Michael shows frustration by kicking his own books.

Theme

Your Turn

COLLABORATE



Reread the rest of "The Bully." Find the most important things that the characters say and do and what happens to them. Record the details in the graphic organizer and use them to identify the theme.

Go Digital!

Use the interactive graphic organizer

Realistic Fiction

The selection “The Bully” is realistic fiction.

Realistic fiction:

- Is set in places and times that could actually exist
- Has characters and events like those found in real life
- Includes descriptive details and appropriate pacing



Find Text Evidence

I can tell that “The Bully” is realistic fiction. For example, Michael attends a school like those found in the real world. Being bullied is a real problem that some students face in school. Descriptive details and pacing help to make events of the story seem realistic.

page 397

Michael saw the trouble coming from all the way at the end of the school hallway. There standing by the stairs was J.T., the school bully who enjoyed **taunting** anyone he felt like at any given moment. J.T. was tall and strong, so few of his victims were willing to stand up to him and defend themselves. Michael hated the idea that he let J.T. get away with these offenses. Yet like most of the other kids who were picked on, he just took it quietly and waited for the unpleasant moment to pass.

J.T. walked directly toward Michael, his eyes locked on the books that Michael carried under his arms. When they met in the middle of the hallway, J.T. stopped **abruptly** and snapped at Michael, “Hey, let me see those books!” A group of students watched as Michael held out the books he was carrying, trying not to tremble to reveal how nervous he was.

J.T. grabbed a math book, looked inside for a second, and then shoved the book at Michael, who dropped all the books he held. “Hey, these books are school property,” J.T. barked, “so don’t let them fall to the floor!” Then he walked away, laughing loudly.

Michael, his cheeks turning red, half kicked the fallen books. Suddenly a hand appeared beside Michael and picked up an adventure novel as it slid away. “You look like you could use an **ally**,” a friendly voice said with a laugh.



Descriptive Details Descriptive details tell you more about the setting, characters, and events.

Pacing Authors deliver details at a pace, or rate, that creates effects such as suspense or excitement.

Your Turn

COLLABORATE



List three other details in “The Bully” that indicate how the characters, problems, and story events are similar to those found in real life.

Connotation and Denotation

Every word has a dictionary meaning, or **denotation**. The same word may also have a **connotation**—a feeling the word suggests. Connotations are often negative or positive. Paying attention to word connotations as well as denotations will increase your understanding of a text.



Find Text Evidence

I read The crowd of students in the hallway froze *and realized that the word* froze *was another way of saying that the crowd stopped moving. The connotation of* froze, *however, suggests that they stopped out of fear and could not move at all.*

For a moment, all was silent. The crowd of students in the hallway froze, waiting to see what J.T. would do next. As J.T. slowly stood up, Michael had an idea.



Your Turn

COLLABORATE



Decide whether each of the following words from “The Bully” has a positive or negative connotation. Then tell what each word means in the story.

tremble, page 397

barked, page 397

muttered, page 399



Readers to . . .

To help readers understand the sequence of events in a story, writers may use **time-order words**, such as *first*, *next*, *then*, *later*, *as*, *before*, *after*, *last*, and *finally*. The words may introduce longer phrases. Reread the passage below from “The Bully.”

Expert Model

Time-Order Words

What time-order words are used in the passage?

Explain how the use of the time-order words helps make the sequence of events clear.

The next day in school brought Michael’s usual misery. There stood J.T., and Michael knew it would be just a matter of seconds before the two of them collided in the middle of the hall.

As J.T. came nearer, Michael wished he had Ramon’s protective arm to stop the bully from attacking. Then, suddenly, the unexpected happened. J.T. accidentally tripped. He fell down, and his own armful of books went flying across the floor.



Writers



Editing Marks

^ Add

^ Add a comma.

✂ Take out.

sp Check spelling.

≡ Make a capital letter.

Grammar Handbook

Adverbs that Compare

See page 470.

Karen wrote a narrative about friends who come to an agreement. Read Karen's revision of this section.

Student Model

Making Peace

At first,

^ Amy and I were best friends. It

had been that way since kindergarten.

Later

^ We both entered fifth grade, and

trouble began. Amy made new friends

in class ^{more easily} easier than I did. ^{Soon} She spent

little time with me. ^{Eventually} She ignored me

completely. I felt worse than ever and

tried to think of a way to bring us

back together. ^{Finally} I got an idea.

Your Turn

COLLABORATE



- Identify the time-order words that Karen included in her narrative.
- Explain how Karen used adverbs that compare.
- Tell how Karen's revisions improved her writing.

Go Digital!

Write online in Writer's Workspace

Weekly Concept Adaptations



Essential Question

How are living things adapted to their environment?



Go Digital!

Creature Comforts

Every living thing, including human beings, has developed ways to live in its environment.

- ▶ Take me, for example. I'm an Australian lizard called a Thorny Devil. My thorns protect me from predators. Also, I can duck my head, and up pops a "false head" at the back of my neck!
- ▶ I have another adaptation so I can get water from wherever it touches my body: Grooves on my body move water up into my mouth!

Talk About It



Write words you have learned about adapting to an environment. Then talk about an animal you know about and how it has adapted.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



adaptation

Changing color is an **adaptation** some lizards have made to their environment.

How is fur an example of an adaptation?



agile

Kim was such an **agile** gymnast, she could do a back bend on a balance beam.

Why should athletes be agile?



cache

My parents **cache** jewelry and other treasures in an old wooden chest.

Where else might people cache special things?



dormant

The guide explained that the volcano was **dormant**, so we felt safe standing near it.

Why is it safe to visit a dormant volcano?



forage

When winter comes, elk, deer, and other animals often have to **forage** for food.

Why is it hard to forage for food during winter?



frigid

We drank a hot beverage to warm up after being outside on that **frigid** day.

Do you usually wear shorts in frigid weather?



hibernate

Some animals, such as the dormouse, **hibernate** in some way during the winter.

Why do some animals hibernate in winter?



insulates

My coat **insulates** my body against the cold.

What kind of coat insulates a cat?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary



Mysterious Oceans



Essential Question

How are living things adapted to their environment?

Read about the adaptation of sea creatures to the deep ocean.

Deep Diving

It has no mouth, eyes, or stomach. Its soft body is encased in a white cylinder and topped with a red plume. It can grow to be eight feet tall. It is a sea creature known as a giant tube worm, and it lives without any sunlight on the deep, dark ocean floor.

What we sometimes call the deep ocean, in contrast to shallow waters, covers almost two-thirds of Earth's surface. On average, oceans are about two miles deep. However, the deepest point known on Earth, Challenger Deep, descends nearly seven miles.

◀ **Some deep ocean fish are swimming among tube worms. New ocean species are being discovered all the time.**

The ocean's floor is varied, consisting of vast plains, steep canyons, and towering mountains. It includes active, **dormant**, and extinct volcanoes. This undersea world is a harsh environment because of its **frigid** temperatures and lack of sunshine.

The deep ocean is also a mysterious environment that remains largely unexplored. Little is known about it or its creatures. Do any of them **cache** food the way land animals do? Do any ocean species **hibernate**? As one example among countless mysteries, not a single, live giant squid had ever been spotted until a few years ago. We knew they existed only because their corpses had been found.

The Challenger Deep is located in an undersea canyon called the Mariana Trench.

The Deepest Known Point on Earth



This fish, the striated frogfish, lures prey. The nose is an adaptation to life in the deep ocean.



A basket starfish rests in a deep-sea coral reef.



Amazing Adaptations

When a submersible, or submarine, was invented that could descend farther than any other craft, scientists were then able to make the odyssey to the deep ocean floor. However, exploration remains difficult, and they have since seen merely five percent of the underwater world.

As scientists anticipated, life generally seems sparse at the bottom of the deep ocean. Few creatures can survive there. Food sources that sea creatures depend on, such as dead plants and animals, rarely drift down from the ocean's surface. As a result, animals have to adapt to an environment that is not only frigid and dark but also has little food.

One example of an **adaptation** to this environment is seen in the starfish. Deep sea starfish grow larger and more aggressive than their shallow water relatives. They can't afford to wait for an occasional snail to pass by. Instead, deep sea starfish are predators that actively **forage** for food. They reach up their five arms, which have pincers at the ends, to catch meals of **agile**, fast-moving shrimp.

Anglerfish also are adapted to the herculean task of finding scarce food. Each has a bioluminous, or naturally glowing, lure on the top of its head. This shining pole is sensitive to vibrations and allows them to attract other fish. With their huge jaws, they quickly seize their prey.

Heated Habitats

What has truly surprised scientists, however, is the discovery of another, very different type of environment on the deep ocean floor. They found that cracks, or vents, in Earth's surface exist underwater, just as they do on dry land. Sea water rushes into these vents, where it mingles with chemicals. The water is also heated by magma, or hot melted rock. When the water from the vent bursts back into the ocean, it creates geysers and hot springs.

To scientists' amazement, the habitats around these vents teem with life. In addition to tube worms, there are huge clams, eyeless shrimp, crabs, and mussels, along with many kinds of bacteria. One odd creature is the Pompeii worm. It has a fleece of bacteria on its back that, as far as scientists can determine, **insulates** it from heat.

Mussels, worms, and spider crabs live near heated vents.



How can so much life exist where there is so little food or sunlight? Scientists have discovered that many creatures transform the chemicals from the vents into food. The process is called chemosynthesis. Because of this process, animals are able to flourish in these remarkable habitats. Creatures that don't use chemosynthesis for food, such as crabs, eat the ones that do.

There are many mysteries to be found and solved at the bottom of the deep sea. In the last few decades alone, scientists have discovered more than 1,500 ocean species! If scientists continue sea exploration, they are bound to discover many more.

Make Connections



Talk about the ways some sea creatures adapt to the deep ocean. **ESSENTIAL QUESTION**

Compare one sea creature adaptation to that of another animal you have seen.

TEXT TO SELF

Ask and Answer Questions

Asking and answering questions can help you check your understanding of complex scientific text. You can ask yourself what the main ideas are, or whether you need to reread a section of text.



Find Text Evidence

The last paragraph in the section “Deep Diving” on page 411 of “Mysterious Oceans” asks several questions about oceans. You may wonder how to find the answers.

page 411

The deep ocean is also a mysterious environment that remains largely unexplored. Little is known about it or its creatures. Do any of them **cache** food the way land animals do? Do any ocean species **hibernate**? As one example among countless mysteries, not a single, live giant squid had ever been spotted until a few years ago. We knew they existed only because their corpses had been found.

There must be reasons why we know so little about ocean life. I'm going to ask myself, "Why is the deep ocean so mysterious?" I will reread the section to try to answer this question.

Your Turn

COLLABORATE



Use the information in the first two paragraphs of “Deep Diving” on page 411 to begin to answer the question “Why is the deep ocean so mysterious?”

Cause and Effect

To figure out cause and effect relationships in a text, first look for an event or action that makes something happen. This is the **cause**. Then look for what happens as a result of that cause. This is the **effect**. Words and phrases such as *because of*, *as a result*, *if/then*, or *when* can signal cause and effect.



Find Text Evidence

In the first paragraph of the section "Amazing Adaptations" on page 412 of "Mysterious Oceans," the author explains that a new type of submersible was invented. The word *when* signals a cause and effect relationship. This invention caused something else to happen.

Cause



Effect

Invention of submersible



Exploration of ocean floor

Your Turn

COLLABORATE



Reread the rest of the section "Amazing Adaptations" on page 412. Identify the cause and effect relationships explained in these paragraphs.

Go Digital! Use the interactive graphic organizer

Expository Text

The selection “Mysterious Oceans” is expository text.

Expository text:

- Presents information about a topic, with main ideas and key details
- May be organized to show cause and effect relationships
- May include text features such as photos and maps



Find Text Evidence

I can tell “Mysterious Oceans” is expository text. The text gives information about oceans and includes main ideas and cause and effect relationships. A map gives visual information.

page 411

Deep Diving

It has no mouth, eyes, or stomach. Its soft body is encased in a white cylinder and topped with a red plume. It can grow to be eight feet tall. It is a sea creature known as a giant tube worm, and it lives without any sunlight on the deep, dark ocean floor.

What we sometimes call the deep ocean, in contrast to shallow waters, covers almost two-thirds of Earth's surface. On average, oceans are about two miles deep. However, the deepest point known on Earth, Challenger Deep, descends nearly seven miles.

◀ Some deep ocean fish are swimming among tube worms. New ocean species are being discovered all the time.

The ocean's floor is varied, consisting of vast plains, steep canyons, and towering mountains. It includes active, **dormant**, and extinct volcanoes. This undersea world is a harsh environment because of its **frigid** temperatures and lack of sunshine.

The deep ocean is also a mysterious environment that remains largely unexplored. Little is known about it or its creatures. Do any of them **cache** food the way land animals do? Do any ocean species **hibernate**? As one example among countless mysteries, just a single, live giant squid had ever been spotted until a few years ago. We knew they existed only because their corpses had been found.

The Challenger Deep is located in an undersea canyon called the Mariana Trench.

The Deepest Known Point on Earth



Map A map is a flat picture of an area. Most maps have a title, a scale to show how many miles are represented by an inch, a compass rose to show directions, and a key that explains colors or symbols.

COLLABORATE



Your Turn

Study the map on page 411. What is the approximate length and width of the Mariana Trench? How does the map help you visualize it?

Context Clues

If you read an unfamiliar or multiple meaning word that puzzles you, you can look for clues to its meaning as you read the paragraph in which it appears. Clues to a word's meaning can be found in the beginning, middle, or end of a paragraph.



Find Text Evidence

In first paragraph of "Mysterious Oceans" on page 411, I see the word cylinder. I'm not sure what cylinder means. Since the creature being discussed is called a tube worm, I think that a cylinder may refer to the tube around the worm.

It has no mouth, eyes, or stomach. Its soft body is encased in a white **cylinder** and topped with a red plume. It can grow to be eight feet tall. It is a sea creature known as a giant **tube worm**, and it lives without any sunlight on the deep, dark ocean floor.



Your Turn

COLLABORATE



With a partner, use context clues to figure out the meaning of the following words in "Mysterious Oceans." Remember, you may find context clues in the beginning, middle, or end of a paragraph.

sparse, page 412

aggressive, page 412

predators, page 412



Readers to . . .

Writers vary their sentences by expanding, combining, and reducing them. A combination of long and short sentences makes the text livelier. A variety of **sentence structures** also makes the writing clearer and more interesting to read. Reread this passage from “Mysterious Oceans.”

Sentence Structure

Identify some of the ways the writer varies her sentences to make the writing lively.

Expert Model

The ocean’s floor is varied, consisting of vast plains, steep canyons, and towering mountains. It includes active, dormant, and extinct volcanoes. This undersea world is a harsh environment because of its frigid temperatures and lack of sunshine.

The deep ocean is also a mysterious environment that remains largely unexplored. Little is known about it or its creatures. Do any of them cache food the way land animals do? Do any ocean species hibernate? As one example among countless mysteries, not a single, live giant squid had ever been spotted until a few years ago. We knew they existed only because their corpses had been found.

Writers



Juan wrote an expository text about living in a cold environment. Read his revision of this section.

Student Model

My Cat and the Cold

Another reason that I would rather live in a cold climate is my cat, Blue.

When

~~We~~ got my cat from the shelter. ~~Our~~

vet said it would be a good idea to

keep her inside, ~~and~~ we think she must have lived outside before.

For one thing, she trots out in cold

weather ~~and~~ she also likes to hunt for

food. To get warm, Blue curls up in ^{a pool} of

sunlight. When it's very hot, though,

she lies around. ~~She~~ looks really sad.

Editing Marks

- ^ Add
- , Add a comma.
~~o~~ Take out.- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Adverbs

See page 469.

COLLABORATE

Your Turn



- What kinds of sentences does Juan use?
- Identify adverbs that come before adjectives and other adverbs.
- Tell how other revisions improved Juan's writing.

Go Digital!

Write online in Writer's Workspace

Weekly Concept Making a Difference

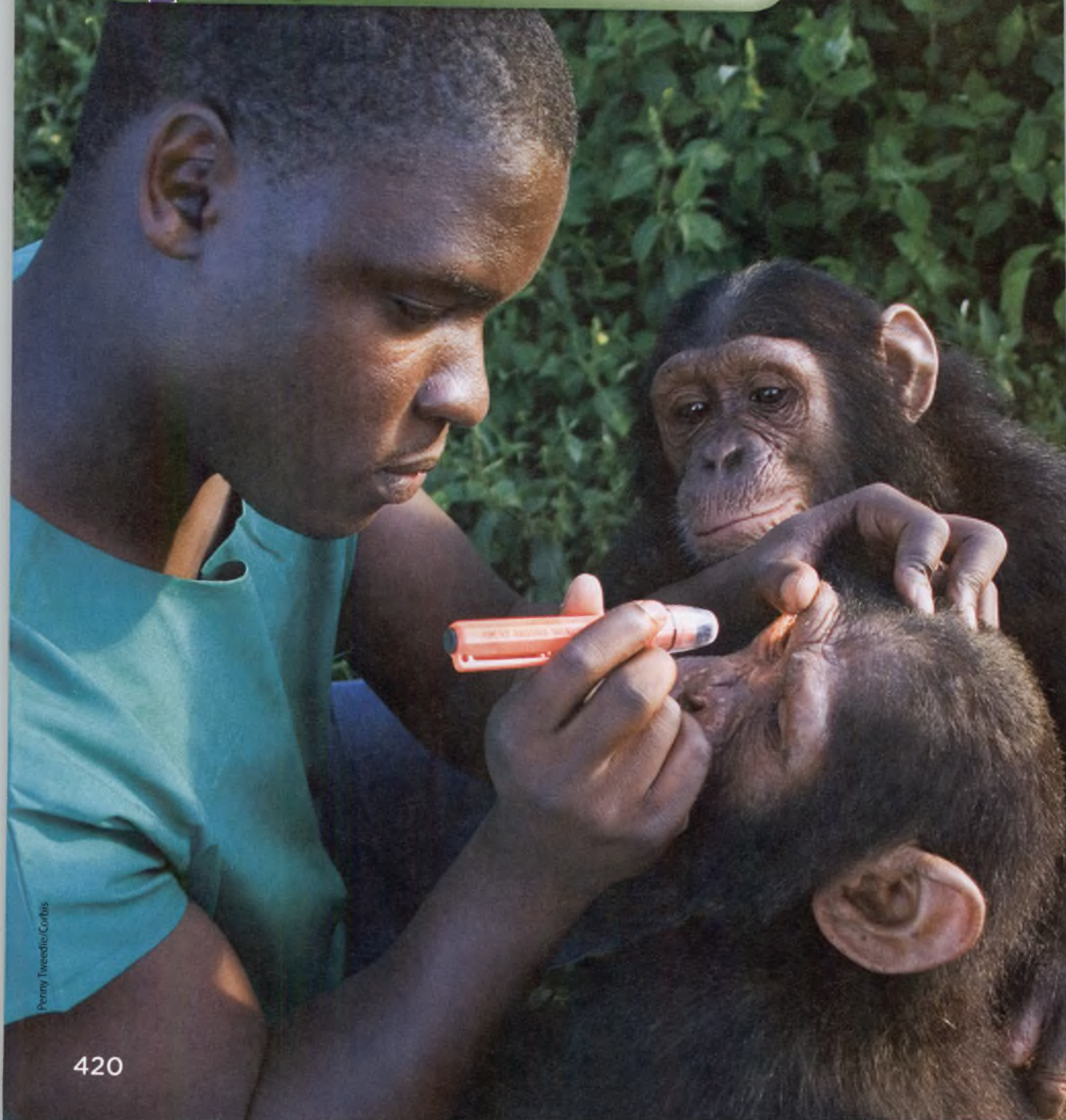


Essential Question

What impact do our actions have on our world?



Go Digital!



Show How You Care

Human beings influence events all over the world. When human actions have a negative impact on the environment, many people must work to help restore it. Their actions can make a big difference.

- ▶ I always wanted to take care of animals, so I studied to be a veterinarian. My studies led me to a special interest in chimpanzees.
- ▶ Working to protect this species is one way I can have a positive impact on the world.

Talk About It



Write words you have learned about making a difference. Then talk about actions you have taken that have had an impact on the world.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



export

Ships transport many goods made for **export** overseas.

What goods might be produced for export to other countries?



glistening

The **glistening** wrapping paper made the gift look really special.

What other materials create a glistening effect?



influence

Mrs. Garcia pointed out information that could **influence** Anna's voting decision.

Who might influence your decisions each day?



landscape

From our cabin, we see a **landscape** of mountains, trees, and a clear blue lake.

What landscape would you like to visit?



native

Penguins are **native** to Antarctica.

What animals are native to your state or area?



plantations

Flying over the land, we had a view of farms and **plantations** below.

What kinds of things are grown on plantations?



restore

The upholsterer worked to **restore** the antique chair to its original condition.

What else might you restore by repairing?



urged

My mom **urged** my baby brother to eat his food.

What kinds of foods are growing children urged to eat?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary

Words to Save the World

*The Work of
Rachel Carson*



Essential Question

What impact do our actions have on our world?

Read about how the biologist Rachel Carson used the power of writing to change the world.

Sometimes, the quietest voice can spark the most clamorous outrage. Combining her love of nature with a belief in scientific accuracy, the soft-spoken writer Rachel Carson raised awareness about environmental issues. As a result, the U.S. government strengthened the rules and regulations regarding the use of chemical pesticides. Many people consider Rachel's book *Silent Spring* the foundation of today's environmental movement.

Early Influences

Rachel was born in Springdale, Pennsylvania, in 1907. Throughout her childhood, her mother encouraged her to explore the **landscape** surrounding the family's farm. Often equipped with binoculars, Rachel developed a love of nature that affected many of her decisions. For example, she first chose to study English literature and writing when she went to college. However, she later decided to study biology. While studying at

◀ **Rachel preferred working alone as she gathered information.**

a marine laboratory, she became fascinated by the **glistening** and shimmering seascape.

From an early age, Rachel had loved to write. These writing skills proved useful to her career. She began by creating radio programs for the U.S. Bureau of Fisheries. She then became an editor and librarian for the agency. While she was working, she submitted her own articles to newspapers and magazines. Rachel eventually published three books about the ocean and its **native** plants and animals. This trilogy included *Under the Sea-Wind*, *The Sea Around Us*, and *The Edge of the Sea*.

Rachel supported her ideas with well-researched facts.



(1) Alfred Eisenstaedt/Time Life Pictures/Getty Images; (1) Alfred Eisenstaedt/Time & Life Pictures/Getty Images



Rachel Carson's research revealed that DDT caused damage to birds and eggs.

A Call to Action

The success of Rachel's books allowed her to devote more time to her own projects. She built a cottage close to the sea on the coast of Maine. Soon, however, a letter arrived from some old friends, Olga and Stuart Huckins. They described problems resulting from the spraying of DDT on their private wildlife sanctuary. Chemical companies had developed DDT as an effective solution to crop-eating insects on farms and **plantations**.

At the Huckins's sanctuary, however, the chemical also seemed to be harming birds.









In response, Rachel hired assistants to help research the Huckins's claim. Worried by the slow pace of their work, she decided to continue alone. By publishing her findings, she hoped

to warn about the dangers of these new chemicals. In order to dramatize the situation, she **urged** readers to imagine a world without songbirds. The book's title, *Silent Spring*, describes this possible result of pesticide abuse.

Silent Spring prompted readers to raise their voices in unison against the chemical corporations. They demanded an investigation into pesticides and implored the government to restrict their use. In response, President John Kennedy created a Congressional committee to study the matter. Rachel testified before this group and provided facts and information to **influence** its decisions.

Though a pesticide may target insects, animals can also feel its effects.

Sample Food Chains

TROPHIC LEVEL	GRASSLAND BIOME	OCEAN BIOME
Primary Producer	grass 	phytoplankton 
Primary Consumer	grasshopper 	zooplankton 
Secondary Consumer	rat 	fish 
Tertiary Consumer	snake 	seal 

A Strong Reaction

Meanwhile, the chemical companies struggled to counter Rachel's claims. Despite her reasonable approach to the problem, they tried to depict her accusations as irrational. They published articles and reports that mocked her writing style and belittled her ideas. Advertisements on television proclaimed the safety of their products. When these ads did not change public opinion, they pulled financial support from programs that featured Rachel.

Rachel worried that once pesticides poisoned an area, it might be impossible to **restore** the

Carson understood the power her words had to educate others, especially children.

environment to its original state. "Man's attitude toward nature is today critically important simply because we have now acquired a fateful power to alter and destroy nature," she said in an interview. Her testimony led to restrictions on certain pesticides in the United States. Even so, chemical companies continued to produce them for **export** to other countries.

Rachel Carson died shortly after *Silent Spring* was published, but her voice survives within her books. Her love of nature endures, along with her quiet desire to preserve and protect the natural world.

Make Connections

What impact did the publication of *Silent Spring* have on the makers of pesticides such as DDT? **ESSENTIAL QUESTION**

Think about a time when you wrote or spoke about something that needed to change. What impact did your words have?

TEXT TO SELF



Ask and Answer Questions

Readers ask themselves questions about the text before, during, and after their reading. Asking and answering questions helps you focus, as well as check your understanding of a text.



Find Text Evidence

As you read “Words to Save the World” on page 425, you can ask yourself questions about Rachel Carson and the effects she had on the world around her.

page 425

Sometimes, the quietest voice can spark the most clamorous outrage. Combining her love of nature with a belief in scientific accuracy, the soft-spoken writer Rachel Carson raised awareness about environmental issues. As a result, the U.S. government strengthened the rules and regulations regarding the use of chemical pesticides. Many people consider Rachel’s book *Silent Spring* the foundation of today’s environmental movement.

Early Influences

Rachel was born in Springdale, Pennsylvania, in 1907. Throughout

a marine laboratory, she became fascinated by the **glistening** and shimmering seascape.

From an early age, Rachel had loved to write. These writing skills proved useful to her career. She began by creating radio programs for the U.S. Bureau of Fisheries. She then became an editor and librarian for the agency. While she was working, she submitted her own articles to newspapers and magazines. Rachel eventually published three books about the ocean and its **native** plants and animals. This trilogy included *Under the Sea-Wind*, *The Sea Around Us*, and *The Edge of the Sea*.

I read that Rachel Carson was a writer whose work had major effects on our country. I ask myself, “What did she write about? Why did her books have influence?” I will read on to find answers.

Your Turn

COLLABORATE



Reread the section “A Call to Action” on page 426. Form questions about possible responses to Rachel’s book. Then look for answers. Use the strategy Ask and Answer Questions as you read.

Problem and Solution

Presenting **problems and solutions** is one way of organizing information in a biography. The author may describe problems encountered by subject of the text and then explain any solutions that resulted. As you read, try to identify problems and the actions taken to solve them.



Find Text Evidence

In the section "A Call to Action" on page 426, Rachel receives information about a problem with dying birds. As she attempts solutions, she finds other problems she needs to address. I can record her problem and solution process in my graphic organizer.

Problem	Solution
Rachel gets a letter about bird deaths due to pesticides.	She hires assistants to help research the claim.
The research goes too slowly.	Rachel decides to work alone.

Your Turn



Continue to reread the section "A Call to Action" on page 426. Record the other problems and solutions in your graphic organizer.

Go Digital!

Use the interactive graphic organizer

Biography

“Words to Save the World: The Work of Rachel Carson” is a biography.

A biography:

- Tells the true story of someone else’s life
- May be about someone who lived in the past or is living today, written in the third-person
- May include text features such as illustrations



Find Text Evidence

I can tell that “Words to Save the World: The Work of Rachel Carson” is a biography. It tells about her childhood, life, and work. The illustration helps me understand why her work was important.

page 426



Rachel Carson's research revealed that DDT caused damage to birds and eggs.

A Call to Action

The success of Rachel's books allowed her to devote more time to her own projects. She built a cottage close to the sea on the coast of Maine. Soon, however, a letter arrived from some old friends, Olga and Stuart Huckins. They described problems resulting from the spraying of DDT on their private wildlife sanctuary. Chemical companies had developed DDT as an effective solution to crop-eating insects on farms and plantations. At the Huckins's sanctuary, however, the chemical also seemed to be harming birds.

In response, Rachel hired assistants to help research the Huckins's claim. Worried by the slow pace of their work, she decided to continue alone. By publishing her findings, she hoped

to warn about the dangers of these new chemicals. In order to dramatize the situation, she urged readers to imagine a world without songbirds. The book's title, *Silent Spring*, describes this possible result of pesticide abuse.

Silent Spring prompted readers to raise their voices in unison against the chemical corporations. They demanded an investigation into pesticides and implored the government to restrict their use. In response, President John Kennedy created a Congressional committee to study the matter. Rachel testified before this group and provided facts and information to influence its decisions.

Though a pesticide may target insects, animals can also feel its effects.

Sample Food Chains

TROPIC LEVEL	GRASSLAND BIOME	OCEAN BIOME
Primary Producer	grass	phytoplankton
Primary Consumer	grasshopper	zooplankton
Secondary Consumer	rat	fish
Tertiary Consumer	snake	seal

Use Illustrations An illustration is a picture or diagram that clarifies information. The illustrations in a biography may help the reader understand key concepts related to the life or work of the subject.

Your Turn

COLLABORATE



List three details in “Words to Save the World: The Work of Rachel Carson” that help you understand the subject of this biography.

Synonyms and Antonyms

Synonyms are words that have the same, or almost the same, meaning. **Antonyms** are words that have the opposite, or nearly the opposite, meaning. The relationship between synonyms or antonyms in the same sentence or paragraph can help you better understand the meaning of each word.



Find Text Evidence

In the first sentence of "Words to Save the World: The Work of Rachel Carson" on page 425 most clamorous must be an antonym of quietest. The word clamorous helps show that her quiet voice provoked a noisy, loud response from others.

Sometimes, the quietest voice can spark the most clamorous outrage.

Your Turn

COLLABORATE



Find a synonym or antonym in the same sentence or paragraph as each of the following words in "Words to Save the World." Explain how the meanings are the same or different.

regulations, page 425

reasonable, page 427

mocked, page 427



Readers to . . .

Writers usually **focus on a topic**, organizing their work around a main idea that is stated in a topic sentence early on in the text. In the paragraphs and sections that follow, they develop ideas related to the topic. Pay attention to the topic as you reread this passage from “Words to Save the World: The Work of Rachel Carson.”

Expert Model

Focus on a Topic

Which sentence establishes the topic of this paragraph?

Choose another sentence from the paragraph. How does it continue to focus on this topic?

From an early age, Rachel had loved to write. These writing skills proved useful to her career. She began by creating radio programs for the U.S. Bureau of Fisheries. She then became an editor and librarian for the agency. While she was working, she submitted her own articles to newspapers and magazines. Rachel eventually published three books about the ocean and its native plants and animals. This trilogy included *Under the Sea-Wind*, *The Sea Around Us*, and *The Edge of the Sea*.

Writers



Olivia wrote a narrative to nominate a classmate for an award. Read Olivia's revision of this section.

Student Model

A Deserving Citizen

Ty Kuhli deserves a good citizenship award ^{for} ~~His work in the library.~~ ^{His efforts made the library better.} Last year he helped put the old card catalog on the computer. ^{In addition,} ~~He~~ created a section for Braille books. ~~It's in the front corner.~~ As if that were not enough, [,] he started a weekly program. Volunteers read aloud to people with vision ^{sp} ~~inparments~~ Ty gladly shares his ideas ^{and} ~~He~~ still works ^{tirelessly} to make our library a fun place to visit.

Editing Marks

- ^ Add
- ^ Add a comma.
- ↷ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Prepositional Phrases

See page 472.

Your Turn

COLLABORATE



- What was Olivia's topic sentence?
- Find prepositions and the prepositional phrases Olivia used.
- Tell how Olivia's revisions improved her narrative.

Go Digital!

Write online in Writer's Workspace



Essential Question

What can our connections to the world teach us?



Go Digital!

Keeping in Touch

As we go out into the world, we find ways to stay connected to our friends, families, and countries.

- ▶ Sitting within sight of the famous Taj Mahal in India, I can keep a connection with others using my cell phone and laptop.
- ▶ As we exchange the stories of our adventures, I feel I am a part of the larger world.

Talk About It



Write words you have learned about connections to the world. Then talk about one thing you have learned from a connection to a person or place.



Vocabulary

Use the picture and the sentences to talk with a partner about each word.



blares

When a trumpet or other loud instrument **blares**, Frankie covers his ears.

What might be the reason why a car horn *blares*?



connection

Ron feels a strong **connection** to the players on his soccer team.

How would you *establish a connection* with a new friend?



errand

My mom sent me on an **errand** to the cereal aisle of the grocery store.

What *errand* would you do for a relative?



exchange

Milo and his brothers were paid ten dollars in **exchange** for shoveling snow.

What *favor* might you do in *exchange* for free movie tickets?

Poetry Terms

personification

Poets use **personification** to make objects, animals, or ideas resemble people.

How might personification help describe a thunderstorm?

assonance

A poem using **assonance** includes words with the same vowel sound.

List three words that have assonance with the word moon.

consonance

A poem using **consonance** includes words with the same middle or final consonant sound.

Name three words that have consonance with the word buzz.

imagery

With **imagery**, poets use words to create a vivid picture that the reader can imagine.

What imagery might you use to describe a specific rainy day?

Your Turn

COLLABORATE



Pick three words. Write three questions for your partner to answer.

Go Digital! Use the online visual glossary



To Travel!

To travel! To travel!
To visit distant places;
To leave my corner of the world
To seek new names and faces.
Adventure! Adventure!
Exploring foreign lands;
If I can leap across the globe,
My universe expands!

A novel waves her arms to me,
“Come read! Come read!” she cries.
Her pages dance with ancient tales,
A feast for hungry eyes!
The paintings on museum walls
Are begging me to tour:
“Leave your home and live our scenes,
A grand exchange for sure!”

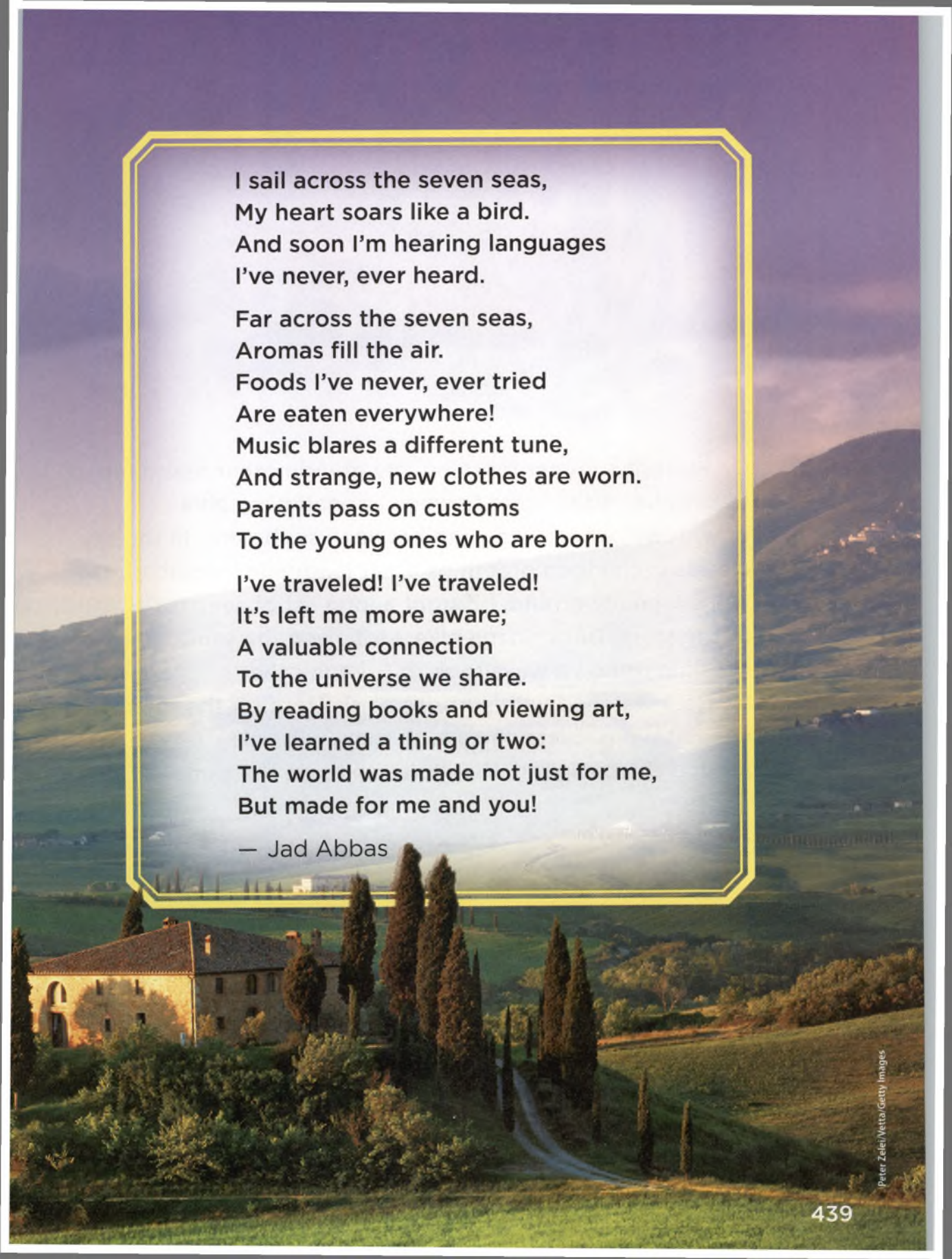
To travel! To travel!
Through timeless books and art,
I enter and experience
A life so far apart.



Essential Question

What can our connections to the world teach us?

Read two poems about connecting with other cultures and with nature.



I sail across the seven seas,
My heart soars like a bird.
And soon I'm hearing languages
I've never, ever heard.

Far across the seven seas,
Aromas fill the air.
Foods I've never, ever tried
Are eaten everywhere!
Music blares a different tune,
And strange, new clothes are worn.
Parents pass on customs
To the young ones who are born.


I've traveled! I've traveled!
It's left me more aware;
A valuable connection
To the universe we share.
By reading books and viewing art,
I've learned a thing or two:
The world was made not just for me,
But made for me and you!

— Jad Abbas

A bicycle basket filled with flowers, with a large white flower in the foreground.

Wild Blossoms

One bright summer morning, my grandmother asked me to help her plant some flowers. I pedaled my bike downtown, wheels weaving between sunbeams. In the sky, clouds exchanged greetings, their language inaudible, while I, on my errand, brought a long list of seeds to the store. Back on my bike, I followed the same sensible route I always took to Grandmother's house. I watched with surprise as she tore off the tops of the seed packets and shook them willy-nilly around the backyard, then told me to do the same.



“I thought we were planting a garden,” I told her, “with row after row of flowers.” She said, “Oh, no! I prefer a mountain meadow, one with plenty of variety.” As she talked, bees buzzed about in excitable flight, impatient for blossoms. Quick swifts and happy sparrows dipped, dove, and darted after the falling seeds. My grandmother and I danced about the backyard, arms outstretched, letting seeds loose on the wind, joyfully dreaming of the wild beauty that would fill the yard, and us, all summer.

— Amelia Campos

Make Connections



Describe how the speakers in the poems connect to their worlds.

ESSENTIAL QUESTION

How do the connections described in the poems compare with your own experiences? **TEXT TO SELF**

Lyric and Narrative

Lyric poetry: • Expresses personal thoughts and feelings. • Has a musical quality and may include rhyme and rhythm. • Often contains imagery.

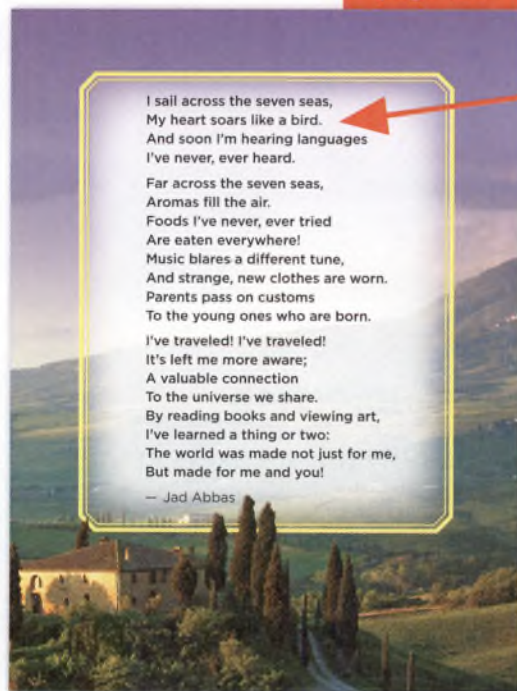
Narrative poetry: • Tells a story. • Has characters and dialogue. • May have meter. • Often contains imagery.



Find Text Evidence

I can tell that "To Travel!" is a lyric poem expressing the speaker's personal feelings. "Wild Blossoms" is a narrative poem that tells a story. Both poems contain imagery, or words that create a picture.

page 439



I sail across the seven seas,
My heart soars like a bird.
And soon I'm hearing languages
I've never, ever heard.

Far across the seven seas,
Aromas fill the air.
Foods I've never, ever tried
Are eaten everywhere!
Music blares a different tune,
And strange, new clothes are worn.
Parents pass on customs
To the young ones who are born.

I've traveled! I've traveled!
It's left me more aware;
A valuable connection
To the universe we share.
By reading books and viewing art,
I've learned a thing or two:
The world was made not just for me,
But made for me and you!

— Jad Abbas

"To Travel!" is a lyric poem. The line *My heart soars like a bird* expresses the speaker's feelings about traveling the world. The line *I sail across the seven seas* shows imagery of traveling.

COLLABORATE



Your Turn

Compare the way the speakers of "To Travel!" and "Wild Blossoms" express themselves. How are the poems similar and different?

Point of View

The **point of view** is the individual way the speaker of the poem thinks. Details such as word choice and the thoughts expressed are clues to the speaker's point of view.



Find Text Evidence

"To Travel!" and "Wild Blossoms" are written in the first person, and they express individual points of view. I'll reread "To Travel!" to look for key details that help me figure out the speaker's point of view.

Details	Point of View
If I can leap across the globe, My universe expands!	The speaker is excited, curious, and open-minded about the world.
Her pages dance with ancient tales, A feast for hungry eyes!	
I've traveled! I've traveled! It's left me more aware;	

Your Turn

COLLABORATE



Reread the poem "Wild Blossoms." List key details in the graphic organizer. Use the details to figure out the speaker's point of view.

Go Digital! Use the interactive graphic organizer

Assonance and Consonance

Poets may repeat sounds in words for emphasis or effect.

Assonance is the repetition of the same vowel sound in two or more words. **Consonance** is the repetition of a final or middle consonant sound. The sounds contribute to a poem's feeling.



Find Text Evidence

Reread the poem "To Travel!" on pages 438 and 439. Look for examples of assonance and consonance.

page 438

A novel waves her arms to me,
"Come read! Come read!" she cries.
Her pages dance with ancient tales,
A feast for hungry eyes!
The paintings on museum walls
Are begging me to tour:
"Leave your home and live our scenes,
A grand exchange for sure!"

The long a sound in pages, ancient, and tales is repeated to emphasize the contents of the novel. The repetition of the /z/ sound in the words pages, tales, eyes, paintings, museum, walls, and scenes creates a feeling of how much there is to see and do.

Your Turn

COLLABORATE



Find examples of assonance and consonance in "Wild Blossoms." Say the words in those lines aloud. What feelings do the sounds contribute to the poem?

Personification

Personification is the use of human characteristics to describe non-human things, such as animals, objects, or ideas. Poets use personification to create vivid images and to help the reader picture a detail or understand an idea.



Find Text Evidence

In "To Travel!" a novel is described as a person waving her arms and crying, "Come read!" The pages "dance" and eyes are described as "hungry." These human descriptions make books and their contents seem exciting and alive for the reader.

page 438

A novel waves her arms to me,
"Come read! Come read!" she cries.
Her pages dance with ancient tales,
A feast for hungry eyes!

Your Turn

COLLABORATE



How is personification used to describe clouds in "Wild Blossoms"? What is the effect of this personification on the poem?



Readers to ...

Writers use **strong words** to make clear what events are taking place. These words include adverbs that tell *when*, *where*, and *how* something happens or how someone feels. Adverbs can also appear in the form of prepositional phrases. Reread this section of the poem “To Travel!”

Expert Model

Strong Words

Identify **adverbs** that the poet uses to show when, where, or how something happens. How do adverbs give energy to events in this stanza?

I sail across the seven seas,
My heart soars like a bird.
And soon I'm hearing languages
I've never, ever heard.

Far across the seven seas,
Aromas fill the air.
Foods I've never, ever tried
Are eaten everywhere!

Writers



Editing Marks

- ^ Add
- ^ Add a comma.
- ↪ Take out.
- sp Check spelling.
- ≡ Make a capital letter.

Grammar Handbook

Prepositional Phrases

See page 472.

Alec wrote a lyric poem showing his feelings about storms. Read Alec's revision.

Student Model

Thunderstorm

Outside,
The sky is a ^{sp}thret.

Inside,
I ~~worry~~ ^{fearfully} and fret!

Whenever a storm builds,

it builds in me, too!

^{nervously} I watch as the sky turns black ^{from blue.}

I ^{by my window} sit and wait for a flash

of lightning and a thundering ^{CRASH} sound.

I hide with my dog, and he gives me

a start—

his tail thumps as hard as my heart!

Your Turn

COLLABORATE



- Identify the strong words that Alec used.
- Identify the prepositional phrases as adverbs and adjectives that Alec used.
- Tell how revisions improved Alec's writing.

Go Digital!

Write online in Writer's Workspace

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Sentences

Sentences and Sentence Fragments

A **sentence** is a group of words that expresses a complete thought. A sentence **fragment** is a group of words that does not express a complete thought.

My father builds a house. (complete sentence)

The plans for the house. (needs a predicate)

Changes his mind. (needs a subject)

Your Turn Write each group of words. Write *sentence* or *fragment* next to each item. Then rewrite each fragment to make a complete sentence.

1. My father looked at the house plans.
2. The front windows.
3. Added a staircase.
4. We decided to paint it blue.

Types of Sentences

There are four different types of sentences. Each begins with a **capital letter** and ends with an **end mark**.

A **declarative sentence** makes a statement. It ends with a **period**.

We watched the meteor shower.

An **interrogative sentence** asks a question. It ends with a **question mark**.

How long will it last?

A **imperative sentence** tells or asks someone to do something. It ends with a **period**.

Look in the northern sky.

An **exclamatory sentence** shows strong feeling. It ends with an **exclamation mark**.

That was the brightest one yet!

Complete Subjects and Complete Predicates

Every sentence has two important parts: the **subject** and the **predicate**.

The **subject** tells whom or what the sentence is about. The **complete subject** is all the words in the subject part.

The puppy next door barks all night.

The **predicate** tells what the subject does or is. The **complete predicate** is all the words in the predicate.

The puppy next door barks all night.

Your Turn Write each sentence. Underline the complete subject. Circle the complete predicate.

1. Our neighbor trains the new puppy.
2. The new dog is a golden retriever.
3. The poor little puppy trips on his dish.
4. He comes running at the sound of the whistle.
5. When can we play with the puppy?

Simple Subjects and Simple Predicates

The **simple subject** is the main word in the complete subject. It tells exactly *whom* or *what* the sentence is about.

The amazing new rocket soared into the clouds.

The **simple predicate** is the main verb in the complete predicate. It tells exactly what the subject *does* or *is*.

The amazing new rocket soared into the clouds. It was great.

Your Turn Write each sentence. Underline the simple subject. Circle the simple predicate.

1. The people pointed at the sky.
2. The smallest boy covered his ears.
3. We took pictures with our camera.
4. One of the people was a reporter.
5. Who brought binoculars to watch?

Compound Subjects and Compound Predicates

Use the **conjunctions** *and*, *but*, and *or* to combine sentences and create compound subjects or compound predicates.

A **compound subject** has two or more simple subjects that share the same predicate.

Corey and Martha walked along the shore.

A **compound predicate** has two more simple predicates that share a subject.

Martha jumped in the water and swam for a while.

Your Turn Combine the sentence pairs to form one sentence. Then write whether the new sentence has a compound subject or a compound predicate.

1. Corey tested the water. Corey decided it was too cold.
2. My sister waved to them. I waved to them.
3. What will Martha do next? What will I do next?

Compound Sentences

A **simple sentence** has only one complete thought. A *compound sentence* has two or more complete thoughts about different subjects. The **coordinating conjunctions** *and*, *but*, and *or* can be used to connect the complete thoughts in a compound sentence. The **correlative conjunctions** *either/or* and *neither/nor* can also be used in a compound sentence.

My mother exercises every day. (simple sentence)

My mother runs every day, but my father rides his bike. (compound sentence)

Either we stay here, or we head home. (compound sentence)

Your Turn Write each sentence. Then tell whether the sentence is *simple* or *compound*. If it is a compound sentence, circle the conjunction(s).

1. My brother works out at the gym, and I tag along.
2. My sister teaches a class there, but I've never taken it.
3. Most days we do a variety of different exercises.

Combining Sentences

Use the **conjunction** *and*, *but*, or *or* to combine two simple sentences into a compound sentence. You can also use conjunctions to create compound subjects or compound predicates.

Nina kicked the ball. Nina scored. The crowd cheered.

*Nina kicked the ball **and** scored, **and** the crowd cheered.*

Your Turn Combine each pair of sentences by using a conjunction to form a compound subject, compound predicate, or compound sentence.

1. Our team won. The band played the school song.
2. The pep squad cheered. The pep squad danced.
3. My friends sang along. I sang along.
4. My sister went home. My father stayed with us.

Complex Sentences

An **independent clause** can stand alone as a sentence.

We built our fort.

A **dependent clause** cannot stand alone as a sentence and begins with a **subordinating conjunction**. Some common subordinating conjunctions are *after*, *although*, *before*, *because*, *if*, *since*, *until*, *when*, *where*, and *while*.

where we could see the river

A **complex sentence** contains an independent clause and one or more dependent clauses.

We built our fort where we could see the river.

Use a **comma** after the dependent clause when it comes at the beginning of a sentence.

Because the rain lasted so long, we worried about flooding.

Your Turn Write each sentence. Underline the independent clause. Circle the dependent clause.

1. We built a new fort because the old one fell down.
2. Although the work was hard, we finished in three days.
3. We couldn't use the new fort until my father inspected it.

Run-On Sentences

A **run-on sentence** contains two or more independent clauses without the proper conjunctions or punctuation.

The bell rang it startled me, I jumped out of my seat.

You can correct run-on sentences using one or more strategies to connect related clauses.

Break the independent clauses into separate sentences.	<i>The bell rang. It startled me. I jumped out of my seat.</i>
Create a compound subject or compound predicate.	<i>The bell rang and startled me. I jumped out of my seat.</i>
Create a compound sentence using coordinating conjunctions.	<i>The bell rang. It startled me, and I jumped out of my seat.</i>
Create a complex sentence using subordinating conjunctions.	<i>When the bell rang and startled me, I jumped out of my seat.</i>

Your Turn Correct each run-on sentence using one or more of the strategies described above.

1. I put my books in my bag I went home.
2. The dogs were excited, I took them for a walk.
3. One dog saw a squirrel he tried to chase it.
4. I got back inside I looked at my homework.
5. The problems were hard I called my friend, she helped me.

Nouns

Common and Proper Nouns

A **common noun** names a person, place, thing, or idea.

A **proper noun** names a particular person, place, thing, or idea and begins with a capital letter.

*The **teacher** opened the **atlas**.* (common)

***Mrs. Hunter** showed us **Australia**.* (proper)

Your Turn Write each sentence. Underline each noun and write whether it is common or proper.

1. My mother has a collection of photographs.
2. The book contains pictures from India and China.
3. Mr. Turner taught the class about Asia.
4. My mother came to talk about her adventures.
5. The students listened as Mom told about a trip to Japan.

Concrete, Abstract, and Collective Nouns

A **concrete noun** names a person, place, or thing that physically exists and can be perceived with the senses. An **abstract noun** names a quality, concept, or idea that does not physically exist. Many abstract nouns have no plural form.

***Ben** set the **painting** on the **easel**.* (concrete)

***Art** adds **beauty** to the **soul**.* (abstract)

A **collective noun** names a group acting as a single unit. Collective nouns can also have plural forms.

*Our **band** performs tonight.*

Your Turn Write each sentence. Underline each noun and write whether it is concrete or abstract. Circle any collective nouns.

1. Excitement filled the auditorium.
2. A trio of students appeared on the stage.
3. My heart filled with glee as the group sang.
4. All the singers in the choir sang with joy!

Singular and Plural Nouns

A **singular noun** names one person, place, thing, or idea. A **plural noun** names more than one person, place, thing, or idea. Most plural nouns are formed by adding *-s* or *-es*.

Singular nouns: *cat* *box* *beach* *party*

Plural nouns: *cats* *boxes* *beaches* *parties*

More and Irregular Plural Nouns

If a noun ends in a consonant + *y*, change *y* to *i* and add *-es*.

ladies, berries, skies, libraries

If a noun ends in a vowel + *y*, add *-s*.

boys, monkeys, days, essays

If a noun ends in *-f* or *-fe*, you may need to change *f* to *v* and add *-es*.

chefs, roofs, leaves, hooves, knives

If a noun ends in a vowel and *o*, add *-s*.

studios, trios, duos, zoos

If a noun ends in a consonant and *o*, add *-s* or *-es*.

pianos, echoes, cellos, heroes

Some nouns have the same singular and plural forms.

deer, sheep, moose, fish, elk

Some nouns have special plural forms.

men, women, children, teeth, feet

Your Turn Write each sentence. Change the singular noun in parentheses () into a plural noun.

1. Many music (program) will be open to all (child).
2. The (girl) sent six (letter) and received only two (reply).
3. Both of the (piano) will repaired by (workman) today.
4. You hear strange (echo) at night in (zoo).
5. Our (park) protect the (life) of (deer) and other (creature).

Singular and Plural Possessive Nouns

A *possessive noun* is a noun that shows who or what owns or has something.

Add **'s** to a singular noun to make it possessive.

*The **boy's** friends knew the **game's** secrets.*

Add just an apostrophe (') to most plural nouns ending in -s to make them possessive. Other plural nouns add **'s**.

*The **employees'** lounge was next to **men's** clothing.*

Your Turn Write each sentence. Change the word in () into a possessive noun.

1. My (brother) friends don't like video games.
2. They make movies on their (families) computers.
3. His friends wrote a series of (children) programs.
4. We saw his (friends) movies at school one day.
5. The (class) response was quite positive.

Nouns in Prepositional Phrases

A **preposition** is a word that relates a noun or pronoun to another word in a sentence. A **prepositional phrase** begins with a preposition (such as *in, on, over, at, under, near, to, for, by,* and *with*) and ends with a noun or pronoun. The noun or pronoun is called the **object** of the preposition.

*The boy **with the hat** rescued the cat **in the tree**. He placed the ladder **against the trunk** and climbed **up the rungs**.*

Your Turn Write each sentence. Underline the nouns that are objects of a preposition.

1. My friends and I walked to the fair.
2. We saw some horses near the entrance.
3. A man in a suit sold tickets to the rides.
4. At night, fireworks shot over the lake.
5. Sparkling trails of many colors filled the sky.

Verbs

Action Verbs and Direct Objects

An **action verb** is a word that tells of the action of the subject.

*Mom **turned** the key.*

A **direct object** is a noun or pronoun that tells whom or what is acted upon by the verb.

*She started the **engine**.*

Your Turn Write each sentence. Circle each action verb and underline any direct objects.

1. My brother opened the door.
2. Mom grabbed her phone.
3. Ben owns a repair shop in town.

Verb Tenses

A **present-tense verb** shows action that happens now.

*Today's weather forecast **calls** for sunshine.*

A **past-tense verb** shows action that has already happened.

*Yesterday's forecast **called** for rain.*

A **future-tense verb** shows action that may or will happen.

*Tomorrow's forecast **will call** for cloudy skies.*

A **progressive tense** shows action that continues over time. Use the verb *be* with the *-ing* form of another verb to create the **present progressive**, **past progressive**, or **future progressive** tense.

*I **am wearing** sunglasses. (present progressive)*

*I **was wearing** a raincoat. (past progressive)*

*I **will be wearing** a jacket. (future progressive)*

Your Turn Write each sentence. Underline the verb and tell what tense it is.

1. Next week we will visit my grandparents.
2. We received a letter from them last week.
3. What are we bringing in case of snow?

Avoiding Shifts in Verb Tense

In most cases, the verbs in a sentence or paragraph will be in the same tense. Be mindful of any shifts in the tense of the verbs.

You **scanned** the news and **smiled**.

My friend **listens** as his sister **sings**.

Your Turn Write each sentence. Use the correct form of the verb in parentheses.

1. I make toast while my sister (cook) eggs.
2. Mom asks if she (know) how to cook them.
3. My sister learned to cook when she (visit) our aunt.
4. She bought a cookbook and (learn) some recipes.
5. My family (enjoy) the meals she prepares.

Subject-Verb Agreement

A present-tense verb must agree with the subject of the sentence. Add **-s** to most verbs if the subject is singular. Add **-es** to verbs that end in *s*, *ch*, *sh*, *x*, or *z*. Do not add **-s** or **-es** if the subject is plural, or if the subject is *I* or *you*.

Caitlin **watches** the eagle. Her parents **look** for the camera.

Your Turn Write each sentence. Use the correct present-tense form of the verb(s) in parentheses.

1. The eagle (sit) in a tree out back.
2. The bird (stretch) its wings.
3. Caitlin (call) the neighbors on the phone.
4. They (look) out their windows.
5. Caitlin (take) a picture as the eagle (perch) on a branch.

Main Verbs and Helping Verbs

The **main verb** in a sentence tells what the subject does or is. A **helping verb** helps the main verb show an action or make a statement. The verb *be* is often used as a helping verb with a **present participle**, or a verb ending in *-ing*. The verb *have* is often used as a helping verb with a **past participle**, or a verb ending in *-ed*.

*Our family **is planting** a garden.*

Your Turn Write each sentence. Underline each main verb and circle each helping verb.

1. We have wanted a garden for many years.
2. My mother has studied some books on the topic.
3. My brother is tilling the ground.
4. We are growing corn, pumpkins, and squash.
5. I am already planning to make soups and pies.

Using Can, May, and Must

The verbs *can*, *may*, and *must* can be used as **helping verbs** with a main verb:

*I **may ask** if someone **can help** me.*

Your Turn Write each sentence. Underline each main verb and circle each helping verb.

1. We must raise money for our class trip.
2. How can we do it?
3. We may hold a bake sale.
4. We must all bring something tasty.
5. If we can sell enough, we may meet our goal.

Perfect Verb Tenses

The **present perfect tense** tells about an action that happened in the past. It also tells about an action that began in the past and continues in the present. Use the helping verb *have* or *has* followed by a **past participle**, which is usually the *-ed* form of the verb.

*I **have visited** five states in my lifetime.*

The **past perfect tense** tells about one past action that occurred before another past action. Use the helping verb *had* and a past participle to form the past-perfect tense.

*Before last summer, I **had visited** only three states.*

Your Turn Write each sentence. Use the present perfect or past perfect tense of the verb in parentheses.

1. I (travel) by plane only twice so far.
2. My father (purchase) tickets before the price went up.
3. My sister (worry) about flying every time.
4. This time, she (borrow) a book on airplanes from the library.
5. I (check) the book out before our last trip.

Linking Verbs

A **linking verb** links the subject with a word in the predicate. The word can be a **predicate noun**, which renames or identifies the subject, or a **predicate adjective**, which describes the subject. Some common linking verbs are *be*, *seem*, *feel*, *appear*, *become*, *smell*, and *taste*.

*Vonda **is** a chef. Her casseroles **taste** delicious.*

Your Turn Write each sentence. Underline the subject. Circle each linking verb. Then place a double underline beneath the predicate noun or predicate adjective that follows it.

1. "Something smells strange!" the chef shouted.
2. We are students in his cooking class.
3. "You seem nervous," he said.
4. I became anxious at the sight of smoke near the oven.
5. My cookies were a disaster!

Irregular Verbs

An **irregular verb** is a verb that does not end in *-ed* to form the past tense. Some also have special spellings when used with *have* in the perfect or progressive tenses. Below are some examples.

Present	Past	With <i>Have</i>
be (am/are/is)	was/were	been
begin	began	begun
bring	brought	brought
buy	bought	bought
catch	caught	caught
come	came	come
do	did	done
eat	ate	eaten
give	gave	given
go	went	gone
read (/rēd/)	read (/rēd/)	read (/rēd/)
ride	rode	ridden
run	ran	run
say	said	said
see	saw	seen
sing	sang	sung
take	took	taken
think	thought	thought
write	wrote	written

Your Turn Write each sentence. Use the correct form of each verb in parentheses.

1. Yesterday we (go) to the technology museum.
2. My father (bring) us to the computer exhibit.
3. I had (see) some of the machines before.
4. "Have you (think) about inventing something?" he asked.
5. "I have never (give) it a try," I (say).

Pronouns

Pronouns and Antecedents

A **pronoun** takes the place of one or more nouns. A **pronoun** must match the number and gender of its **antecedent**, which is the noun (or nouns) to which it refers.

*I gave the pen to my father. **He** used **it** to write a note.*

An **indefinite pronoun** refers to someone or something that is not known or specific, such as *anyone, anything, all, both, everybody, everything, everywhere, none, no one, somebody, or something*.

*I'll write **something** that **everyone** will enjoy.*

Subject and Object Pronouns

A **subject pronoun** is used as the subject of a verb. It tells who or what does the action. The pronouns *I, you, he, she, it, we, and they* can be used as subject pronouns.

An **object pronoun** is used as the object of either an action verb or a preposition. These include *me, you, him, her, it, us, and them* can be used as object pronouns.

*My sister and I bought a gift for our parents. **We** gave **it** to **them**.*

Reflexive and Relative Pronouns

A **reflexive pronoun** tells about an action that a subject does for or to itself. The ending *-self* is used with singular pronouns. The ending *-selves* is used with plural pronouns.

*My mother wrote **herself** directions. We drove **ourselves** to the city.*

A **relative pronoun** takes the place of its antecedent and introduces a dependent clause that tells more about the antecedent. Common relative pronouns are *that, which, who, when, whom, and whose*.

*We followed the signs **that** led to the city.*

Pronoun-Verb Agreement

A present-tense verb must **agree** with its subject, even if the subject is a pronoun.

*I **am** tired. She **is** sleepy. She and I **are** exhausted.*

Your Turn Write each sentence. Use the correct present-tense form of the verb in parentheses.

1. He (search) for the missing kitten.
2. She (think) about checking the basement.
3. While they do that, I (look) in the yard.
4. A few minutes later, they (call) me inside.
5. They point to the kitten as it (hide) under the bed.

Pronoun-Verb Contractions

Pronouns can be combined with all forms of the verbs *be*, *will*, and *have* to form **contractions**. An apostrophe takes the place of the missing letter or letters.

I have asked my father if he will know when you are ready.

I've asked my father if he'll know when you're ready.

Your Turn Write each sentence. Replace each pronoun-verb pair in parentheses with a contraction.

1. My sister complains that (she is) always late.
2. My father is sure that (we will) be on time.
3. (I am) usually the last one out the door.
4. "(It is) the same thing every morning," Dad says.
5. "(You have) said that every time!" I reply.

Possessive Pronouns

A **possessive pronoun** shows who or what owns something. *My, your, her, his, its, our,* and *their* are possessive pronouns that come before nouns. *Mine, yours, hers, his, its, ours,* and *theirs* are possessive pronouns that can stand alone.

*I won't go into **your** room if you won't go into **mine**.*

Your Turn Write each sentence. Replace the words in parentheses with a possessive pronoun.

1. (My sister's) friends are visiting today.
2. They are older than (the friends I have).
3. I like to listen to (her friends') music.
4. You can't dance to (the music we own) very well.
5. What do you listen to in (belonging to you) house?

Pronouns and Homophones

Some possessive pronouns sound like pronoun-verb contractions but are spelled differently. A possessive pronoun does not contain an apostrophe because no letters are missing.

*It's time for the family to have **its** dinner. (**It's** = It + is; **its** is a possessive pronoun)*

***You're** happy with **your** meal. (**You're** = You + are; **your** is a possessive pronoun)*

***They're** proud of **their** cooking. (**They're** = They + are; **their** is a possessive pronoun)*

***There's** no better pizza than **theirs**. (**There's** = There + is; **theirs** is a possessive pronoun)*

Your Turn Write each sentence. Choose the correct word in parentheses to complete the sentence.

1. "I need (you're, your) help," my father said.
2. "(Theirs, There's) a tree down across the driveway."
3. We tried pulling the tree by (it's, its) branches.
4. "(It's, Its) too heavy for just the two of us," I said.
5. "(You're, Your) right," Dad said. "Let's ask Mom to help."

Adjectives

Adjectives and Articles

Adjectives are words that describes nouns or pronouns. Adjectives tell **what kind** or **how many**.

*I saved my **two favorite** games for a **rainy** day.*

The words **the**, **a**, and **an** are special adjectives called **articles**. Use *a* and *an* to refer to any one item in a group. Use *the* to refer to a specific item or more than one item.

***The** girls will set aside **an** afternoon to watch **a** movie .*

Your Turn Write each sentence. Underline each adjective. Circle each article.

1. My three sisters wanted to watch a movie.
2. We picked a short movie with a scary title.
3. The film began with an eerie song.
4. The evil scientist prepared for an experiment.
5. A huge wolf jumped in through an open window.

Proper Adjectives

A **proper adjective** is formed from a proper noun and begins with a capital letter.

*The **Italian** car drove along the **Spanish** streets.*

Your Turn Write each sentence. Change the proper noun in parentheses into a proper adjective.

1. My father drove us to the (Mexico) restaurant.
2. We had been hoping for (China) food tonight.
3. We drove up near the (Canada) border.
4. Should we have taken our (America) passports?
5. The restaurant's design made it look like a (Mars) spaceship!

Adjectives That Compare

Add the word **more** or the ending **-er** to form a **comparative adjective** that compares two nouns. Add **most** or **-est** to form a **superlative adjective** that compares more than two nouns or pronouns.

If an adjective ends in a consonant and *y*, then change the *y* to *i* before adding **-er** or **-est**. If an adjective ends in *e*, then drop the *e* before adding **-er** or **-est**. If an adjective has a single vowel before a final consonant, then double the final consonant before adding **-er** or **-est**.

*This film is a **funnier** version of the book.*

*The television series was the **most comical** version of all.*

Your Turn Write each sentence. Use the correct form of the adjective in parentheses.

1. The school's computer has the (big) screen I've ever seen!
2. What is the title of the (popular) book in the library?
3. I think the magazines are (interesting) than the newspapers.

More and Most, Good and Bad

Use **more**, **better**, and **worse** to compare two people, places, or things. Use **most**, **best**, and **worst** to compare more than two people, places, or things.

*I have **many** pears. You have **more** pears than I do. He has the **most** pears of all.*

*Joan is a **good** chef. Curt is a **better** chef than Joan. Hali is the **best** chef of all.*

*She has a **bad** cold. He had a **worse** cold than she did. I had the **worst** cold of all.*

Your Turn Write each sentence. Use the correct form of the adjective in parentheses.

1. We had the (bad) time ever at the beach last week!
2. There were (many) clouds than the week before.
3. The morning had (good) waves for surfing than the afternoon.

Irregular Comparative and Superlative Forms

In addition to *good*, *bad*, and *many*, the following adjectives also have irregular comparative and superlative forms: *little*, *much*, *far*. Use *less*, *more*, and *farther* to compare two nouns or pronouns. Use *least*, *most*, and *farthest* to compare more than two nouns or pronouns.

Use the **least** amount of salt possible in the soup.

Like *more* and *most*, *less* and *least* can be used with other adjectives to compare nouns and pronouns.

Breakfast was a **less tasty** meal than lunch.

Your Turn Write each sentence. Use the correct form of the adjective in parentheses.

1. I put (little) effort into today's practice than yesterday's.
2. Even so, I ran the (far) distance of anyone on the team.

Demonstrative Adjectives

This, **that**, **these** and **those** are **demonstrative adjectives** that tell which one or which ones. *This* and *these* refer to something nearby. *That* and *those* refer to something far away.

Please put **these** hats with **those** gloves on **that** shelf.

Your Turn Write each sentence. Choose the correct word in parentheses to complete the sentence.

1. My sister tried on (that, these) jacket.
2. (This, These) pants are the same color.

Combining Sentences with Adjectives

Two sentences that tell about the same noun can be combined by moving an adjective into one of the sentences.

We climbed the hill. The hill was **steep**. We climbed the **steep** hill.

Your Turn Combine each pair of sentences using the adjective.

1. The hikers looked at the view. The view was spectacular.
2. They could see the city. The city was distant.

Adverbs and Negatives

Adverbs

An **adverb** tells more about a verb. Adverbs often tell *how*, *when*, or *where* an action takes place. Many adverbs end in *-ly*.

The student **quickly** stepped **away**.

Your Turn Write each sentence. Circle each adverb and draw a line under the verb that each adverb describes.

1. The crowd slowly filled the theater.
2. The actors paced nervously.
3. My sister now worried about her scene.

Adverbs Before Adjectives and Other Adverbs

Adverbs can describe adjectives as well as verbs. Adverbs can also tell more about other adverbs.

The **amazingly** fast train **leaves** very soon.

Your Turn Write each sentence. Tell whether each underlined adverb describes a verb, an adjective, or another adverb.

1. I was waiting for an extremely late bus.
2. Time seemed to pass incredibly slowly.
3. I was quite certain a bus would arrive soon.

Good and Well

Good is an adjective that tells more about a noun. *Well* is an adverb that tells more about a verb. As with *good*, the comparative and superlative forms of *well* are *better* and *best*.

The **good** doctor helped us feel **well**.

Your Turn Write each sentence. Choose the correct word to complete the sentence. Underline the word being described.

1. There is a (good, well) camp I want to attend this summer.
2. I must do (good, well) in school if I want to go.

Adverbs That Compare

Adverbs can be used to compare two or more actions. Use *more* before most adverbs to compare two actions. Use *most* before most adverbs to compare more than two actions. Add the ending *-er* or *-est* to shorter adverbs to compare actions.

*Shari sang **softly** and **more gently** than Kara.*

*A. J. sang **softest** and **most gently** of all.*

Your Turn Write each sentence. Choose the correct form of the adverb in parentheses.

1. Kara moved (gracefully) than Shari on stage.
2. A. J. danced (wildly) of all the band members.
3. The band finished (soon) than we were expecting.
4. Were you sitting (close) to the stage than me?
5. We clapped (energetically) after the third encore.

Negatives and Negative Contractions

A **negative** is a word that means *no*. Some negatives appear as the contraction *n't*, which is short for *not*. Do not use a **double negative** (two negatives) in one sentence.

*Nobody wants to go outside. I **can't** blame you for being afraid.*

Your Turn Write each sentence. Change the word(s) in parentheses into a negative.

1. We could see (everything) in the darkness.
2. The howls in the distance (did) make us feel safe.
3. "That (is) an animal I'd like to meet," I said.
4. (Everyone) could sleep through the racket.
5. We (always) thought one night could last so long!

Interjections and Prepositions

Interjections

An **interjection** is a word or group of words that expresses strong feeling. Place a comma after a mild interjection. Use an exclamation mark after an interjection that expresses very strong feeling.

Hey! Did you see that? Gee, I wasn't looking.

Your Turn Rewrite each sentence using correct capitalization and punctuation.

1. Look here it comes again
2. Gosh it looked like a bat to me

Prepositions

A **preposition** comes before a noun or a pronoun. A preposition relates a noun or pronoun to another word in the sentence.

*The tree **on** the corner swayed **in** the wind.*

Common Prepositions

about	above	across	after	against	along
among	around	at	before	behind	below
beside	between	by	down	during	for
from	in	inside	into	near	of
off	on	out	outside	over	through
to	under	until	up	with	without

Your Turn Write each sentence. Choose a preposition to complete the sentence.

1. We watched a report _____ the hurricane.
2. The storm was moving _____ the coast.
3. We bought emergency supplies _____ the store.
4. Bright streaks _____ lightning flashed in the sky.
5. The strongest winds blew _____ the night.

Prepositional Phrases

A **prepositional phrase** is a group of words that begins with a preposition and ends with a noun or pronoun. The **object of a preposition** is the noun or pronoun that follows the preposition.

Your Turn Write each sentence. Underline each prepositional phrase and circle each preposition. Then place an "O" above the object of the preposition.

1. My sister was elected president of the group.
2. She will meet with the principal tomorrow.
3. After the vote, the club served refreshments.
4. My sister told us the big news at dinner.
5. Mom gave her a book about leadership to read.

A prepositional phrase can be used as an **adjective** or an **adverb**.

*The members **of the club** (adjective) voted **during the meeting** (adverb).*

In the sentence above, the phrase *of the club* is used as an adjective, modifying the plural noun *members*. The phrase *during the meeting* is used as an adverb, modifying the verb *voted*.

Your Turn Write each sentence. Underline each prepositional phrase. Then write whether the phrase is being used as an adjective or adverb.

1. The girl in the hall is joining a music group.
2. Her violin is in a brown case.
3. After lunch, she and the group will practice their music.
4. When rehearsal ends, the group of players will perform.
5. My friend from school is taking me to the concert.

Mechanics: Abbreviations

Titles and Names

An **abbreviation** is a shortened form of a word. An **initial** is the first letter of a name. Titles and initials are capitalized and end with a period.

Mr. Plata brings Dr. T. J. Fenn's report to Ms. Ross.

Your Turn Write each sentence. Change the word(s) in parentheses into an abbreviation or initial.

1. I want to volunteer at the (Paul Addison) West Animal Shelter.
2. I sent my application to (Mister) Corbin.
3. Bill Doran, (Senior), wrote me a recommendation.
4. (Doctor) Reese sometimes helps the dogs and cats.

Organizations

In both formal and informal writing, use abbreviations for certain organizations and government agencies. These abbreviations usually have all capital letters and no periods.

United Nations—UN Federal Bureau of Investigation—FBI

Internet Addresses

Use abbreviations for the end of Internet addresses.

*commercial .com educational .edu government .gov
organization .org network .net information .info*

Your Turn Write each sentence. Change each word or group of words in parentheses into an abbreviation or initials.

1. I found photographs of space at www.nasa.(government).
2. The (Environmental Protection Agency) was created in 1970.
3. I checked www.humanesociety.(organization) for articles about dogs and other animals.
4. My sister studied hard for the (Scholastic Achievement Test).

States

The **United States Postal Service abbreviations** for the names of states are two capital letters with no period at the end. Do not use a comma between the city and the state when using these abbreviations.

Alabama	AL	Kentucky	KY	North Dakota	ND
Alaska	AK	Louisiana	LA	Ohio	OH
Arizona	AZ	Maine	ME	Oklahoma	OK
Arkansas	AR	Maryland	MD	Oregon	OR
California	CA	Massachusetts	MA	Pennsylvania	PA
Colorado	CO	Michigan	MI	Rhode Island	RI
Connecticut	CT	Minnesota	MN	South Carolina	SC
Delaware	DE	Mississippi	MS	South Dakota	SD
District of Columbia	DC	Missouri	MO	Tennessee	TN
Florida	FL	Montana	MT	Texas	TX
Georgia	GA	Nebraska	NE	Utah	UT
Hawaii	HI	Nevada	NV	Vermont	VT
Idaho	ID	New Hampshire	NH	Virginia	VA
Illinois	IL	New Jersey	NJ	Washington	WA
Indiana	IN	New Mexico	NM	West Virginia	WV
Iowa	IA	New York	NY	Wisconsin	WI
Kansas	KS	North Carolina	NC	Wyoming	WY

Units of Measure

Use abbreviations for units of measure. Most abbreviations are the same for singular and plural units.

in.—inch(es) *lb.*—pound(s) *km.*—kilometer(s) *L*—liter(s)
ft.—foot (feet) *kg.*—kilogram(s) *oz.*—ounce(s) *hr.*—hour(s)

Mechanics: Capitalization

First Words

Capitalize the first word of a sentence. Capitalize the first word of a direct quotation. Do not capitalize the second part of an interrupted quotation. When the second part of a quotation is a new sentence, put a period after the interrupting expression and capitalize the first word of the new sentence.

*"**Stop** playing that game," my sister said, "and go to bed."*

*The game was over. "I'm ready," I replied. "**That** was fun!"*

Capitalize the first word and all the recipients in the greeting of a letter. Capitalize only the first word in the closing of a letter.

Dear Sir or Madam: Sincerely yours,

Your Turn Write each sentence. Use capital letters correctly.

1. to whom it may concern:
2. last week, my family visited your auto show.
3. my father said, "it will be fun to see the old cars."
4. "too bad, dad," i said, "because it looks like all new cars!"
5. all best wishes,

Titles of Works

Capitalize the first, last, and all important words in the title of a book, play, short story, poem, movie, article, newspaper, magazine, TV series, chapter of a book, or song.

*Dad whistled "**Old MacDonald**" while I read "**Chicken Little**."*

*I reviewed the book **Silent and Strong** for the **North School News**.*

Your Turn Write each sentence. Use capital letters correctly.

1. Our class sang "land of the free" at the talent show.
2. You could see a video clip on "news at nine."
3. The online article was called "a classy act takes the prize."
4. My sister's class performed "the queen and her court."
5. It was based on the book thrown from the throne.

Proper Nouns and Adjectives

Capitalize the names of cities, states, countries, and continents. Do not capitalize articles or prepositions that are part of the names. Capitalize the names of bodies of water and geographical features. Capitalize the names of sections of the country. Do not capitalize compass points when they just show direction.

Topeka, Kansas United States of America northeast of Detroit

Capitalize the names of streets and highways. Capitalize the names of buildings, bridges, and monuments.

Golden Gate Bridge Empire State Building

Capitalize the names of stars and planets. Capitalize *Earth* when it refers to the planet. Do not capitalize *earth* when it is preceded by the article *the*. Do not capitalize *sun* or *moon*.

Venus is closer to the earth than Mars.

Capitalize the names of schools, clubs, teams, businesses, political parties, and products.

Science League at Northfield Elementary School

Capitalize the names of historic events, periods of time, and documents.

the Battle of Bunker Hill Declaration of Independence

Capitalize the days of the week, months of the year, and holidays. Do not capitalize the names of the seasons.

Labor Day, a summer holiday, is the first Monday in September.

Capitalize the names of ethnic groups, nationalities, and languages. Capitalize proper adjectives that are formed from the names of ethnic groups and nationalities.

Swiss people may speak French, German, or Italian.

Your Turn Rewrite each sentence. Capitalize appropriate words.

1. The red hills book club is reading a russian novel.
2. They meet at the old farm diner on miller street.
3. The main character moves from rome to moscow.
4. Mom read the book from memorial day through june.

Mechanics: Punctuation

End Punctuation

A **declarative sentence** makes a statement. It ends with a **period (.)**.

An **interrogative sentence** asks a question. It ends with a **question mark (?)**.

An **imperative sentence** makes a command or a request. It ends with a **period (.)** or an **exclamation mark (!)**.

An **exclamatory sentence** expresses strong emotion. It ends with an **exclamation mark (!)**.

Do you like fishing? Watch that crazy bird fly! I'm learning to swim.

Your Turn Write each sentence. Use the correct end punctuation.

1. How many fish did you catch so far
2. That's the first nibble I've had all day
3. I'm having way too much trouble reeling it in
4. What will you do if the line breaks
5. You wouldn't believe how much work this is

Periods

Use a **period** at the end of an abbreviation. Use a period after initials in a name. Use a period in abbreviations for time. Use a period after numbers and letters in an outline.

Dr. M. Fitz will speak to our group at 9:45 A.M. on Jan. 12.

Your Turn Write each sentence. Insert periods where needed.

1. I need to get across town by 11:30 AM.
2. I have an interview with Ms Flynn at her office.
3. She is the owner of G B Rascal's Hobby Shop.
4. Does the Island Ave bus stop at Riley Rd downtown?
5. My outline for the interview begins, "1 Main St Shops."

Colons

Use a **colon** to separate the hour and minute when you write the time of day. Use a colon after the greeting of a business letter.

Dear Mr. Davis:

*I will be late to the **11:30** rehearsal today.*

Hyphens

Use a **hyphen** or **hyphens** in certain compound words. Use a hyphen to show the division of a word at the end of a line. Always divide the word between syllables. Use a hyphen in compound numbers.

*Her **real-life** movies are based on the **incredible** stories of **twenty-six** teenagers.*

Apostrophes

Use an **apostrophe** (') and an *s* to form the possessive of a singular noun. Use an apostrophe and an *s* to form the possessive of a plural noun that does not end in *s*. Use an apostrophe alone to form the possessive of a plural noun that ends in *s*. Do not use an apostrophe in a possessive pronoun.

Use an apostrophe in a **contraction** to show where a letter or letters are missing.

***They're** putting the **teachers'** lists on their **school's** computer.*

Your Turn Write each line of the printed letter below. Insert the correct punctuation where needed.

1. Dear Dr Metcalf
2. Thank you for loaning your full size model
3. of a skeleton to our school. Our biology stu
4. dents in the 915 class will enjoy it. Theyll try
5. to identify thirty one of the models bones.

Commas

Use a **comma (,)** between the name of a **city** and the complete name of a **state**. Use a comma after the name of a state or a country when it is used with the name of a city in a sentence. Do not use a comma between the name of a city and the postal service abbreviation for a state.

We flew from Dayton, Ohio, to Paris, France, in one day.

Use a comma between the day and the year in a **date**. Use a comma before and after the year when it is used with both the month and the day in a sentence. Do not use a comma if only the month and the year are given.

We met on June 9, 2003, but lost touch in April 2008.

Use a comma after the **greeting** in a friendly letter and after the **closing** in all letters.

Dear Uncle Phil, Very truly yours,

Use a comma before *and*, *but*, or *or* when it joins simple sentences to form a **compound sentence**. Use a comma after an introductory **prepositional phrase** or **dependent clause**.

After the alarm buzzed, Mom woke up, but Dad stayed asleep.

Use a comma to set off a **direct quotation**. Use a comma to set off a noun of **direct address** or an **appositive** within a sentence.

"Jill, when I called," she asked, "did you know it was I, your sister?"

Use commas to separate three or more items in a **series**. Use a comma to separate three or more subjects in a **compound subject** or three or more predicates in a **compound predicate**.

She painted the waves, gulls, and boats at the shore.

Use a comma after the words **yes** or **no** or other **introductory words** at the beginning of a sentence. Use a comma before a **tag question** that comes at the end of a sentence.

Hey, Ethan, you fed the dog, didn't you? Yes, I did.

Your Turn Write each sentence. Add commas where needed.

1. The town of Gladville Maine is a great place to live.
2. Mountains lakes and rivers provide many places to visit.
3. I asked "Linda how long have you lived here?"

Quotation Marks

Use **quotation marks** before and after the exact words that a speaker says or writes. Use a **comma** or **commas** to separate a clause, such as *he said*, from the quotation itself. Place the comma outside the opening quotation marks but inside the closing quotation marks. Place a **period** inside closing quotation marks. Place a **question mark** or **exclamation mark** inside the quotation marks when it is part of the quotation.

"What are you working on?" my father asked.

"I'm writing a story," I replied, "and it's due tomorrow."

Use **quotation marks** around the title of a short story, song, short poem, print or online article, or chapter of a book.

I finished my story, "The Path to the Summit."

Your Turn Write each sentence. Add punctuation where needed.

1. My brother wrote a poem called Up on the Mountain.
2. I asked Where did you get the idea for that?
3. I wrote it after reading your story he replied.
4. How dare you copy my idea I exclaimed.
5. I wrote an essay called Can You Believe My Brother?

Italics (Underlining)

Use italics or underlining for the title of a book, movie, television series, play, magazine, or newspaper.

My family went to see the movie Adventure! last spring.

Your Turn Write each sentence. Underline titles where needed.

1. The author of the book The Fun Years visited my class.
2. She also wrote the screenplay for Laugh It Off.
3. She contributes articles to Modern Comedy magazine.
4. Have you seen her new television series, Make Me Smile?
5. I read her column on jokes in The Weekly Chuckle.

