

*English Language Arts*  
Distance Learning Packet  
Grade 4

**STUDENT**

# Lesson 2

## Understanding Historical Texts

### Learning Target


Explaining information in historical texts, including what happened and why, can help you understand the connections among various events and ideas in the text.

- **Read** Writers of **historical texts** often organize **information** to answer the questions “What happened?” and “Why did it happen?” This is sometimes called **cause and effect**. Cause and effect is a relationship in which one thing brings about, or causes, something else to occur. Historical texts don’t just describe several events or ideas. The texts also explain why they happened and why they matter.

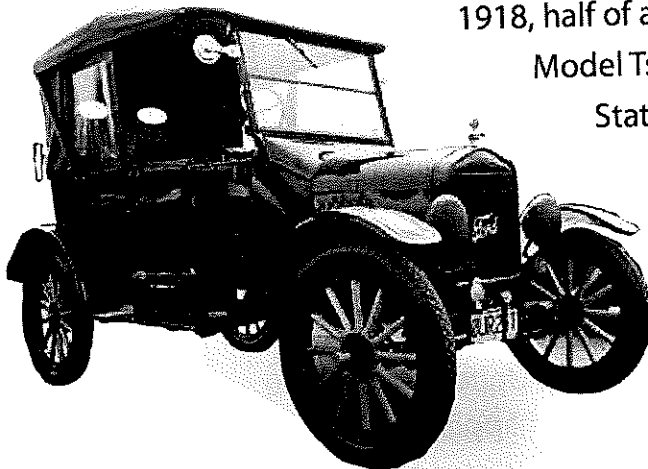
**Look at the illustrations below. One shows an event that happened. The other shows why it happened. Think about which event is which.**



# The Model T

 Thomas A. Moore

- 1 When the first cars were produced, only wealthy people could afford them. Henry Ford wanted to build a car that the average working person could afford. In 1908, the Ford Motor Company introduced a new, low-cost car. It was called the Model T and sold for \$825. Although the car was reasonably priced, Ford kept thinking of ways to make it even cheaper. He knew that the lower the price, the more customers he would gain and the more money he would make.
- 2 Ford's early cars were all handcrafted. This meant that each automobile was slightly different from the next. It also meant that each took a long time to make. Ford decided his cars would no longer be handcrafted. They would be put together in exactly the same way, saving time and money. In 1913, Ford began producing cars with the help of a moving assembly line.
- 3 The moving assembly line achieved Ford's goal of turning out a car faster and for increasingly lower prices. In time, Ford's factory was turning out one automobile every 90 minutes. By 1915, the Ford Motor Company was earning record profits. And by 1918, half of all cars in the United States were Model Ts. Almost overnight, the United States became a nation on wheels.

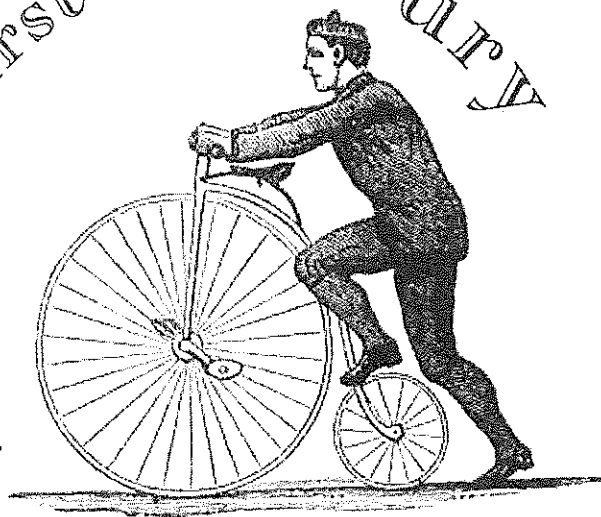


## Close Reader Habits

**Underline** words and phrases that help you figure out why more people began owning cars.

# The Bicycle's First Century

by J. Soo



- Two centuries ago, bicycles did not look like the bikes you know today. Invented by a Frenchman around 1790, the first bicycle had two wheels and a wooden frame. It worked like a scooter. Then, in 1816, a German improved on this design. He connected a bar to the front wheel. This allowed the rider to steer the bicycle. Later, in 1839, a Scottish blacksmith made yet another improvement. He added foot pedals, which let riders put force on the wheels. Now bicycles could move faster.
- In the 1870s, the "high-wheel" bicycle appeared. It was called this because the front wheel was far larger than the rear wheel. The pedals turned the front wheel only, but the size of that wheel meant that each turn of the pedals took the rider a greater distance than before. On the high-wheel bicycle, the rider sat up high, over the front wheel. Consequently, when the large front wheel struck a rut or rock in the road, the rider could be pitched head-first over the front of the bicycle! The high-wheel bicycle wasn't very safe.
- In 1885, an Englishman made the first "safety" bicycle. The bicycle was now beginning to look more like the modern one you see every day. Its front and rear wheels were the same size, and sprockets and chains linked the pedals and the rear wheel. In the 1890s, inventors added air-filled rubber tires. Then came a coaster brake and adjustable handlebars. The first hundred years of the bicycle—from 1790 to the 1890s—brought many changes, and the next century would bring even more improvements.

## Close Reader Habits

How does each bicycle model improve upon the model before it? Reread the article. **Underline** details that tell *why* each model was an improvement.



 **Write** Use the space below to write your answer to the question on page 27.

## The **Model T**

- 3 Short Response** Explain why half of all cars in the United States were Model T's by 1918. Include text details telling what happened and why.

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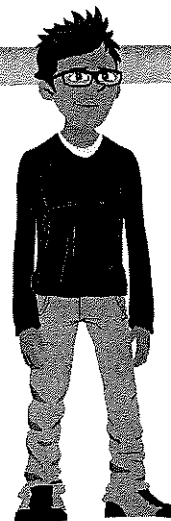
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Don't forget to check  
your writing.

## WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- convinced
- folly
- revolutionize

from

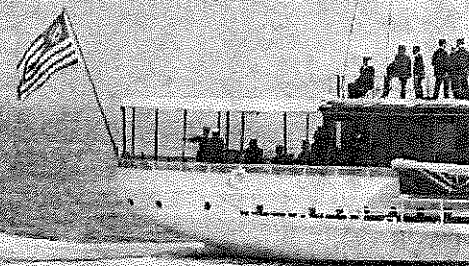
# FULTON'S SUCCESS

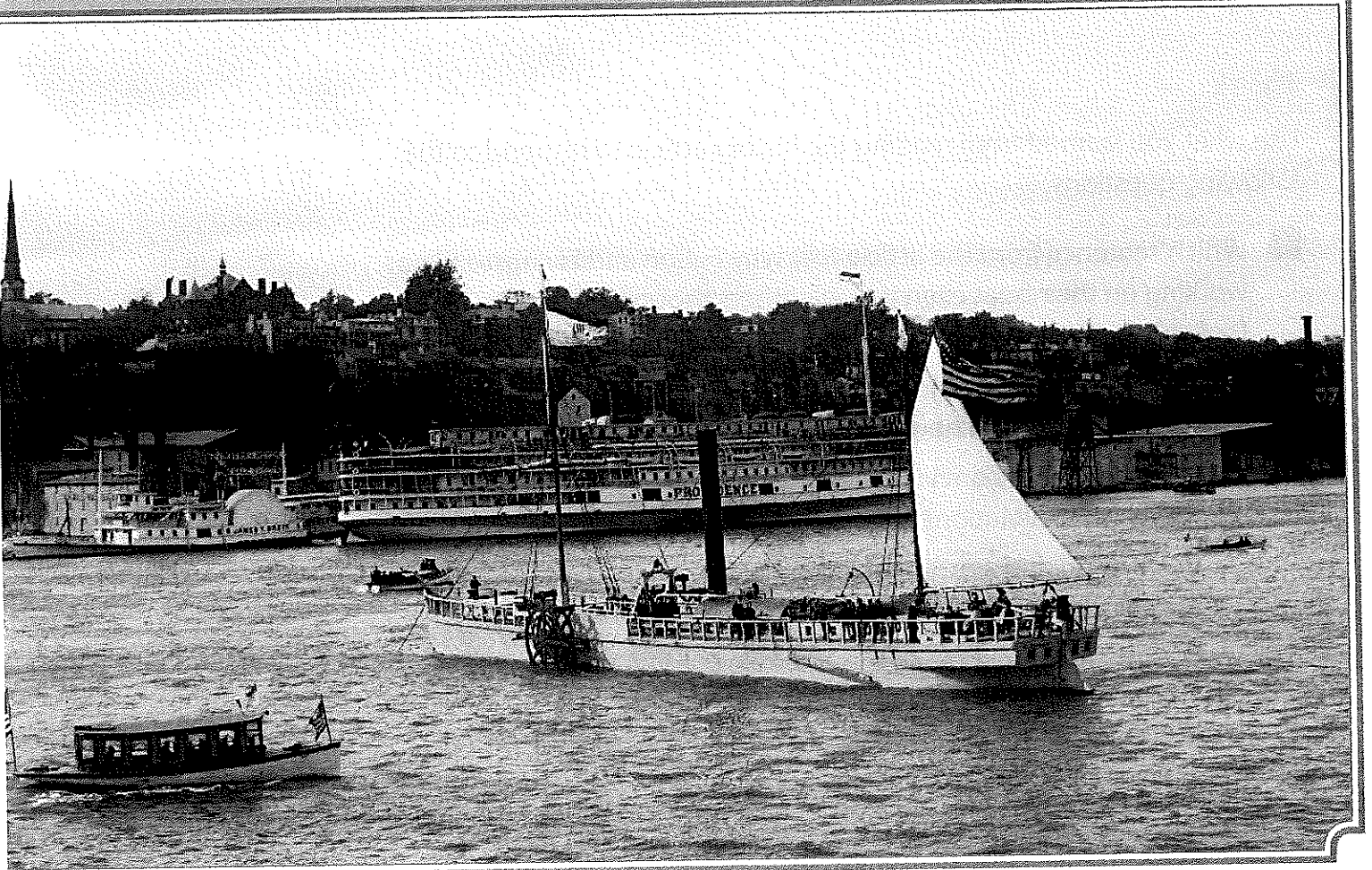
by Lois Miner Huey, *Cobblestone*



Robert Fulton was the inventor of the steamboat.

- 1 "Fulton's Folly," people jeered as they passed Browne's Shipyard in New York City. It was 1807. Browne's was the site where inventor Robert Fulton and his partner, Robert R. Livingston, Jr., were building a very strange boat. The two men knew that putting a steam engine onboard a vessel was still new and dangerous. But they ignored the taunts. They were convinced that Fulton's steamboat ideas, combined with Livingston's financial backing, would revolutionize transportation in America. And they were right.
- 2 On August 17, after devoting about five months to its construction, Fulton launched a vessel that measured 150 feet long, 13 feet wide, and 9 feet deep.





A replica of Robert Fulton's steamboat sails the Hudson River in 1909.

- 6 In its wake, the boat's two side paddlewheels left waves of foamy water and lots of terrified onlookers. Nothing like it ever had been seen before. Darkness fell, but the boat continued its journey. With a full moon and warm breezes, the passengers stayed up all night singing songs by candlelight. They had mostly forgotten their fears.
- 7 The next day, the boat docked at Livingston's estate, called Clermont. After spending the night, it continued steaming to Albany the following morning. It pulled into that city at 5 P.M. on August 19. The boat had made the 150-mile trip in 32 hours of travel time. Crowds cheered its arrival. No longer a joke, "Fulton's Folly" had become the first successful steamboat in America.

- 3** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

Which statement **best** explains why some people who saw Fulton's boat steaming up the Hudson River were terrified?

- A** They were excited about Fulton's strange new invention.
- B** The new steamboat looked and sounded dangerous.
- C** The people were upset that they were not allowed to ride on the steamboat.
- D** The steamboat was oddly shaped and easily passed the other boats on the river.

**Part B**

Underline **three** sentences from paragraph 5 that **best** support your answer in Part A.

After a short time, there was a huge blast of smoke. Once again, the boat churned upriver. It was described as looking like a giant teakettle. The vessel's engine let off steam and rained down sparks that sizzled in the water. The noise was deafening, but the boat was moving. The passengers cheered. The boat chugged upstream against the tide at a fast four to five miles per hour. It easily passed sailing ships and fishing craft.



What conclusion can be drawn about why the steamboat was known as "Fulton's Folly" and how it became "Fulton's Success"? Reread the text.

**Underline** details that show the reasons the steamboat was a success.

- 4 Plan Your Response** First, identify why the steamboat was originally called "Fulton's Folly." Then identify what turned it into a success. Use a chart to help organize your thoughts by explaining "What happened?" and "Why?"

- 5 Write an Extended Response** Use evidence from the text and the information in your chart to describe why the steamboat was called "Fulton's Folly" and how it eventually became "Fulton's Success."

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# Lesson 4

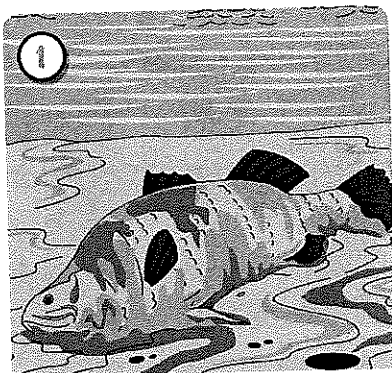
## Understanding Scientific Texts

### Learning Target

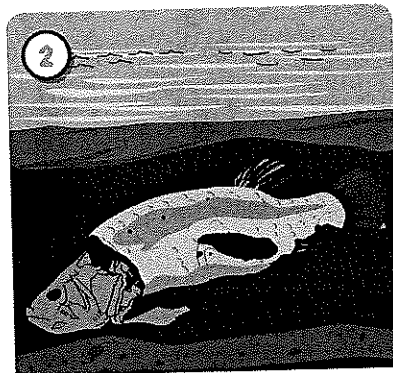
Thinking carefully about information in science texts will help you understand what happens in the natural world and why or how it happens.

- **Read** A good **scientific text** is like having a science expert at your side explaining the **causes** and **effects** of everything that goes on around you. It tells *what* happens during a set of **events** in nature. It also answers important questions by explaining *how* the event happens and *why* it happens. These answers help you understand the world you live in.

Look at the cartoon below. Think about *what* events are happening. Also think about *how* and *why* they are happening.



A fish dies and sinks to the ocean bottom. It is buried in mud, which may harden.



Slowly, the fish bones dissolve and are replaced by other minerals. They become a fossil.

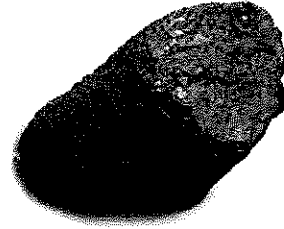


The ocean drains away, and erosion uncovers the fossil.

2,000,000 years ago

today

# A POWERFUL ROCK



by Patrick Pierce

- 1 Coal may look like an ordinary black rock. But inside, it contains powerful energy that can be used for heat and electricity. Coal is made from plant matter that was buried far below the Earth's surface for millions of years. Being buried so deeply and for so long put the plant matter under intense heat and pressure. The heat and pressure caused the chemical and physical characteristics of the plant matter to change. Eventually, the plant matter turned into coal.
- 2 Coal must be mined, or dug up from below the ground. After it is mined, the coal travels to a machine that cleans it. This process removes dirt, rocks, and other unwanted materials. Next, heavy machines crush the coal until it becomes a fine powder. Finally, the coal is burned to make steam. Special machines called turbines use this steam to create electricity.
- 3 Today, generators fueled by coal supply much of the world's energy. But the processes used to mine coal and convert it into fuel can pollute our air, land, and water. When coal is burned, harmful chemicals are released into the air. These chemicals get carried through the air by the wind and fall in the raindrops. This is called acid rain. It can make plants and animals very sick.
- 4 Engineers are developing new technologies to reduce the potential air pollution from coal. These promising solutions may help us get the most from this powerful rock while protecting our precious planet.

## Close Reader Habits

As you read, **circle** details that describe how coal forms. Then **underline** details that explain its uses.

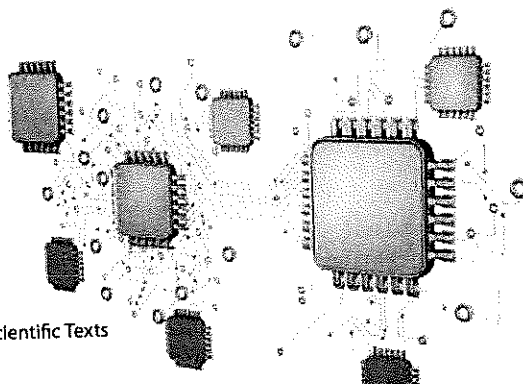


# Gold

by Carl Gelb

- 1 People have valued gold for thousands of years. Because of the metal's durability, gold ornaments, statues, and jewelry look as brilliant today as when the artists of ancient Egypt and other cultures crafted them thousands of years ago. Gold is one of nature's true wonders.
- 2 **Properties:** Gold is an element. It cannot be broken down into simpler substances. Gold is also very malleable, which means it is easily flattened into a thin sheet. Gold is also ductile, which means it can be pulled into a wire. For these reasons, gold is useful in making jewelry. One ounce of gold can become 187 square feet of gold leaf or one mile of gold wire. Gold also conducts heat and electricity very well.
- 3 **Alloys:** Pure gold is very soft. Because it's so soft, gold is often mixed with other metals to make a mixture, or alloy, that is stronger than gold alone. Adding silver, copper, and zinc to gold produces the color we associate with jewelry.
- 4 **Today's Uses:** In the past, gold was mainly used for jewelry, statues, and other decorations. But today we use gold for more than just its beauty. It is an excellent conductor of electricity. This means that electricity flows through it easily. As a conductor, gold coats electrical parts inside our cell phones and computers. It helps speed the flow of electricity. Thin films of gold also reflect radiation on satellites, the sun visors of space suits, and the windows of skyscrapers. Gold's uses are many and important!

Computer Microchips



## Close Reader Habits

What was gold used for in the past, and what is it used for today? Reread the article. **Underline** details that tell how people have used gold in the past and the present.

 **Write** Use the space below to write your answer to the question on page 55.

# A POWERFUL ROCK

**E Short Response** Explain how people process and use this “powerful rock.” Include at least **one** benefit and **one** problem caused by people’s use of coal. Include details to support your response.

**HINT** Find details about benefits and problems, such as “supply energy” and “harmful chemicals.”

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Don’t forget to check your writing.

## Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- **immune**
- **supplements**
- **function**

# Minerals

by Steven Dowshen, MD, *Kids' Health Online*

- 1 Did you ever notice how TV commercials for breakfast cereal always mention vitamins and minerals? But when you think of minerals, food isn't the first thing that comes to mind. Aren't minerals something you find in the earth, like iron and quartz?
- 2 Well, yes, but small amounts of some minerals are also in foods—for instance, red meat, such as beef, is a good source of iron.
- 3 Just like vitamins, minerals help your body grow, develop, and stay healthy. The body uses minerals to perform many different functions—from building strong bones to transmitting nerve impulses. Some minerals are even used to make hormones or maintain a normal heartbeat.

## MACRO and TRACE

- 4 The two kinds of minerals are: macrominerals and trace minerals. *Macro* means “large” in Greek (and your body needs larger amounts of macrominerals than trace minerals). The macromineral group is made up of calcium, phosphorus, magnesium, sodium, potassium, chloride, and sulfur.
- 5 A *trace* of something means that there is only a little of it. So even though your body needs trace minerals, it needs just a tiny bit of each one. Scientists aren't even sure how much of these minerals you need each day. Trace minerals include iron, manganese, copper, iodine, zinc, cobalt, fluoride, and selenium.
- 6 Let's take a closer look at some of the minerals you get from food.



### IRON

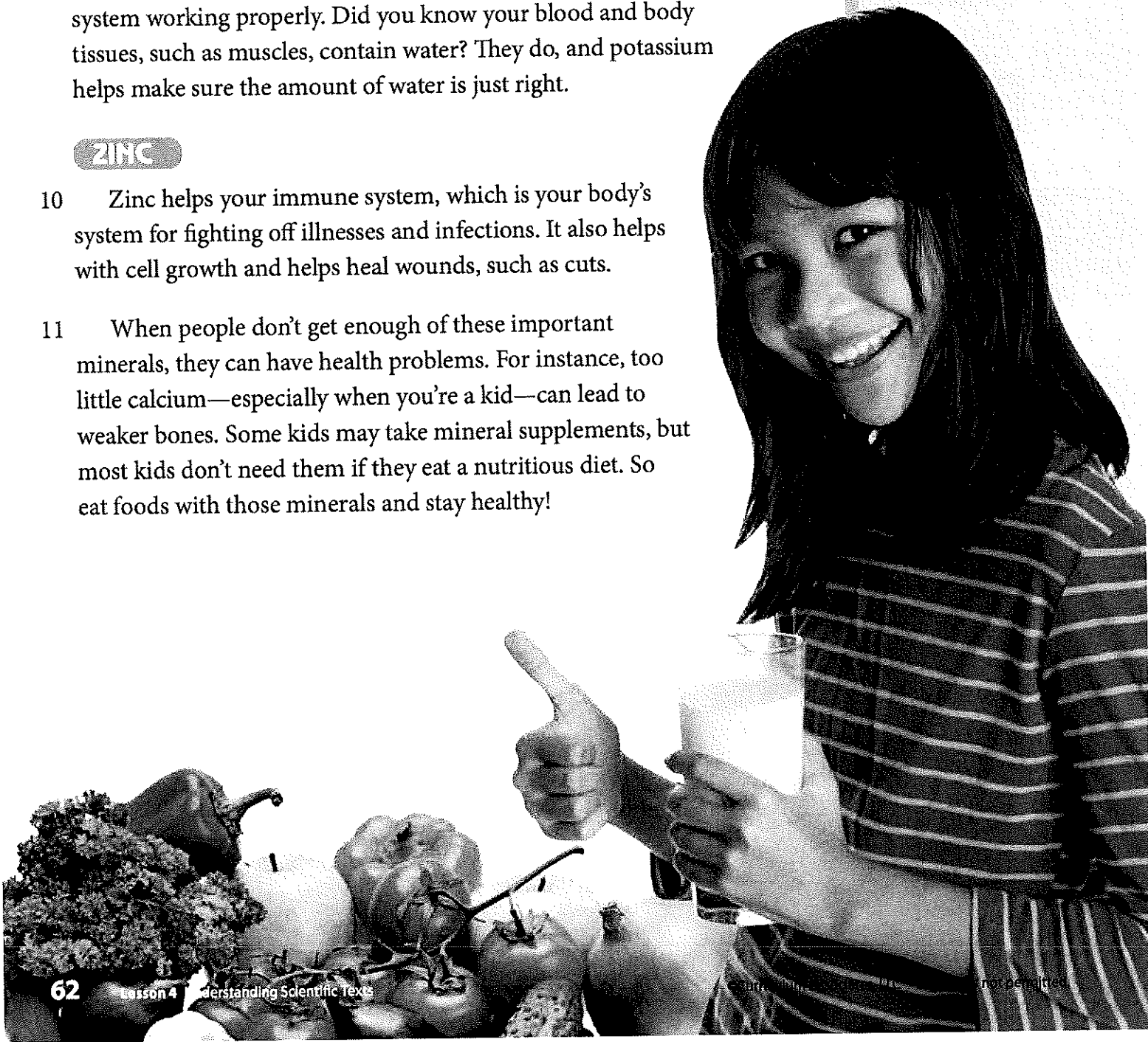
- 8 The body needs iron to transport oxygen from your lungs to the rest of your body. Your entire body needs oxygen to stay healthy and alive. Iron helps because it's important in the formation of hemoglobin (say: HEE-muh-glo-bun), which is the part of your red blood cells that carries oxygen throughout the body.

### POTASSIUM

- 9 Potassium (say: puh-TAH-see-um) keeps your muscles and nervous system working properly. Did you know your blood and body tissues, such as muscles, contain water? They do, and potassium helps make sure the amount of water is just right.

### ZINC

- 10 Zinc helps your immune system, which is your body's system for fighting off illnesses and infections. It also helps with cell growth and helps heal wounds, such as cuts.
- 11 When people don't get enough of these important minerals, they can have health problems. For instance, too little calcium—especially when you're a kid—can lead to weaker bones. Some kids may take mineral supplements, but most kids don't need them if they eat a nutritious diet. So eat foods with those minerals and stay healthy!



- 3** The following question has two parts. First, answer Part A. Then answer Part B.

**Part A**

What conclusion about macrominerals and trace minerals is supported by the passage?

- A** Macrominerals are more important because they exist in larger quantities than trace minerals.
- B** Macrominerals and trace minerals are needed for a healthy heart, blood and tissues, and immune system.
- C** Trace minerals like iron are more important for keeping your bones healthy than macrominerals are.
- D** Macrominerals and trace minerals must come from food and also from supplements.

**Part B**

Which **three** sentences from the passage **best** support your answer in Part A?

- A** "Just like vitamins, minerals help your body grow, develop, and stay healthy."
- B** "The two kinds of minerals are: macrominerals and trace minerals. Macro means "large" in Greek (and your body needs larger amounts of macrominerals than trace minerals)."
- C** "Scientists aren't even sure how much of these minerals you need each day."
- D** "Calcium is the top macromineral when it comes to your bones."
- E** "The body needs iron to transport oxygen from your lungs to the rest of your body."
- F** "They do, and potassium helps make sure the amount of water is just right."



# Lesson 7

## Describing Characters in Plays

### Learning Target

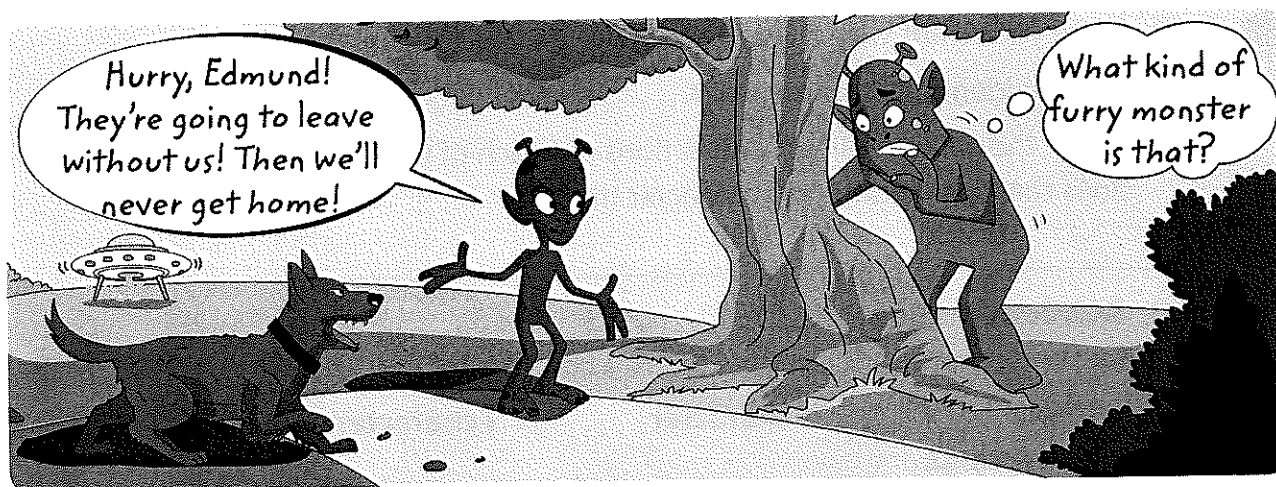
Describing details about the thoughts, feelings, and actions of characters in a drama will help you better understand what you read.

- **Read** When you read a **drama**, or play, you learn about the **characters** by what they say and do. A character is a person, animal, or made-up creature in the play.

Identifying details about a character's thoughts, feelings, words, and actions helps you figure out what each character is like.

**Character traits** are special qualities of the characters, such as shyness or honesty. **Motivations** are the reasons why characters act, think, and feel as they do. Moreover, the traits and motivations of different characters affect how they behave as a result of earlier events in the story.

**Study the cartoon below to identify details that tell you about Edmund.**

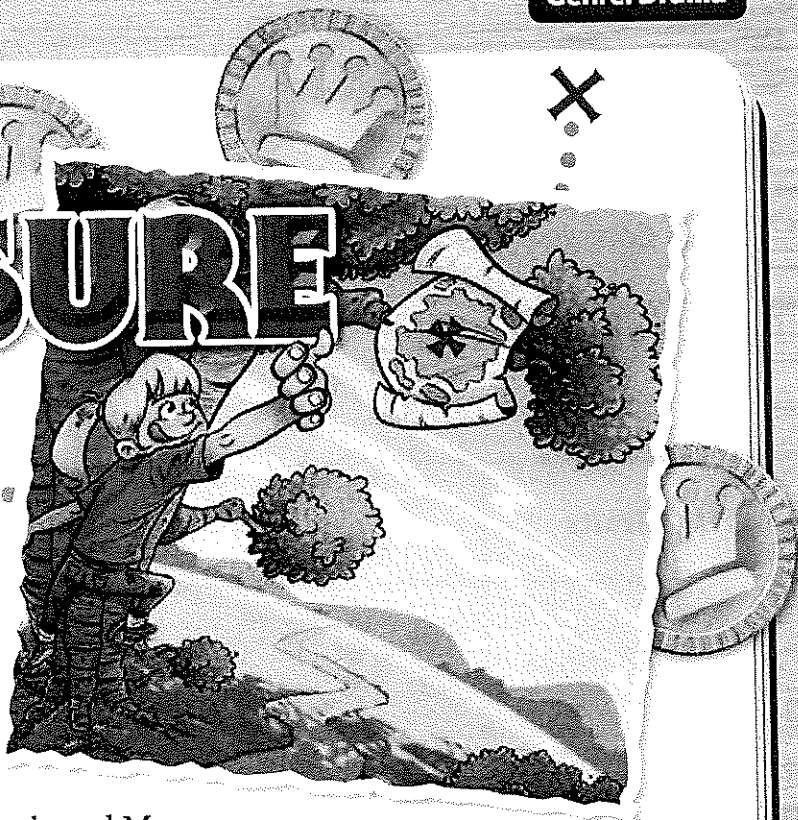




## Read

# The TREASURE

by Mabel Astor



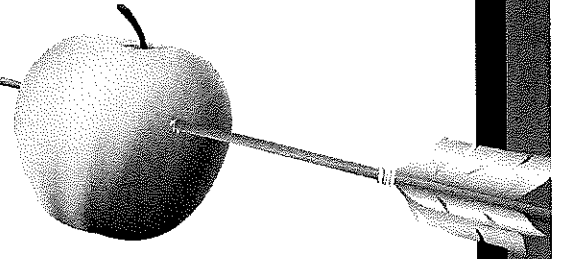
- 1 [Setting: IRIS and GUS, her younger brother, stand in a forest. IRIS holds a map.]
- 2 IRIS [studying the map]: We're supposed to turn left up here by that big tree.
- 3 GUS [nervous]: But it's getting dark, and Mom told us to be back for dinner.
- 4 IRIS: [annoyed] Seriously, Gus? We're searching for buried treasure! The world won't end if we get home a little late.
- 5 GUS [nodding his head]: Yeah, I guess you're right. [hesitantly] But . . .
- 6 IRIS: That's more like it. Let's get going! We can't let Victor and Elsa beat us.
- 7 [They start walking. A sudden breeze whips the map from IRIS's hand.]
- 8 IRIS: Oh no! The map! [A huge wind gust whisks the map into a tree.]
- 9 GUS: Now what are we going to do?
- 10 IRIS: I guess one of us is going to have to climb up there.
- 11 GUS: But I'm afraid of heights.
- 12 IRIS [shivering]: I am, too, but do you think I'm going to let that stop us? We're so close!! [She takes a deep breath and starts climbing.]
- 13 GUS: Look! It's, it's . . . [points to a gold coin in the dirt under the tree]

## Close Reader Habits

**Underline** the details that tell what motivates Iris's behavior.

# William Tell

adapted from a Swiss folktale



- 1 [Setting: A busy marketplace in Altdorf, Switzerland]
- 2 WILLIAM: Come, my son. I have sold the cowhides. Now we must buy the things your mother has asked us to get.
- 3 ALBERT: Yes, Father. And what about a toy for little Lewis?
- 4 WILLIAM: You are a good boy to remember your little brother.
- 5 OFFICER: Stop, man! Why do you not salute the cap of your king!  
[The OFFICER points to a pole. On top is a cloth cap. It belongs to the Austrian king, who has conquered Switzerland.]
- 6 WILLIAM: I love my country. But I refuse to honor the Austrian king, who forces suffering upon my people.
- 7 OFFICER: Then I'll arrest you as a traitor! What is your name?
- 8 WILLIAM [standing tall]: William Tell.
- 9 OFFICER: And this is your son? [looks to a nearby SOLDIER] Soldier! Tie the boy to that tree over there!
- 10 WILLIAM: Leave him be! He is only a child!
- 11 OFFICER: I hear you are a famous shot. Perhaps you can shoot an apple from the head of your son? If so, I will let you go free.
- 12 WILLIAM: Never, you villain! I would rather die than risk hurting him. Now let him go, and take me to jail!
- 13 OFFICER: You will both die unless you shoot the apple as I say.
- 14 WILLIAM [thinking aloud]: Oh, dear life, what am I to do?
- 15 ALBERT [trembling]: Father, I want to go home.
- 16 WILLIAM: Stand still, my brave boy. I promise I'll not hurt you. [He shoots, and then he falls to his knees, sighing with relief.]
- 17 SOLDIER: The apple is split! That was a fine shot!
- 18 OFFICER [frowning]: I did not believe anyone could make it. I suppose I must honor my word and set you free.

## Close Reader Habits

What kind of people are the officer and William Tell? Reread the play. **Underline** details that show the traits and motivations of both characters.



**Write** Use the space below to write your answer to the question on page 109.

# The TREASURE

- 3 Short Response** Write a short description of Iris's character traits. Include details from the drama that helped you identify what she is like.

**HINT** Reread lines 8–12. What does her reaction to Gus tell you about Iris?

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Don't forget to check your writing.

## Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

## Read

## WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- baffled
- charity
- mournful

# Robin Hood and the Mournful Knight

adapted from an English folktale

[Scene 1: A camp in Sherwood Forest, where ROBIN HOOD and his MEN are crafting arrows]

- 1 LITTLE JOHN [*a huge man*]: My poor empty stomach is growling for dinner! I'd not say no to roast venison with rosemary and spring onions in a delicate cream sauce. Would you, Master Robin?
- 2 ROBIN HOOD: Stop! You sound like a recipe! Now my stomach, too, rumbles and grumbles for a meal. But first we must find ourselves a wealthy traveler to pay the bill. Little John, please ride out and fetch us a Lord Moneybags.
- 3 LITTLE JOHN [*bowing*]: With pleasure, kind Master.
- 4 ROBIN HOOD: Remember, friend: take care not to bother any simple farmers or laborers you meet. Those who toil<sup>1</sup> for their few pennies deserve to live in peace. Fetch us some fat, selfish gentleman who treats the poor like dirt beneath his shoes.

<sup>1</sup> **toil**: work extremely hard



18 ROBIN HOOD: Fear not, gentle knight—today you have made a new set of friends. Say, Little John! Unlock the treasure chest and count out four hundred pounds.

19 WILL SCARLET [*whose suspicious attitude has completely changed; now he all but weeps with sympathy*]: Shall he not have cloth for a new coat, Robin? His clothes are badly torn.

20 ROBIN HOOD: Of course! Give our friend a length of fine fabric. Choose a shade of blue that will match his eyes.

21 LITTLE JOHN: Here is the money, good knight.

22 WILL SCARLET [*sniffing*]: Here is the cloth, poor Sir.

23 KNIGHT [*overwhelmed with gratitude*]: Indeed, I do not know how to thank you! Tell me, Robin Hood, when shall I come to repay the money you have so kindly lent?

24 ROBIN HOOD: Twelve months from now, let us meet beneath this tree. Until then, be merry!

25 KNIGHT: I shall not fail you. Thank you and farewell, my beloved new friends.

[*Scene 2: Same Sherwood Forest camp, one year later. The KNIGHT and his wife, LADY LEA approach ROBIN and his MEN.*]

26 LADY LEA [*with a deep curtsy*]: A thousand thanks for saving our family from ruin.

27 ROBIN HOOD: Madam, it was our pleasure. How is your son? [*in a joking tone*] I hope he isn't keeping company with swindlers these days.

28 KNIGHT: Thankfully he is not. But Sir, let us conclude our business. [*He hands ROBIN a heavy sack of gold.*]

29 ROBIN HOOD [*peering into the sack*]: Surely, Sir Knight, this is too much! We lent you only four hundred pounds!

30 KNIGHT [*shrugging*]: So I added a few extra coins. You may give them to the next few paupers you meet. . . . Ha! Do I smell venison roasting? May we invite ourselves to dinner?



- 3** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

Which phrase **best** describes character traits of Will Scarlet?

- A** distrustful, but rude
- B** careful, but peculiar
- C** easily fooled, but wise
- D** suspicious, but kind

**Part B**

Choose **three** details from the text that **best** support your answer in Part A.

- A** "You are surely a landowner."
- B** "He lies! All these gentlefolk lie through their teeth."
- C** "I've never seen a knight in such rags!"
- D** "Choose a shade of blue that will match his eyes."
- E** "Shall he not have cloth for a new coat, Robin?"
- F** "Let me search his saddlebags, Master Robin."



**Write**

Describe the character traits of the Knight in Scenes 1 and 2. How and why does he change?

- 4 Plan Your Response** What are the details that tell you about the Knight in each scene? Use a chart to organize your thoughts about the Knight and how he changes.
- 5 Write an Extended Response** Describe the character traits of the Knight in Scenes 1 and 2. Use your chart and details from the text to support your description of how he changes.

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# Lesson 8

## Describing Settings and Events in Stories

### Learning Target

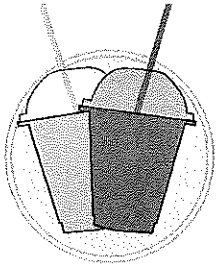
Using details to describe the settings and events in a story helps you better understand the stories you read.

- **Read** When you read a literary text, you learn about important things that happen to the characters, the **problems** they face, and **solutions** they come to. These are the story **events**. You also find out about the **settings**, or where and when the events occur.

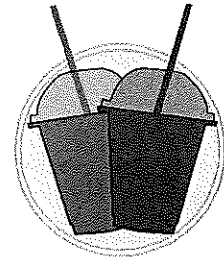
To get the most from a story, look for **details** about the story events, including the characters' actions and reactions, as well as their thoughts and feelings. Also look for details describing how a setting looks and when and where the story takes place. Paying attention to these details helps you make sense of what happens in the story.

**Look at each photo below. What details tell you about the setting? What details tell you about each event?**



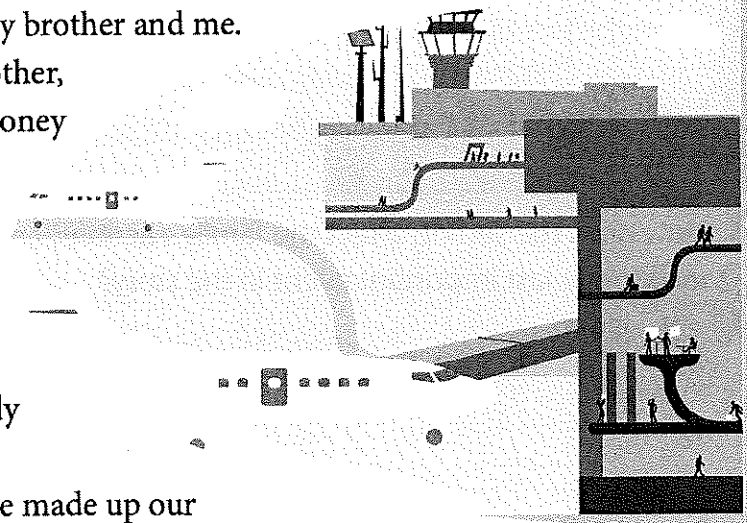


# Meeting Grandma



by Gillian Adams

- 1 Several years ago, when I was about seven, my grandma flew to St. Louis to visit us. That summer, it was so blazingly hot that we rarely bothered to go outside, so naturally we were thrilled to go with our parents to pick her up from the airport.
- 2 The airport was a new experience to my brother and me. We rushed excitedly from one shop to another, fascinated by all the things anyone with money could buy. Eventually, we turned our attention to the restaurants, pleading for a pretzel, ice cream, a cold drink—anything.
- 3 Our parents finally agreed to buy us each a fruit smoothie. We thought carefully about the flavors—blueberry, strawberry, banana—what to choose? After a while, we made up our minds and ordered. Then the server was o-so-slow in preparing the drinks, but finally, the delicious concoctions were ready. Gratefully, we sank into our seats and began slurping them down. They were really, really cold, so we took our “sweet” time.
- 4 And that is where Grandma found us twenty minutes later. We had completely lost track of the time! Grandma’s plane had arrived, and worried that we were lost, she had come in search of us.



## Close Reader Habits

**Underline** details that tell you about the story setting and events.

# Baseball Lessons

by Bianca Gomez

- 1 For weeks Elena's brothers had been promising to teach her how to play baseball. Today, though, when she pestered them to join a game, Jorge said no. "Go away, little one!" he exclaimed. "This game is for expert players." How dare he call her little one!
- 2 Elena slammed the door hard and stomped into the kitchen where her grandmother was busy making the evening meal. Elena threw down her backpack and slumped in a chair. "Jorge and Hector won't teach me how to play baseball, Abuela," she grumbled. "They won't let me play because I don't even know how to catch, throw, or hit the ball—but how will I ever learn unless someone teaches me?"
- 3 "Ah, Chica, this is your lucky day," smiled Abuela. "In my youth, I had quite the reputation for being a good pitcher. We'll have to start some practice sessions outside."
- 4 For the next three weeks, they practiced daily in Elena's backyard. Abuela taught Elena everything she knew about baseball, which happened to be quite a lot. Finally, she sent Elena off to find a game.
- 5 Elena soon located her brothers and their friends in a game at the park. When she asked to join in, Jorge tried to send her away, but then one of his friends threw Elena a long, high ball. Reaching up with her glove, she made the catch easily. "Wow!" said Jorge. "How did you learn to catch like that?"
- 6 "Abuela taught me. I can throw hard and smash the ball, too."
- 7 "Well, if Abuela taught you, you must be good because she taught Hector and me, too," he laughed and nudged her gently. "Welcome to the game."



## Close Reader Habits

What is Jorge's attitude toward Elena at the beginning of the story? Why does it change? Reread the story.

**Underline** details that show why Jorge's attitude toward Elena changes.



**Write** Use the space below to write your answer to the question on page 123.

# Meeting Grandma

- 4 Short Response** Describe the way the story setting of “Meeting Grandma” affected the characters and events. Include details from the story to support your response.

**HINT** Identify details that explain why the characters lost track of time.

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Don't forget to check your writing.

## Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

# King Lear

by William Shakespeare

## WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- grudge
- proposed
- conduct

adapted from a retelling in *Beautiful Stories from Shakespeare*

- 1 King Lear was old and tired. He was weary of the business of his kingdom. He wished only to end his days quietly near his three daughters. . . .
- 2 Lear called his three daughters together, and told them that he proposed to divide his kingdom between them. "But first," said he. "I should like to know how much you love me."
- 3 Goneril, who was really a very wicked woman, and did not love her father at all, said she loved him more than words could say. She loved him dearer than eyesight, space, or liberty, more than life, grace, health, beauty, and honor.
- 4 "I love you as much as my sister and more," professed Regan. "I care for nothing but my father's love."
- 5 Lear was very much pleased . . . and turned to his youngest daughter, Cordelia. "Now, our joy, though last not least," he said. "The best part of my kingdom have I kept for you. What can you say?"
- 6 "Nothing, my lord," said Cordelia.





- 14 So he set out with his followers for the castle of Regan. But she, who had formerly outdone her sister in professions of attachment to the King, now seemed to outdo her in undutiful conduct. She said that fifty knights were too many to wait on him, and Goneril . . . said five were too many, since her servants could wait on him.
- 15 Then when Lear saw that what they really wanted was to drive him away, he left them. It was a wild and stormy night, and he wandered about the heath half mad with misery. . . .
- 16 Here [Cordelia and her friends] found poor King Lear, wandering about the fields, wearing a crown of nettles and weeds. [She] brought him back and fed and clothed him. Then Cordelia came to him and kissed him.
- 17 “You must bear with me,” said Lear. “Forget and forgive. I am old and foolish.”
- 18 And now he knew at last which of his children it was that had loved him best, and who was worthy of his love. . . .





- 4** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

Which statement **best** describes why King Lear's feelings about Goneril started to change?

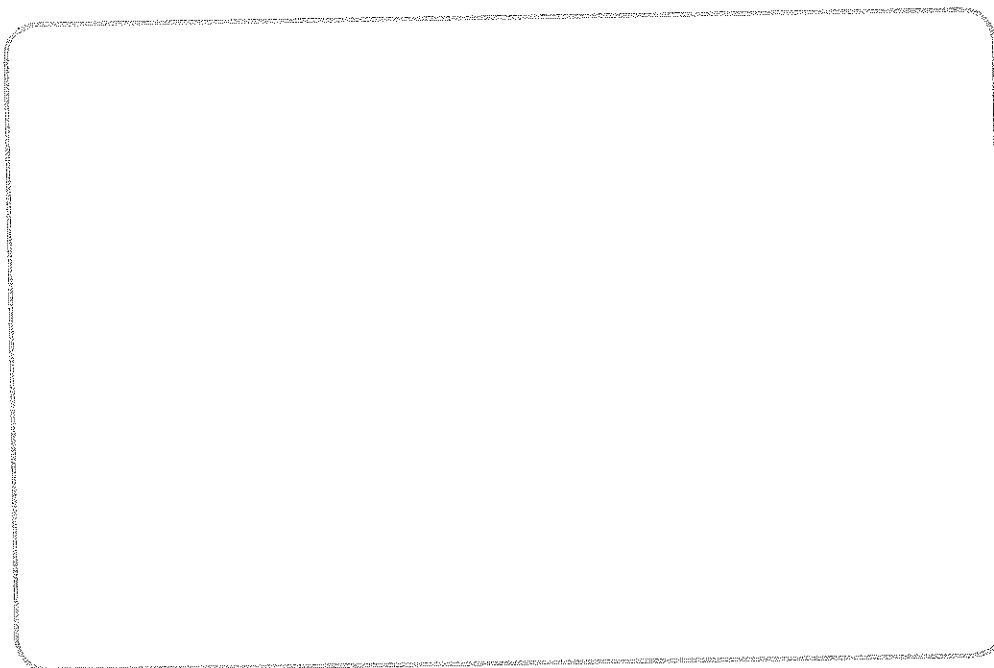
- A** She was a stranger to his heart.
- B** She began to be mean and disrespectful.
- C** She allowed fewer than fifty of her knights to serve him.
- D** She sent him outside to wander alone in the heath.

**Part B**

Underline **two** sentences in paragraph 12 that **best** support your answer in Part A.

The King now went to stay with this daughter Goneril, who had got everything from her father that he had to give. She now began to grudge even the hundred knights that he had reserved for himself. She was harsh and undutiful to him. Her servants either refused to obey his orders or pretended they did not hear them. . . .

- 5** Which **two** sentences from paragraphs 15 and 16 **best** explain why King Lear's feelings toward his daughters changed at the end of the story? Write a sentence from each paragraph in the box below.



# Lesson 13

## Unfamiliar Words

### Learning Target

Using context clues to figure out the meaning of unfamiliar words and phrases will deepen your understanding of the texts you read.

► **Read** Informational texts often have words people don't use in everyday life.

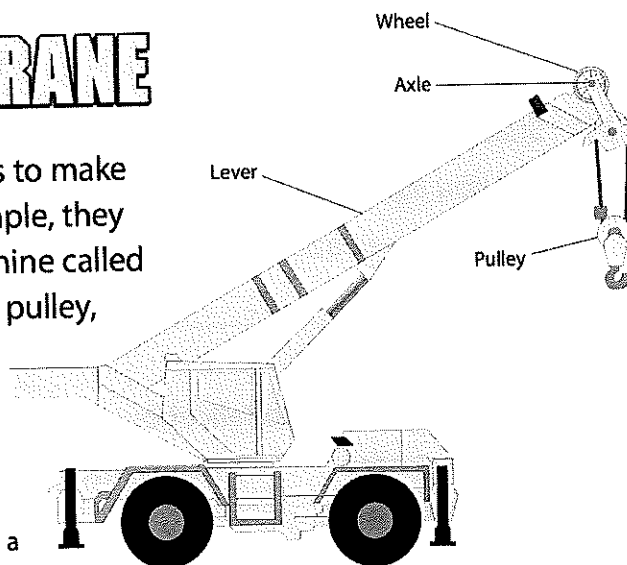
- Some words usually appear only in texts in one **subject area**. For example, you'll see the word *fossil* in science texts and the word *geography* in social studies texts.
- Other words, called **academic words**, are useful in many subject areas. For example, the academic word *process* often appears in both science and social studies texts.

As you read, you can use **context clues** to figure out the meanings of unfamiliar words and phrases. Clues might be synonyms, antonyms, examples, or definitions.

**Read the passage below. Circle the phrase conceived of, and underline context clues that help you learn its meaning.**

## INVENTING THE CRANE

Ancient Greek engineers thought of ways to make new machines from older ones. For example, they conceived of and built a compound machine called the crane. Their idea combined the lever, pulley, and wheel-and-axle into one machine.



A modern crane is a compound machine, too.

# Fire and Air

by Johanna Joyner

- 1 Starting a fire is a bit like following a recipe. Getting anything to combust takes three ingredients: fuel, heat, and oxygen. All three are needed for burning to begin, but where do these ingredients come from? Fuel is anything that burns easily, including wood, paper, or grass. Heat can come from many places, but most people use matches. And oxygen, of course, is a gas in the air around us.
- 2 If a fire doesn't have enough of any one of the three ingredients, it will be weak. To strengthen the fire, just add one or more of the ingredients. It is simple to add more fuel or heat, but how do you add more oxygen? From a safe distance, blow on the fire. You will see it strengthen because blowing adds oxygen to the fire, making it burn vigorously. Your fire will grow bigger, brighter, and stronger.
- 3 To understand the role oxygen plays in keeping a fire burning, try this experiment:

## An Experiment with Fire

### 4 Materials You Will Need

- **MOST IMPORTANT:** A TEACHER HELPING YOU
- three small candles (tealights)
- three saucers
- two glass jars, one larger than the other

### 5 Procedure to Follow

Put each candle on a saucer, and have your teacher light each one. Place a jar over two of the candles. Pay attention to the candles to monitor what happens over time. You will observe that the candle with the least air available—the one covered by the smaller jar—is the first one extinguished. Keep watching to see which candle goes out next. Blow out the last candle.

### Close Reader Habits

As you read, **circle** unfamiliar words or phrases. Then **underline** words or phrases that give you clues about their meanings.

# Over Bridge, Under Tunnel

by Lloyd Frank

- 1 Mountains, lakes, and rivers can get in the way of people traveling from one place to another. There are structures that help people pass such obstacles. Bridges and tunnels help people overcome such barriers.
- 2 Bridges and tunnels are different in design and placement. A bridge is built over a body of water, a highway, or a railroad track. A tunnel, in contrast, is a passageway under the ground, under a body of water, or through a mountain. Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty. People come from all over the world not just to cross the Golden Gate but simply to look at it.
- 3 Of course, not even the world's most famous tunnel gets many visitors who just want to look. It's hard to get a good view of a subterranean passage. But since the Channel Tunnel opened in 1994, it has transported millions of people. The Channel Tunnel, or "Chunnel," runs beneath the English Channel and connects France and England. The Chunnel is a rail tunnel. The only automobiles that cross it are carried on special railway cars. The Chunnel is not the longest tunnel in the world, but it is one of the few tunnels that connects two countries.

## Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar. Reread the article. **Underline** clues that help you figure out the meaning of the words.



**Write** Use the space below to write your answer to the question on page 205.

# Fire and Air

- 3 Short Response** Briefly explain how you figured out the meaning of combust and monitor. Use text details to support your answer.

**HINT** Replace an unfamiliar word with its possible meaning to see if it makes sense.

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Don't forget to check your writing.

## Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- **series**
- **hinged**
- **foreign**

# Seashells

by Bela Moté

- 1 If you walk along the seashore, you will probably see many kinds of shells. Seashells were once the homes of live animals. The animals that live inside shells have soft bodies, so they need their shells to protect them from harm. Their shells save them from storms or predators such as starfish, birds, and otters. Shells also give the animals a shape. In that way, shells are like skeletons on the outside of the body. When the animals die, the shells remain.
- 2 Creatures with shells belong to a group of animals called **mollusks**. Not all mollusks have shells. Of the mollusks that do have shells, there are two main groups.

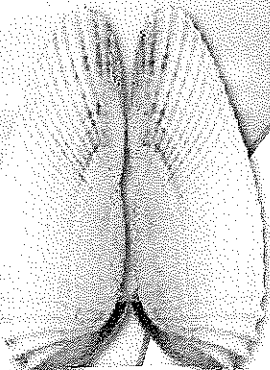
## Bivalves

5 After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.

6 Many bivalves have names that reflect their appearance. A jackknife is a knife that folds into its own case. The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife. Are angel wing and kitten's paw fitting names for the shells shown here?

7 There are many different kinds of clams, from very small to very large. The giant clam is the largest bivalve. Some are four feet long and weigh 500 pounds. The giant clam even grows its own food. Tiny plants get caught in the clam. The plants get what they need from the clam, but eventually the clam eats the plants.

8 Another common bivalve is the oyster. All oysters can make pearls, but the pearl oyster makes the most beautiful ones. A pearl is an accident. A grain of sand or something else gets inside the oyster shell. An oyster is creating new shell material all the time. To protect itself from the foreign body, the oyster covers it with the same material that the oyster's shell is made of. The result is a pearl.

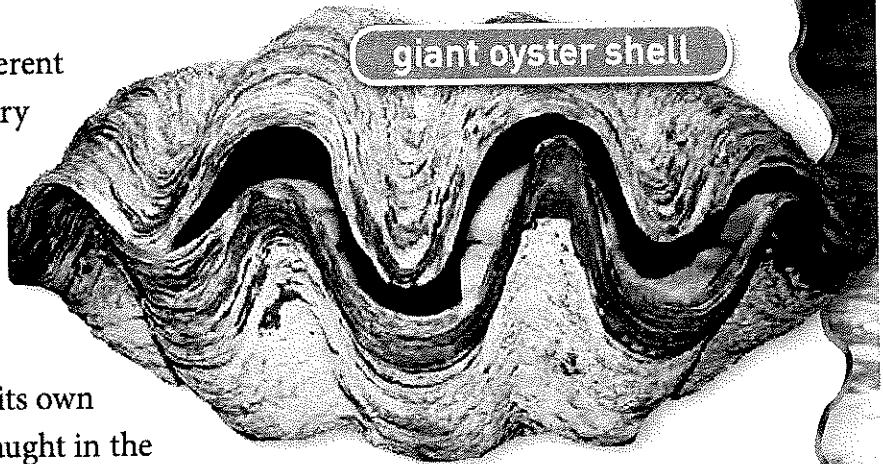


angel wing shell

kitten's paw shell



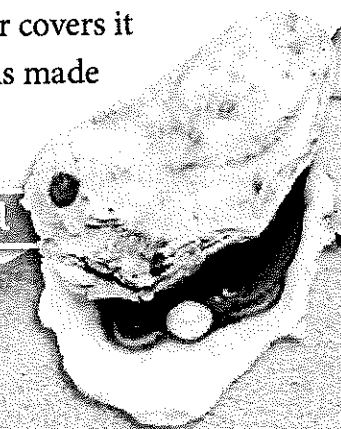
giant oyster shell



jackknife shell



pearl oyster shell



- 3 This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

What is the meaning of the word bivalve as it is used in paragraph 5?

- A having a hard outer shell
- B having a shell with two pieces
- C having a soft outer shell
- D having a shell that is all one piece

**Part B**

Underline the **two** phrases in paragraph 5 that **best** support your answer in Part A.

After univalves, **bivalves** are the next largest group of mollusks. When a bivalve is alive, the two parts of its shell are hinged. After the animal dies, you may find just one part of the shell lying on the beach.

- 4 Read the sentence from the passage.

The jackknife clam has an appropriate name because it has about the same shape as a closed jackknife.

What does the author tell the reader by using the word appropriate? Pick **two** choices.

- A Bivalves are the largest group of mollusks.
- B Jackknife describes the shape of the clam.
- C An angel wing is a good name for the clam.
- D Jackknife is a good name for the clam.
- E The clam looks like an open jackknife.
- F A jackknife folds into its own case.

# Lesson 14

## Text Structures, Part 1: Cause–Effect and Compare–Contrast



### Learning Target

Identifying the main way an author organizes events and ideas in an informational text will help you better understand the topic.

► **Read** Authors use different **text structures** to organize the ideas and details they want readers to understand about a topic.

- A **comparison** text structure describes how two or more things are similar and different. Words such as *like*, *both*, and *unlike* signal a comparison.
- A **cause–effect** structure connects events that happen (effects) with why they happen (causes). Words such as *because*, *as a result*, *therefore*, and *if . . . then* often signal this structure.

**Read each passage below. Circle words that signal its text structure.**

#### Passage 1

The earliest sound recordings were made on tin foil. Because the foil ripped easily and sounded bad, inventors looked for better materials. Later recordings were therefore put on harder metal or wax, which lasted longer and sounded better.

#### Passage 2

Thomas Edison invented the phonograph in 1877. It played sound when the listener spun a hand crank that turned a metal tube. In 1886, Alexander Bell invented the graphophone. Like the phonograph, the graphophone played sound and was powered by the listener. Unlike the phonograph, the graphophone was operated by means of a foot pedal that turned a wax-covered tube.



# The Night the Martians Landed

by Scott Carey

- 1 October 30, 1938, was perhaps the most frightening night that thousands of Americans would ever experience. It was the night that the science fiction novel *The War of the Worlds* was presented in the form of a radio news broadcast.
- 2 Orson Welles, who would later become a famous movie actor and director, made the broadcast from a studio in New York City. The story was about Martians invading the Earth. Before the program began, Welles explained that the “news broadcast” was fiction. But many listeners tuned in late. Therefore, they missed Welles’s explanation that this was a radio play. As a result, thousands of people thought that the Earth was really being invaded by Martians!
- 3 As people listened, some began to panic because the broadcast seemed real. Some people called their friends and relatives to warn them. Others alerted local police stations to the danger. Still others reportedly ran out into the streets, into parks, and into their cars, hoping to escape the “invasion.” Newspapers reported huge traffic jams and overloaded telephone lines. It was a terrifying night for both citizens and police alike.
- 4 The next day, the newspapers told of the “fake” news broadcast. The headlines claimed that thousands of people had heard and believed it—but none of it was true.

## Close Reader Habits

**Circle** signal words and phrases in paragraph 2 that show the text structure.

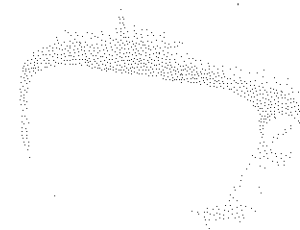


# CARTOONS for Grown-Ups

by Jacob Miller

- 1 On September 29, 1959, the American Broadcasting System (ABC) aired the first cartoon on prime-time television.<sup>1</sup> *Rocky and His Friends* starred a playful flying squirrel named Rocky and his sidekick, Bullwinkle the Moose. These talking animals lived in the present-day (and imaginary) small town of Frostbite Falls, Minnesota. The pair faced tense situations caused by two mischievous Russian agents, Boris Badenov and Natasha Fatale. Their adventures created many amusing stories. This cartoon, later called *The Bullwinkle Show*, inspired a feature film, comic books, and generations of fans.
- 2 A year later, another prime-time cartoon premiered on ABC: *The Flintstones*. Unlike *The Bullwinkle Show*, *The Flintstones*' main stars were humans. Fred and Wilma Flintstone and their neighbors Barney and Betty Rubble lived in the town of Bedrock. Much of the humor stemmed from the characters' use of modern technology in a stone-age setting. Like *The Bullwinkle Show*, *The Flintstones* also inspired films, comics, and fans.
- 3 Despite their differences, *The Bullwinkle Show* and *The Flintstones* followed similar recipes for success. Both shows had clever dialogue and interesting characters. They were simple enough for young children but sophisticated enough for adults. Those reasons are why the cartoons succeeded in the 1960s. It's also why cartoons such as *The Simpsons* appeal to both adults and children today.

<sup>1</sup> **prime-time television:** shows aired in the evening to interest large audiences



## Close Reader Habits

How are the ideas organized in the passage overall? **Circle** words that signal the type of text structure used.



**Write** Use the space below to write your answer to the question on page 219.

# The Night the Martians Landed

**3 Short Response** Describe the overall text structure the author uses to organize ideas and details in the passage. Include text evidence in your response.

**HINT** Make sure you explain where in the passage your evidence comes from.

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Don't forget to check your writing.

## Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- **advanced**
- **produced**
- **projecting**

from

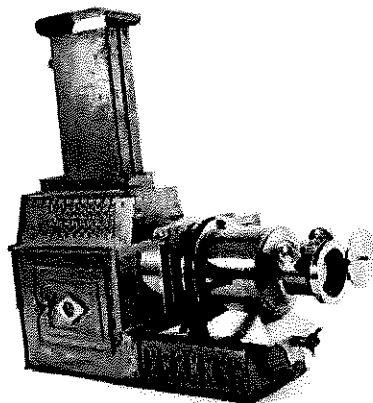
# The History of Movie Making

by Gallimard Jeunesse

- 1 Lights! Action . . . but no camera. Centuries before Hollywood existed, people used light and screens to create moving images. In the 18th and 19th centuries, magic lanterns were popular in Europe. The earliest had a simple lens and used candles to light up pictures painted on glass slides.
- 2 In 1885, George Eastman of Rochester, New York, introduced paper-backed film. Thomas Alva Edison and his assistant, W. K. L. Dickson, used George Eastman's flexible film when they made a motion picture camera. Their Kinetograph, patented<sup>1</sup> in 1891, had a sprocket, or wheel with teeth. An electric motor turned the sprocket. The sprocket teeth hooked the perforations<sup>2</sup> and pulled the film through the camera.

<sup>1</sup> **patented:** protected by an official document granting the right of ownership

<sup>2</sup> **perforations:** a series of holes made in either side of the film



A Magic Lantern  
Projector

### Méliès the Magician

- 5 The Lumières were the founders of realistic films. It took a magician to create a whole new type of film. Georges Méliès, a well-known Parisian magician and theater owner, tried to buy a *Cinématographe* from the Lumières in 1895. They would not sell it to him. So Méliès went to London and bought some Eastman film. He designed his own camera and built a studio, a 25 x 55-foot shed, in his garden. Then Méliès started making films. At first like the Lumières, he shot travel scenes or scenes from daily life. Then, quite by accident, Georges Méliès learned about special effects.

### Hocus-Pocus

- 6 In 1896, Méliès' camera jammed while he was filming a Paris street. It took him a few seconds to fix it and continue shooting. Meanwhile, the street scene changed: A bus drove away and a hearse drove up. When Méliès projected his film, he was astonished to see the bus suddenly turn into a hearse! He began to experiment with this kind of stop-motion photography.

### A Trip to the Moon

- 7 In 1902, Méliès produced the science-fiction classic *A Trip to the Moon*, which brought him worldwide fame. The approximately 11-minute silent film was based on the work of Jules Verne. It showed the adventures of six astronomers who pile into a rocket, get shot out of a cannon, and land smack in the eye of the man in the moon. Méliès' Star Film studio used extraordinary sets, props, and film effects to do things like make the moon's face move.



An image from the 1902 film *A Trip to the Moon*

- 3** Complete the chart below by identifying the type of text structure each detail supports. Write “cause–effect” or “comparison” beside each detail.

Detail	Text Structure
“[The <i>Cinématographe</i> ] combined the strong lamp and lens of a magic lantern with a shutter-and-film reel mechanism.” (paragraph 3)	
“The Lumière brothers’ hand-cranked invention (1895) was a combination of camera, projector, and printer.” (paragraph 4)	
“Georges Méliès . . . tried to buy a <i>Cinématographe</i> from the Lumières in 1895. They would not sell it to him. So Méliès . . . designed his own camera.” (paragraph 5)	
“Meanwhile, the street scene changed: A bus drove away and a hearse drove up. When Méliès projected his film, he was astonished to see the bus suddenly turn into a hearse!” (paragraph 6)	
“In 1902, Méliès produced . . . <i>A Trip to the Moon</i> , which brought him worldwide fame.” (paragraph 7)	

- 4** Read the sentence from the passage.

In 1896, Méliès’ camera jammed while he was filming . . . . It took him a few seconds to fix it and continue shooting.

Which phrase **best** describes the meaning of jammed?

- A squeezed tightly
- B stepped on the brakes
- C moved the gears
- D became stuck



# Lesson 17

## Understanding Vocabulary in Literary Texts

### Learning Target

Figuring out the meanings of unfamiliar words and phrases in a literary text, including words about other traditional stories, helps you understand the text.

- **Read** A story, poem, or play may include a word or phrase you don't know. Try using **context clues** to help you figure out its meaning. Synonyms, antonyms, and other sentences surrounding it often suggest the meaning of an unknown word or phrase.

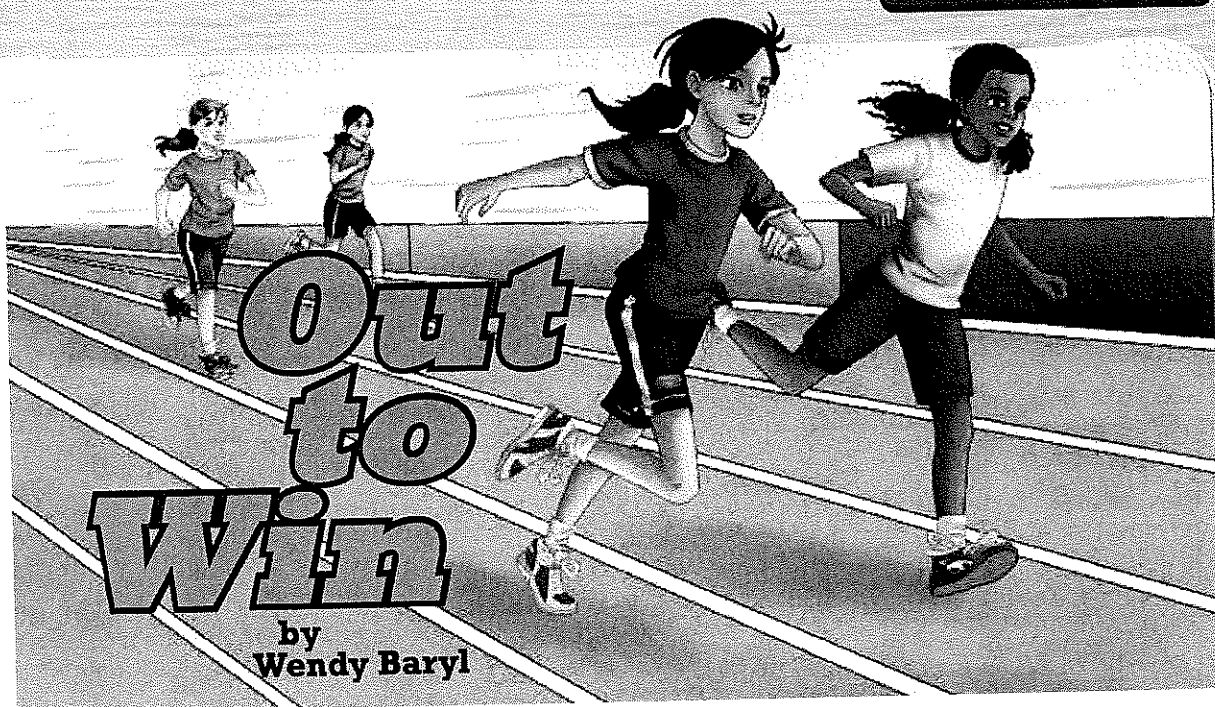
At times, an unknown word may **allude to**, or mention, a well-known person or place from **mythology**. These ancient stories describe human behavior or beliefs, and authors refer to them to make a special point. To understand an author's meaning, you must learn about those **significant**, or important, characters.

**Read the story below. What are the meanings of *odyssey* and *locate*?**

### The Search

As I strolled home after a day of fun, I realized I'd lost my best baseball cap. So I went searching everywhere for it. My odyssey took me far and wide and finally back home. Despite my long journey, I'd failed to locate it, that is, until I sat down. It had been in my back pocket all along!





- 1 As the annual school track meet approached, all I could think about was defeating Anna Banks. For the past three years, she'd beaten me in the 400-meter run, and always by just a step. No longer would I be satisfied with second place, however. Dissatisfied, I planned to win this year, and I couldn't think about anything else. I became obsessed with beating Anna. My thoughts focused on one goal all the time—winning. Naturally, I did more than just think. I practiced my starts daily, and I ran and ran and ran.
- 2 On the day of the race, I was eager to compete, and by the time we gathered at the starting line, I was really pumped. BAM—the starting gun fired and we were off! Anna and I quickly sprinted ahead of the other racers. When we shot across the finish line, I wasn't even certain who'd won at first. Then I heard the announcer—it was me!
- 3 Still breathing hard, Anna rushed over, smiling, and shook my hand. "You were great!" she declared. "Good race!" Right then, I realized that I'd been looking at the situation all wrong. Before, I'd been thinking of Anna as if she were some powerful enemy out to destroy me. But Anna wasn't my nemesis<sup>1</sup> at all; she had no urge to crush me. In fact, she had given me an opportunity to become a better sprinter than I ever would have been without her.

### Close Reader Habits

**Circle** unfamiliar words and phrases. **Underline** phrases that give you clues to the word meanings.

<sup>1</sup>**nemesis:** a powerful rival; from the Greek goddess who punished overconfidence

# The Catfish

by Oliver Herford, *The Book of Humorous Verse*

- 1 The saddest fish that swims the briny ocean,  
The Catfish I bewail.  
I cannot even think without emotion  
Of his distressful tail.
- 5 When with my pencil once I tried to draw one,  
(I dare not show it here)  
Mayhap it is because I never saw one,  
The picture looked so queer.  
I vision him half feline<sup>1</sup> and half fishy,
- 10 A paradox in twins,  
Unmixable as vitriol and vichy<sup>2</sup>—  
A thing of fur and fins.  
A feline Tantalus, forever chasing  
His fishy self to rend;
- 15 His finny self forever self-effacing  
In circles without end.  
This tale may have a Moral running through it  
As Aesop had in his;  
If so, dear reader, you are welcome to it,
- 20 If you know what it is!



## Close Reader Habits

How does the poet describe the catfish?  
Reread the poem.  
**Underline** words and phrases that explain how he imagines a catfish to look.

<sup>1</sup>**feline:** catlike

<sup>2</sup>**vitriol and vichy:** an acid and an old word for mineral water; they are dangerous to mix



**Write** Use the space below to write your answer to the question on page 273.

# Out to Win

- 3 Short Response** Explain the meaning of opportunity (paragraph 3). Also include the context clues that helped you figure out the meaning of the word.

**HINT** Reread paragraph 3 to find all the clues to the meaning of opportunity.

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Don't forget to check your writing.

## Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



**WORDS TO KNOW**

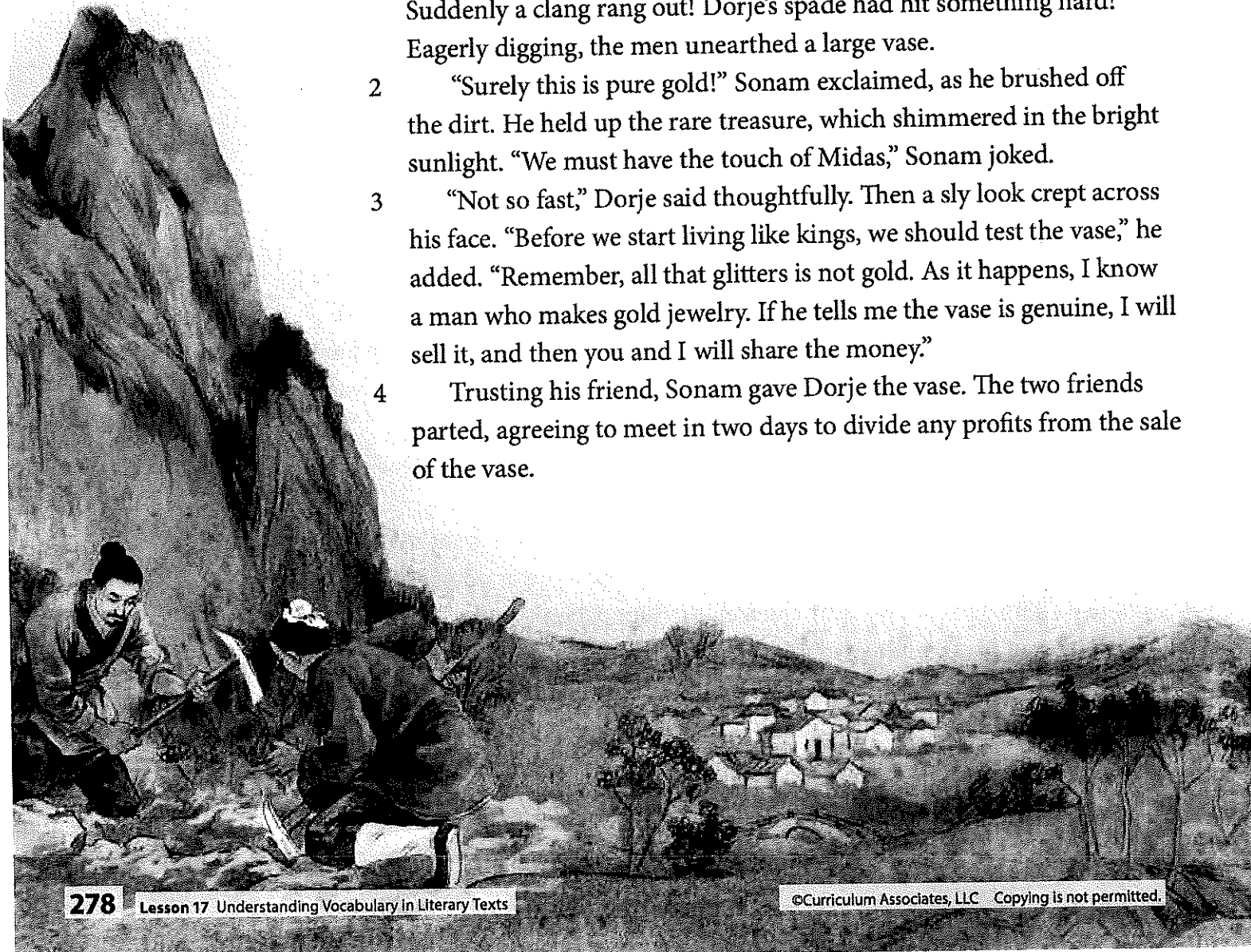
As you read, look inside, around, and beyond these words to figure out what they mean.

- genuine
- recent
- pardon

# A Golden Vase and Two Bright Monkeys

adapted from a Tibetan folktale

- 1 Long ago in Tibet, two friends named Dorje and Sonam hiked through the mountains looking to find a rare plant root used in medicines. They searched and dug for most of the day, with no results. Suddenly a clang rang out! Dorje's spade had hit something hard! Eagerly digging, the men unearthed a large vase.
- 2 "Surely this is pure gold!" Sonam exclaimed, as he brushed off the dirt. He held up the rare treasure, which shimmered in the bright sunlight. "We must have the touch of Midas," Sonam joked.
- 3 "Not so fast," Dorje said thoughtfully. Then a sly look crept across his face. "Before we start living like kings, we should test the vase," he added. "Remember, all that glitters is not gold. As it happens, I know a man who makes gold jewelry. If he tells me the vase is genuine, I will sell it, and then you and I will share the money."
- 4 Trusting his friend, Sonam gave Dorje the vase. The two friends parted, agreeing to meet in two days to divide any profits from the sale of the vase.







- 12 Soon Sonam set off for home with the children for company. Eventually they came to a place called Monkey Hill, the home of many wild monkeys. Sonam captured two young creatures and put them in a small cage. "We will take these little fellows home as pets. You can play with them if you treat them kindly," he explained. "I will name a monkey after each of you, we'll teach them tricks, and they will be your twins!"
- 13 Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing at the way the monkeys mimicked whatever the children did.
- 14 Then came the last day of vacation. Sonam gave each child a basket and shoed them outside. "Walk up the mountain to gather berries and fruits," he said. "We will surprise your father with a tasty treat before you return home."
- 15 Then Sonam waited. Hearing Dorje approach, he sat down with the monkeys. Holding each one gently, he put on a tragic face.
- 16 "What is wrong, my friend?" asked Dorje.
- 17 "Alas!" sighed Sonam. "These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!"
- 18 Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje's children jumped, walked, and even smiled, just as they had been taught. At first, Dorje was speechless. "H-h-how can this be?" he sputtered. "Is such a thing even possible?"
- 19 "It was a freak accident," Sonam replied. "After all, strange things do happen from time to time. Why, I know of a recent case in which a gold vase was turned into cheap metal." Then a twinkle crept into his eyes.
- 20 "Oh!" was all Dorje could say at first. Then a look of shame and relief spread over his face. "Now I understand, my friend," he said. "Keeping the money for the vase was dishonest. I will gladly hand over what I owe you, if you will pardon my foolish greed."
- 21 Just then, Dorje's children ran in and hugged their father. All was gradually forgiven, and Sonam and Dorje remained friends for life.
- 22 Dorje would often retell the tale of the bright monkeys. And he would always end by saying, "I learned a valuable lesson that day. As you know, a true friend is a treasure greater than gold."

- 3** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

What is the meaning of the word mimicked as it is used in paragraph 13 of "A Golden Vase and Two Bright Monkeys"?

- A** tried
- B** watched
- C** found
- D** copied

**Part B**

Circle **one** word in the paragraph below that helps the reader understand the meaning of mimicked.

Quick learners, the young monkeys soon imitated the way the children tilted their heads or moved in a certain way. Sonam and the children spent many hours together, laughing . . . .

- 4** In the paragraphs 17 and 18 shown below from the story, one word has the following definition: "to change completely in appearance or structure." Underline the word that **best** fits the definition.

"Alas!" sighed Sonam. "These are now your lovely children. You see, I took them to Monkey Hill. But I accidentally allowed them too near the beasts. Your children were transformed into these monkeys, right before my eyes!"

Sonam called the monkeys by name, and they began their tricks. They imitated the way Dorje's children jumped, walked, and even smiled, just as they had been taught.

# Lesson 18

## Comparing Points of View

### Learning Target

Comparing narrators and their thoughts and feelings about what happens will help you develop a deeper understanding of story characters and events.

- **Read** In stories, the **narrator** is the person who tells the story. The narrator always has a **point of view**, or how he or she thinks or feels about story events. Some narrators are characters in the story. They experience what happens and are called **first-person** narrators. Other narrators are not characters in the story. They look in from outside the story. They are called **third-person** narrators.

When you read, pay attention not just to what narrators say but also how they say it. Their points of view will affect the way you interpret what happens and why.

**Study the cartoons below. For each one, decide who the narrator is.**

As I walked down the hall, my friends stared at me, but I wasn't at all surprised. I wanted everybody's attention!



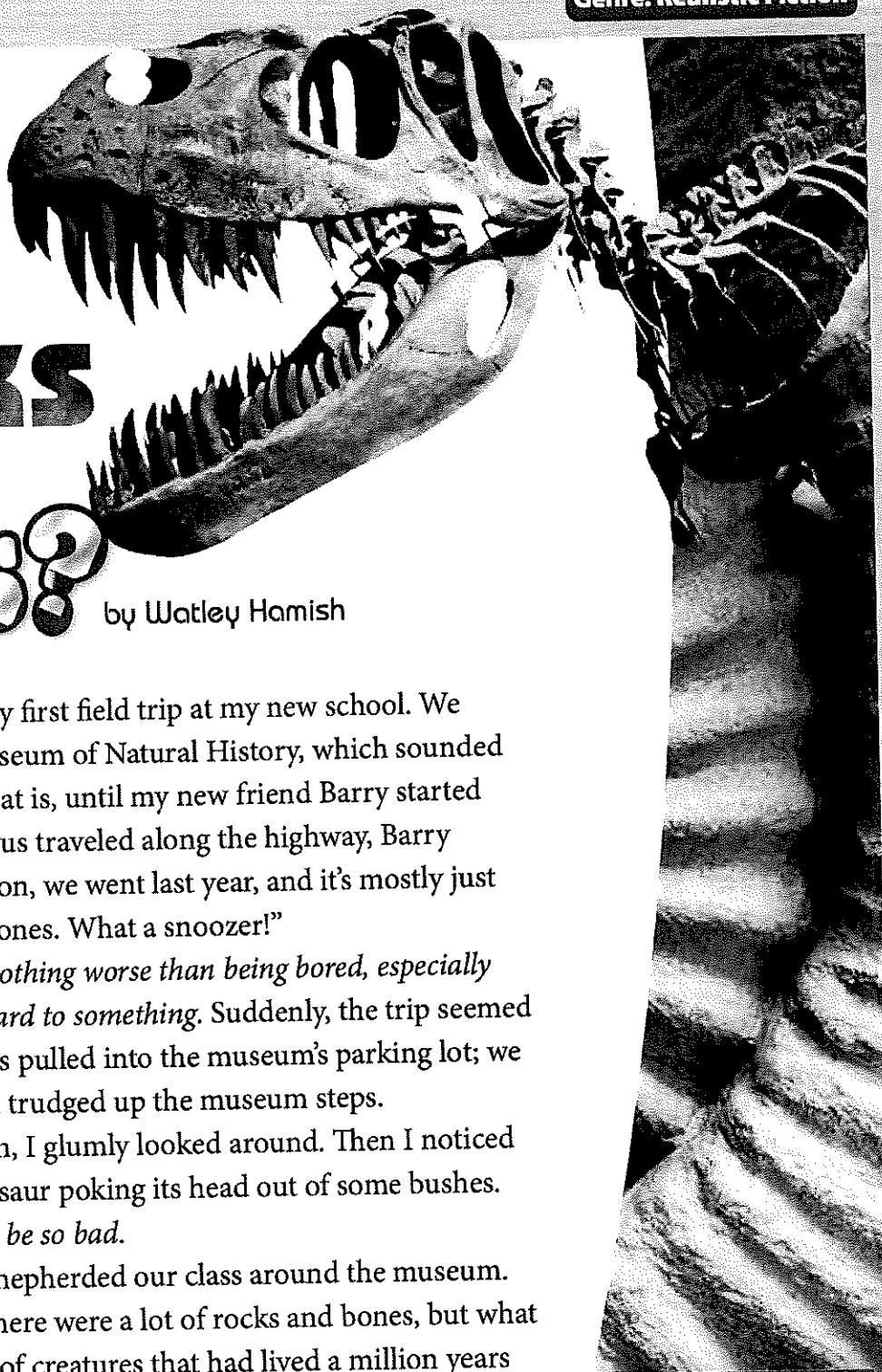
As Martha walked down the hall, her friends stared at her. She wasn't at all surprised. After all, she wanted their attention!





# Just a Bunch of Rocks and Bones?

by Watley Hamish



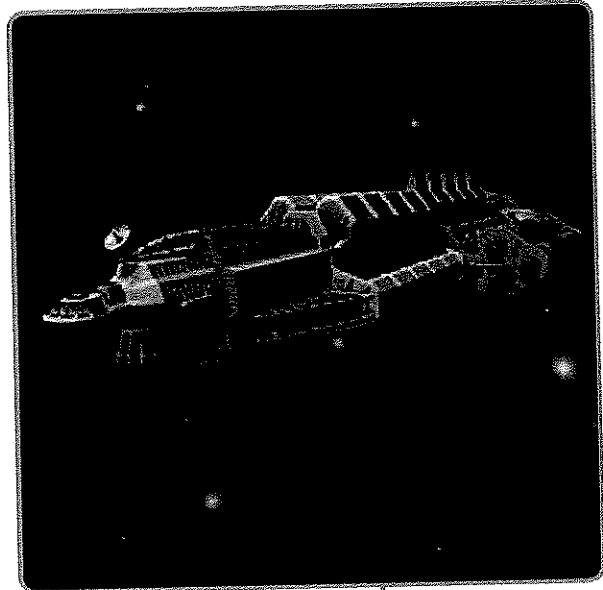
- 1 I was looking forward to my first field trip at my new school. We were scheduled to visit the Museum of Natural History, which sounded extremely interesting to me, that is, until my new friend Barry started complaining about it. As our bus traveled along the highway, Barry insisted, "I'm telling you, LeBron, we went last year, and it's mostly just a bunch of boring rocks and bones. What a snoozer!"
- 2 *Oh, no, I thought. There's nothing worse than being bored, especially when I was really looking forward to something.* Suddenly, the trip seemed ruined. Moments later, our bus pulled into the museum's parking lot; we dragged ourselves outside and trudged up the museum steps.
- 3 Sweating under the hot sun, I glumly looked around. Then I noticed a statue of a small, perky dinosaur poking its head out of some bushes. *Hey, I thought. This might not be so bad.*
- 4 A tour guide met us and shepherded our class around the museum. Barry was right in one way. There were a lot of rocks and bones, but what rocks! We viewed cool fossils of creatures that had lived a million years ago. We also saw sparkling gemstones and meteors that had fallen from space. And the bones were even better! One gallery featured skeletons of mastodons and a saber-toothed cat. Another displayed dinosaurs, including part of a *T. rex*. Already I was hoping we'd come back to see more next year—but I don't think I'm ready to tell Barry that.

## Close Reader Habits

Different words signal different types of narration. **Underline** the words that signal who is telling the story.

# If Only This Were Real

by Jing Wu



- 1 Hoshi stared at the clock over a panel in the spaceship. The school day was almost over, and she couldn't wait to meet with her friend, Jeri. Their newly created visual game awaited them on Deck C. Incredibly exciting, the game made space-time seem to pass much faster.
- 2 At least the new teacher, Vox-23, was more interesting than the last class-A instructional robot. Soon it completed the lesson. Then it announced what it always said: "Enjoy the rest of your afternoon, and have another lovely day!"
- 3 Hoshi glanced out the window into the blackness of space. Every hour of every day the view looked the same. Having spent half her life traveling to a lush planet in another galaxy, Hoshi recalled little else. She would be 15 by the time they arrived at their new home.
- 4 After class, Hoshi and Jeri raced straight to Deck C and entered one of the 3-D rooms, rooms that could create any scene a person imagined. Jeri excitedly pressed some buttons and called out, "Computer: run the program 'Old Earth School on a Big Hill.' Make it look real!" The bare room instantly changed into an old-fashioned classroom with a dusty blackboard mounted behind an old wooden desk. Sunlight from large windows filled the dusty air. As Hoshi and Jeri looked outside, they could see white clouds, blue sky, flowering trees, green grass, and a playground. They politely asked their human teacher, Mrs. Ryant, "May we go outside for recess?"
- 5 "If only this were real, Jeri!" Hoshi said wistfully. "Maybe sometime in the future, things truly will be this good."

## Close Reader Habits

What is the narrator's point of view? Reread the story. **Underline** words that show how the narrator thinks or feels about characters and events.



# Just a Bunch of **Rocks** and **Bones?**

**HINT** What could a narrator with a different point of view tell about Barry's thoughts and feelings?

**5 Short Response** Describe how the story would have been different if it had been told by a narrator with a different point of view. Include text evidence in your response.



## Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

**WORDS TO KNOW**

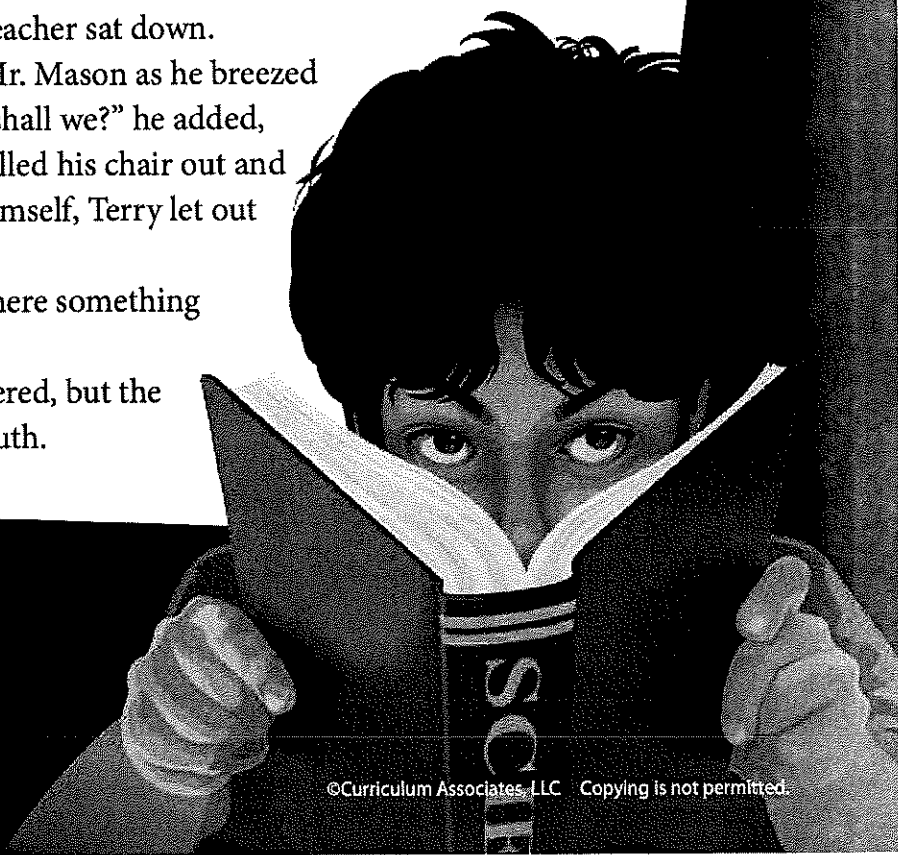
As you read, look inside, around, and beyond these words to figure out what they mean.

- current
- stern
- victim

# TRICK or TREAT

by Bessie Chevalier

- 1 Terry hid his face behind his science book so no one would see him laugh. Everybody knew that if Terry chuckled when nobody else was laughing, somebody was about to get pranked. His current target was Mr. Mason, his teacher. Terry had put a rubber spider on Mr. Mason's chair and couldn't wait to see what happened when his teacher sat down.
- 2 "Good morning, class," said Mr. Mason as he breezed into the room. "Let's get started, shall we?" he added, grabbing his science book. He pulled his chair out and got ready to sit. Unable to help himself, Terry let out a squeaky snicker.
- 3 Mr. Mason froze. "Terry? Is there something you need to tell me?" he asked.
- 4 "No, Mr. Mason," Terry answered, but the huge smile on his face told the truth.



# Putting It OFF

by Alan McMullen

1 “Come sit with me, so I can help you study for your test, Serena!” called Mom. I rolled my eyes because, after all, it was a whole week before the big math test, and I didn’t feel like studying yet.

2 “Mom!” I wailed. “Can’t I finish watching this show on the science channel first? It’s educational and *absolutely* fascinating! Plus, if I study now, I’ll just forget everything before next week’s test.”

3 Mom sighed, “Go ahead and finish your program, I guess . . . but I won’t be able to help you study after dinner.”

4 “That’s okay, Mom. I’ll just study alone later before bedtime.” She gave me a look that showed she suspected I didn’t intend to study today. I wish she understood that I do my best work at the last minute.

5 Once again I relaxed into the couch. Truthfully, only half my attention was focused on the science channel program. Peeling stickers from a sheet and positioning them artfully on the cover of my math notebook seemed far more interesting, and it was a lot more entertaining than studying, for sure.

6 Once I’d arranged the cover stickers just the way I wanted, I put my notebook and stickers away and went to the kitchen to have dinner—macaroni and cheese, my favorite! Shortly after that, it was time for bed, but, naturally, I hadn’t studied. Why would I, if the test was an entire week away?

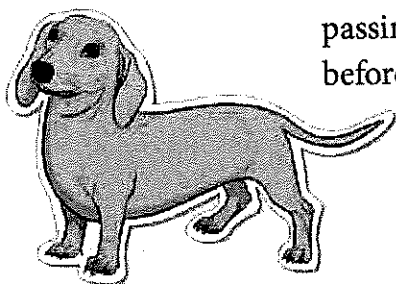
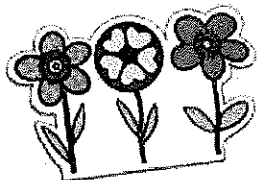
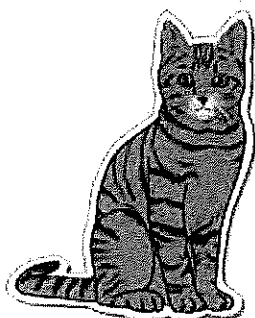
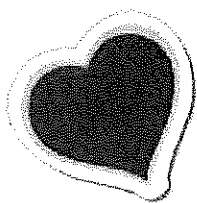
7 The next morning, I sauntered into math class, well-rested and refreshed, but everyone else looked sleepy and tense. “What’s going on?” I asked my friend Megan. “Why’s everybody looking so tired?”

8 “I stayed up until almost 10 studying for the test,” said Megan. “Didn’t you?”

9 “Uh, no—it’s next week, right?” I started to feel a little nervous.

10 “Serena, don’t you remember? Mr. Gordon changed the day of the test from next Friday to this Friday! You didn’t study at all!” Megan looked at me wide-eyed as I sank into my assigned seat.

11 If only I’d let Mom help me study last night, I might have a chance at passing this test. Never, never again will you catch me procrastinating before a big test! The next time, I promise I won’t wait until the last minute.



- 3** This question has two parts. First, answer Part A. Then answer Part B.

**Part A**

Read the sentence from paragraph 11 from "Putting It Off."

Never, never again will you catch me procrastinating before a big test!

What does the word procrastinating mean as it is used in the sentence?

- A** altering, revising, or editing something
- B** being slow or late about doing something
- C** taking control of something
- D** getting information about something

**Part B**

Underline the detail in the paragraph below that provides the **best** clue to the meaning of the word procrastinating.

If only I'd let Mom help me study last night, I might have a chance at passing this test. Never, never again will you catch me procrastinating before a big test! The next time, I promise I won't wait until the last minute!

- 4** Compare how the passages are similar and how they are different. Complete the chart by drawing Xs in the boxes next to statements that describe "Trick or Treat" and "Putting It Off." A statement may be used for both "Trick or Treat" and "Putting It Off."

Statement	"Trick or Treat"	"Putting It Off"
Includes a narrator who observes an event but does not experience the story		
Includes dialogue		
Includes the thoughts of the main character		
Includes a narrator who tells about the events as he or she experiences them		

# Lesson 22

## Interpreting Visual Information

### Learning Target

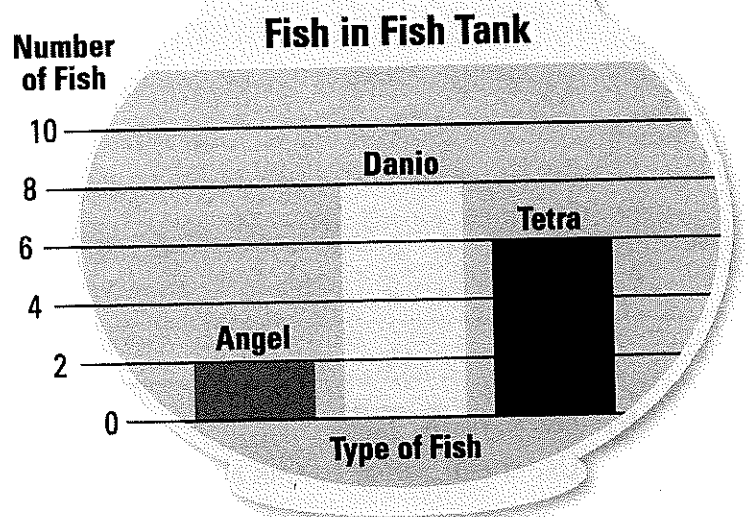
By figuring out information that is shown in charts or other visuals, you will gain a clearer understanding of a topic in an informational text.

- **Read** While reading informational texts, you often see photos, **diagrams**, and **time lines**. These **visuals** explain ideas about a topic that words alone cannot. You also might see **graphs** with **quantitative** information in the form of numbers or other data.

If you come across a special text feature, figure out its purpose. Ask yourself: What information does it give? How does it work together with text details to add to your understanding of the topic?

**Read the text, and study the bar graph. Figure out how the graph helps you understand the text.**

A few months ago, I helped my science teacher set up a fish tank. The tank has three types of fish. We put in just two of the largest type of fish and many of the smaller types of fish. The tank is large enough to follow this rule: Each fish needs about one gallon of water to be healthy.

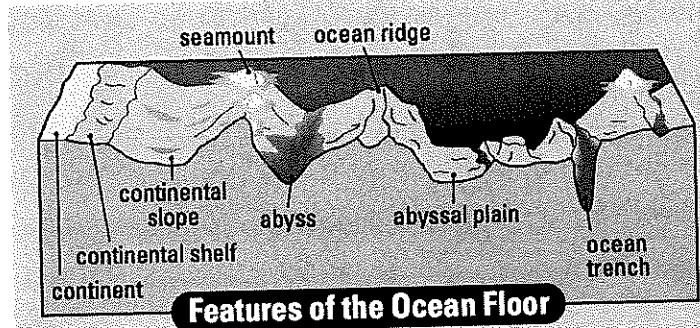




# Features of the Ocean Floor

by Connie Rather

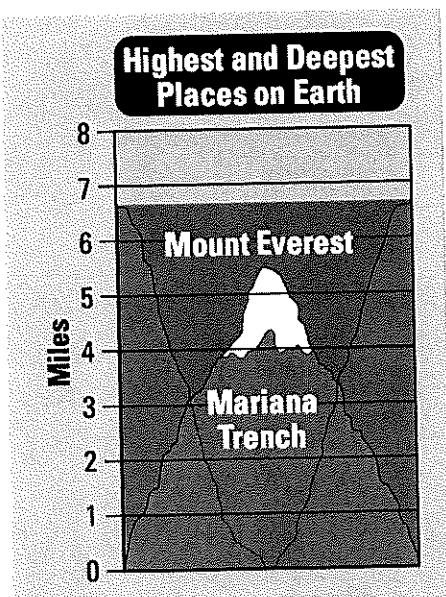
- 1 Picture this: You're in a submarine right next to a continent. Looking down, you see a part of the ocean floor called the **continental shelf**. Now, head out to sea. The ocean floor drops away to form the **continental slope**. You might pass through a range of **seamounts**, or volcanoes rising from the ocean floor. In time, you'll reach the **abyssal plain**, a dark realm with deep valleys called **trenches**. Finally, you might encounter long, snakelike **ocean ridges** that rise from the ocean floor. They connect to form a long chain of underwater mountains around the planet.



- 2 The deepest ocean trench in the world is the Mariana Trench in the Pacific. It is one of the most difficult places to reach on Earth. It is so deep that if Mount Everest, one of the tallest mountains in the world, were picked up and put at the bottom of the trench, the mountain would still be covered with water!

## Close Reader Habits

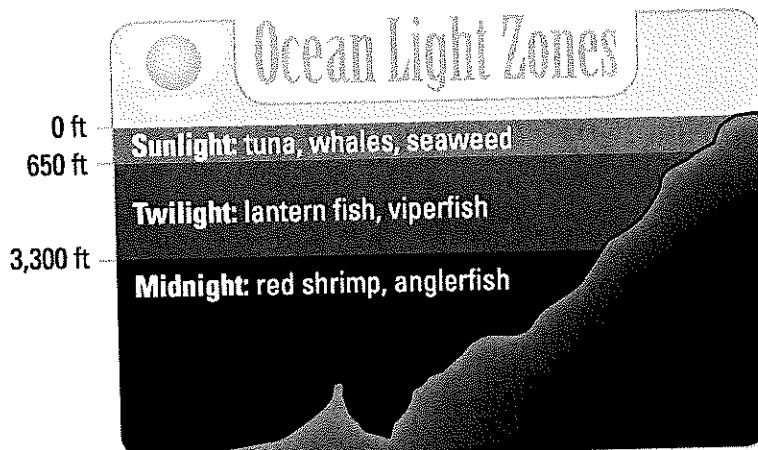
Study the diagrams as you reread the text. **Circle** the title of each diagram. Think of how the title connects the diagram to the text.



# Going DOWN, DOWN, DOWN

by Justin Oh

- 1 The ocean has three main zones. These zones are distinguished by the amount of sunlight they receive.
- 2 In the sunlight zone, the sun's rays penetrate from the surface to a depth of 650 feet. The light lets plants grow here, and these plants provide food for animals. Here you will find sea mammals and schools of fish.
- 3 The twilight zone stretches from 650 feet to 3,300 feet below the ocean surface. There is almost no sunlight, so no plants grow. Animals that live here wait for dead plants and animals to drift down from the sunlit zone. The animals here have ways of surviving difficult conditions. Many can produce their own light, which helps them search for food.
- 4 Below 3,300 feet, the midnight zone lies in complete darkness. There is very little food, the water is cold, and the water pressure is enormous. Some animals at this level are soft, so the pressure doesn't affect them as much. Many are blind or have no eyes, but they can feel the smallest movement of food that might brush up against them.



## Close Reader Habits

What do you learn about the zones from the text? From the diagram? Reread the article. **Underline** details shared by the text and diagram.



**Write** Use the space below to write your answer to the question on page 357.

## Features of the Ocean Floor

- 3 Short Response** How do the diagram, graph, and text work together to give you information about the Mariana Trench? Use evidence from each to support your response.

**HINT** Make sure to clearly state where your evidence comes from, the text or a diagram.

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Don't forget to check your writing.



## Read

## WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

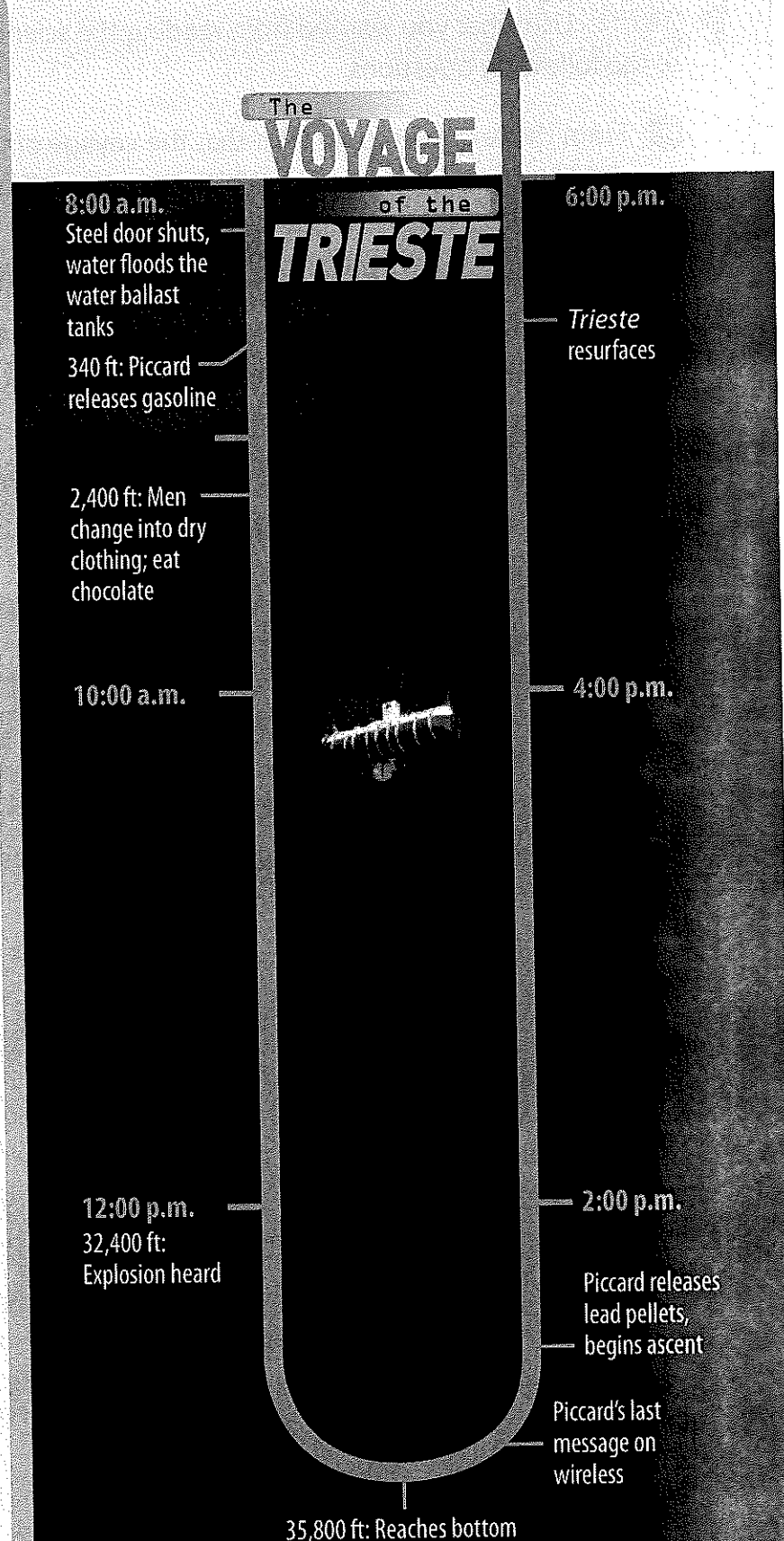
- descent
- emerge
- released

# VOYAGE to the Bottom of the SEA

by Martine Costi

- 1 On January 23, 1960, six-foot waves rocked the surface seven miles above the Mariana Trench in the Pacific Ocean. Carefully, Jacques Piccard and Donald Walsh rowed a small rubber boat toward the *Trieste*. This craft would soon take them almost seven miles down to the deepest part of the ocean's floor.
- 2 No one had ever explored the Mariana Trench before. It was so deep that the weight of the miles of water above it would crush most crafts. The *Trieste* was built to withstand such pressure, however, so the men inside should be safe on their underwater journey. During the descent, the men on the *Trieste* would communicate by radio with the surface.

- 8 Then the men turned on an inside light. Piccard spotted the cause of the earlier noise—it was a cracked window. Now he became more worried about their safety. Piccard released 800 pounds of lead pellets from the ballast chamber. Releasing this weight caused the *Trieste* to move upwards. Piccard and Walsh could hear people speaking on the radio, but for some reason no one could hear them speaking back.
- 9 At 5:00 p.m., the *Trieste* emerged. No one had heard Piccard on the wireless for hours, so the people above did not know what to expect. The crews on both ships watched breathlessly for movement from the *Trieste*. They waited for fifteen long minutes. Then suddenly, the two men emerged unharmed. They had traveled to the deepest part of the ocean and made history.





**3** In paragraph 7, what is the meaning of the word groundbreaking?

- A** underground
- B** underneath the ocean
- C** new and important
- D** very destructive

**4** The box below includes details about the voyage of the *Trieste*.

**Details**

- The designers of the *Trieste* only meant for it to be used one time.
- Releasing lead pellets helped the craft rise to the surface of the ocean.
- After entering the *Trieste*, the crew changed into dry clothes and had a snack.
- The crew saw shrimp at the bottom of the Mariana Trench.
- Gasoline powered the *Trieste's* motor as it pushed the craft to the ocean floor.

Complete the chart by using details from the box. Write **one** detail that only appears in the text, **one** detail that only appears in a visual, and **one** detail that appears in both the text and in a visual.

What the Text Says	What a Visual Shows	What the Text Says and a Visual Shows

# Lesson 23

## Explaining an Author's Reasons and Evidence

### Learning Target

Explaining how authors use reasons and evidence to support their points about a topic will help you better understand what you read.

► **Read** Some authors write to get you to agree with their way of thinking about a topic. To **persuade** you, authors provide **points**, or ideas, to explain their thinking.

- Authors back up their points with good **reasons** telling why their ideas might be true.
- Authors support each reason with **evidence**, or facts and examples that explain more.

Good reasons and evidence are what make the authors' points convincing.

Look at the cartoons below that take place on a space station in 2450. Think about how each child asks for a dog.



Which child do you think is more likely to convince his or her parents that a dog is a good idea?



# Should We Explore Space? Absolutely!

by Marc Lucas

- 1 Exploring space is one of the most important things the United States can do. But why? For one reason, the work of getting people and machines into space leads to new technologies. Some of these new technologies then become available to everyone and improve their lives. Do you need examples? Then try these: Because of the space program of the 1960s and 1970s, we have digital clocks, laser surgery, and instant foods. And these new technologies have broader effects on society. They help create new businesses, which then make new jobs, a richer population, and a stronger economy.
- 2 But there is a second and more important reason for exploring space, and it has nothing to do with money. It's called the need to discover. Human beings are naturally curious. We want to know what's out there. If it's at the top of a mountain, or across a river, or at the bottom of the sea, we want to see it and touch it.
- 3 Humans are also competitive—we want to be both the first and the best at what we do. When the Soviet Union put the first human in space in 1961, Americans didn't just sit and watch. The United States surged ahead with a space program and eight years later put the first person on the Moon.

## Close Reader Habits

**Circle** the author's main point. Then **underline** three reasons the author provides to support his point.

# Should We Settle the Moon?

by Jo Newbold

- 1 Whenever people say "Let's shoot for the Moon!" they mean that anything is possible. So, when people think of space exploration, a colony on the Moon seems like the next step. The views from the Moon would be spectacular, and being a "Moontonian" would be exciting. But is it feasible?
- 2 Let's start with the Moon's surface, which is not an easy place for life to thrive. There is little atmosphere, so all air would have to be brought from Earth. The lack of atmosphere causes temperatures to vary greatly, from 232°F during the day to -315°F at night. And then there's the radiation. Without a thick, Earth-like atmosphere to filter the sun's rays, radiation would sicken any colonists.
- 3 And what about water? True, there is ice below the Moon's surface. If astronauts can mine that ice, they can melt it and use it to make oxygen and rocket fuel. But if the ice is unreachable, all water would have to be carted up to the Moon—a cumbersome and unworkable task.
- 4 But the biggest obstacle to living on the Moon is the regolith. Regolith is a layer of fine stone dust. It covers almost the entire surface and sticks to everything. It can gum up a spacesuit, jam an engine, and ruin machines. Worst of all, if we couldn't find a way to keep it out of the colony, it would destroy the lungs of everyone living there.
- 5 So, will we ever have a Moon colony? Never say never, but today our technology does not make the idea practical.

## Close Reader Habits

What reasons support the author's point? **Circle** three reasons the author gives to support her point.



**Write** Use the space below to write your answer to the question on page 371.

# Should We Explore Space? **Absolutely!**

**3 Short Response** Explain the author's point about space exploration and the reasons he gives for his thinking. Include details the author provides as evidence to support his reasons.

**Hint** Look for evidence, or facts and examples, that supports the reasons you underlined.



**Don't forget to  
check your writing.**

## Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?




Read

**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- encounter
- relay
- resources



# THE PRICE OF CURIOSITY

BY DEION WALKER

- 1 Far away, on the rocky surface of the planet Mars, a small but powerful robot called a rover moves dutifully along. Back and forth and up and down the robot roams. It scans the planet. It also sends valuable information back to scientists on Earth at the National Aeronautics and Space Administration (NASA). The scientists have big goals for this rover, which they have named *Curiosity*. They hope it will tell them whether life has existed on Mars, what the planet's environment is like, and whether humans will ever be able to explore it. But the missions to Mars come at a high price—*Curiosity* alone cost 2.5 billion dollars to build and send. Some people question whether that money might be better spent here on Earth. Should the exploration of Mars continue, despite the staggering cost?

## ALL IN FAVOR

- 2 Scientists and others who support space exploration believe that the rovers may one day tell us if life ever existed on Mars. This would be the first evidence of life elsewhere in our universe. Second, the rovers can study the climate and geology of Mars. They relay information about how it has changed over time. This kind of information would help us learn whether any of the planet's resources can help us here on Earth. It may also help scientists understand features of our own planet. Third, scientists want to learn about the planet's environment. They hope to prepare for human exploration.

## HIDDEN VALUE

- 6 Although they were enormously expensive, *Curiosity* and the rovers that came before it may give NASA scientists more value than the scientists expected. When *Curiosity* landed on Mars, scientists expected it to work for two years. However, it may keep roving for much longer. Scientists predicted that *Spirit* and *Opportunity*, two rovers that landed on Mars in 2004, would work for about 90 days. But *Spirit* worked for six years before it got stuck in sand. *Opportunity* is still going strong. *Curiosity* might keep going for a long time, too, as long as it doesn't get stuck or encounter other problems.
- 7 Furthermore, NASA points out that *Curiosity* and the other rovers have helped the U.S. economy by creating jobs. More than 7,000 people in 31 states have worked on the *Curiosity* mission. And *Curiosity* may help the economy in another way, too. It may turn up precious minerals and energy resources on Mars that we could mine to use on Earth.

## THE FUTURE

- 8 Some scientists claim that within 40 years, humans will be living on Mars. They call it a “foregone conclusion,” or a sure thing. If that's true, then robot missions like *Curiosity* are important stepping-stones to that future. Even if that never happens, the Mars rovers may provide knowledge that is key to understanding our own universe.

This look back at a Martian dune was taken by one of *Curiosity*'s cameras. The wheel tracks are about nine feet apart.



- 3** Which detail is a reason that **best** supports the author's main point?
- A** "Some scientists claim that within 40 years, humans will be living on Mars."
  - B** "*Curiosity* also has a laser that can analyze the chemicals in soil and rocks."
  - C** "During its first 100 days on Mars, the rover detected water in the planet's soil."
  - D** "Mars rovers may provide knowledge that is key to understanding our own universe."

- 4** In paragraphs 6 and 7, the author explains more about exploring Mars. What reasons and evidence are provided to support the author's point? Complete the chart by drawing Xs in the boxes. Identify which statement describes a reason and which describe evidence that supports the reason.

Statement	Reason	Evidence
Mars rovers may turn up new energy sources to use on Earth.		
<i>Curiosity</i> and other rovers have worked much longer than expected.		
The rover missions provide additional benefits.		
<i>Curiosity</i> and other rovers help the economy because they create jobs.		

- 5** What reasons do supporters of space exploration give to explain why sending rovers to Mars is important? Choose **three** reasons.
- A** They can learn how to prepare for people to go to Mars.
  - B** They can find ways to use money and resources to build new rovers.
  - C** They can stream data from Mars back to Earth on a regular basis.
  - D** They can use knowledge of changes on Mars to understand our planet.
  - E** They can search for evidence of life beyond Earth.

# Lesson 25

## Comparing Topics and Themes in Stories



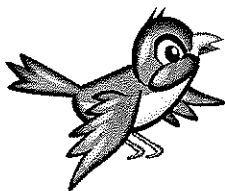
### Learning Target

Comparing and contrasting similar themes and topics in stories from different parts of the world will help you better understand the stories and the people who tell them.

- **Read** Comparing and contrasting stories can help you make connections between **topics**, characters, events, and **themes** in **traditional literature**. These stories were originally passed down by word of mouth and were written down much later.

Traditional stories often share the same topic. For example, the **opposition**, or struggle, between good and evil is a common topic. The theme of a story is its message or lesson, which is told through the characters and events as the story unfolds.

**Below are two stories with the same topic. Read each story and decide how they are similar and different.**

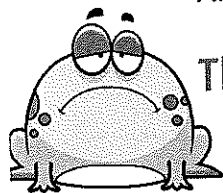


### The Jealous Bluebird

Rabbit and Mouse were best friends. But Bluebird, who was jealous, tried to separate them. "I will grant you each one wish," said Bluebird.

"I wish to travel to a faraway land," Rabbit said. Bluebird granted the wish, noting with a smirk that Rabbit did not wish he could also return.

But Mouse was not fooled. "I wish that my friend will always find his way home." And Bluebird had no choice but to grant this wish, too.



### The Sad Frog

Once there lived a frog who wished she could fly. So she asked a heron to teach her. "Flying is easy," said the heron. "Just flap your wings like this." And the heron flew away before the frog could say, "But I have no wings."

The frog hopped away sadly, wishing for wings she could never have. She didn't realize that a snake near a rock had heard everything and was wishing he could hop as gracefully as the frog.

# The Flask of Oil

an Indian folktale

A poor man received the gift of a large and valuable flask of oil from a kind and wealthy neighbor. Delighted, the poor man carefully put it onto the top shelf in his home. One evening, as he was gazing at it, he said, "If I should sell it, I could buy five sheep. Every year I should have lambs. If I sold the lambs, I would be rich enough to marry and perhaps have a son. And what a fine boy he would be! But if he should disobey me"—and he raised the staff in his hand—"I should punish him thus!" So saying, he swung the staff, knocking the flask off the shelf so that the oil ran over him from head to foot.

# The Peasant and the Cucumbers

by Leo Tolstoy

A peasant once went to the gardener's to steal cucumbers. He crept up to the cucumbers and thought, "I will carry off a bag of cucumbers, which I will sell; with the money I will buy a hen. The hen will lay eggs, hatch them, and raise a lot of chicks. I will feed the chicks and sell them; then I will buy me a young sow, and she will bear a lot of pigs. I will sell the pigs and buy me a mare; the mare will foal me some colts. I will raise the colts and sell them. I will buy me a house and start a garden. In the garden I will sow cucumbers and will not let them be stolen but will keep a sharp watch on them. I will hire watchmen and put them in the cucumber patch, while I myself will come on them, unawares, and shout, 'Oh, there, keep a sharp lookout!'" And this he shouted as loud as he could. The watchmen heard it, and they rushed out and beat the peasant.

## Close Reader Habits

As you read, **underline** important characters and events in each story that help you identify its topic and theme.



# Juvadi and the Princess

❖ a folktale from Italy ❖

- 1 Many, many years ago, as Juvadi the village fool strolled by the castle, he noticed a beautiful princess standing near a window. Upon hearing her lovely laugh, Juvadi whispered, "May you fall in love with me!" As usually occurs, the princess fell in love with him immediately.
- 2 Learning of their feelings, the ancient king became terribly embarrassed. He consulted his advisors, saying, "My daughter is in love with a fool. You are wise, so tell me how I should punish this shame!"
- 3 "Put them both into a wooden barrel and roll it over a cliff," they answered. "Then you will never see them again." At once the king commanded it to be done.
- 4 As the barrel rolled along, Juvadi cried, "Let me out—I'll reward you with figs and raisins!" So saying, he threw handfuls of the luscious fruit out a hole in the barrel. Then coming to a level spot, the barrel stopped rolling. Juvadi broke it open, and the pair clambered out.
- 5 Coincidentally, a nearby frog saw this, and she laughed so hard that a wart on her neck disappeared. Happy to carry less weight, the frog called to Juvadi, "What is your wish? I can do anything and everything. Allow me to do something amazing for you."
- 6 Quickly Juvadi replied, "We wish to be married, but we have no place to live. Kindly build us a humble cottage."
- 7 Just as quickly the frog responded, "Watch as I turn this pebble into a palace, with all the comforts of the world." Suddenly, a sparkling palace appeared out of thin air, and Juvadi and the princess entered it through its glittering gates.
- 8 The princess loved Juvadi, but she also knew him very well. "Soon," she said, "I will indeed marry you. But first we must find a wish that will drive out your stupidity."
- 9 Juvadi just grinned, because he loved her more than ever.

## Close Reader Habits

What is each story about?  
Reread both stories, and **underline** the details that help you understand each story's topic.

► **Think** Use what you learned from reading the folktales to respond to the following questions.

- 1 Which of the following statements is a theme expressed by both folktales?
  - A Putting your trust in a fool is a bad idea.
  - B Love can overcome unexpected challenges.
  - C Children should listen to the wisdom of their parents.
  - D Hard work is what helps even fools succeed.
- 2 Choose the statement that **best** tells how the king's actions in each folktale contribute to the theme.
  - A He asked the fool to treat the princess like royalty.
  - B He ordered the fool to build a castle for his daughter.
  - C He demanded that the fool become handsome and intelligent.
  - D He created the problem that the fool had to handle.
- 3 Which theme is developed in "Hans and the Princess" but not in "Juvadi and the Princess"?
  - A It is important to treat people fairly.
  - B Parents should teach their children lessons.
  - C Children should forgive their parents.
  - D Doing things for other people is a good idea.
- 4 Reread paragraph 8 of "Hans and the Princess." Find the sentence that describes the lesson the princess wanted to teach the king, and write it in the box below.



**Write** Use the space below to write your answer to the question on page 415.

# The **Flask** of Oil

## The Peasant and the Cucumbers

- 3 Short Response** Compare and contrast the way the events in the two stories develop similar themes. Use text evidence in your response.

**HINT** In what way are the men's dreams in the two stories alike?

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Don't forget to check your writing.

# WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- necessities
- annoyances
- service

# The Two-Headed Weaver

a tale from *The Panchatantra*

- 1 In a certain place there lived a weaver by the name of Mantharaka, which means “the simpleton.” One day, while weaving cloth, the wooden pieces on his loom broke. He took an ax and set forth to find some wood. He found a large sissoo tree at the ocean’s shore, and said aloud, “Now this is a large tree. If I fell it, I will have wood enough for all my weaving tools.”
- 2 Having thus thought it through, he raised his ax to begin cutting. However, a spirit lived in this tree, and he said, “Listen! This tree is my home. . . .”
- 3 The weaver said, “Then what am I to do? If I don’t find a good tree, then my family will starve. You will have to go somewhere else. I am going to cut it down.”
- 4 The spirit answered, “Listen, I am at your service. Ask whatever you would like, but spare this tree!”
- 5 The weaver said, “If that is what you want then I will go home and ask my friend and my wife, and when I return, you must give me what I ask for.”



**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- **impatience**
- **former**

# THE RIDICULOUS WISHES

by Charles Perrault,  
*Old Time Stories Told by Master Charles Perrault*

- 1 There was once a poor woodcutter who, tired of his hard life . . . declared that in all his days heaven had not granted even one of his wishes. One day in the woods, as the woodcutter was complaining of his unhappy lot, Jupiter appeared before him, his thunderbolts in his hands. . . .
- 2 “Have no fear,” said Jupiter. “I have heard your complaints and I have come to show you how unfairly you judge me. Now listen! I am king of all the world and I promise to grant your first three wishes, no matter what they may be. . . .”
- 3 With these words, Jupiter returned to his heavens and the happy woodcutter, taking up his bundle of sticks, hurried to his home. “This is an important matter,” he said to himself. “I certainly must have my wife’s advice.”





8 “Alas,” her husband replied. “I was wrong, I made a very bad choice. I admit my mistake. Next time I will do better.”

9 “Yes! Yes!” said his wife . . . “To make such a choice as you did, you must be a donkey.”

10 At this the husband became very angry. . . . “A curse on this and all sausages. I wish that it was hanging from the end of your nose!”

11 The wish was heard at once . . . and the sausage fastened itself on her nose. Fanchon had once been pretty, and—to tell the truth—this ornament did not have a very pleasing effect. . . .

12 “With my remaining wish I could very well still make myself a king,” he said to himself. “But we must think of the queen, too, and her unhappiness if she were to sit on the throne with her new yard-long nose. She must decide which she wants, to be a queen with that nose or a woodcutter’s wife and an ordinary person.”

13 Whereupon his wife agreed that they had no choice. She would never have the riches and diamonds and fine clothes she had dreamed of, but she would be herself again if the last wish would free her from the frightful sausage on her nose.

14 And so the woodcutter did not change his lot. He did not become a king. His purse was not filled with gold. He was only too glad to use his remaining wish in restoring his poor wife to her former state.

- 4** Which of the following describes an important difference between “The Two-Headed Weaver” and “The Ridiculous Wishes”?
- A** “The Two-Headed Weaver” teaches that friends and family are a good source of advice. “The Ridiculous Wishes” teaches that people should trust themselves before listening to others.
  - B** “The Two-Headed Weaver” teaches that accepting who you are can make you happy. “The Ridiculous Wishes” teaches that it is important to keep changing and improving.
  - C** “The Two-Headed Weaver” teaches that people who change their lives can face problems. “The Ridiculous Wishes” teaches that people who accept their lives can be happy.
  - D** “The Two-Headed Weaver” teaches that beauty matters more than riches. “The Ridiculous Wishes” teaches that riches matter more than beauty.



The tales “The Two-Headed Weaver” and “Ridiculous Wishes” have important similarities and differences. Write a response that compares and contrasts the topics and themes in the two folktales.

- 5 Plan Your Response** How are the topics, events, characters, and themes in both tales similar? How are they different? Use a chart like the one on page 415 to collect your thoughts before you write.
- 6 Write an Extended Response** Use evidence from both texts and information from your chart to compare and contrast how each folktale develops its topic and theme.

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# Lesson 26

## Comparing Patterns of Events in Stories

### Learning Target

Noting similarities and differences among events in various stories and myths will help you understand stories told in many parts of the world.

- **Read** Traditional stories come from different parts of the world, but many share similar **patterns of events**, or the likely or expected ways things happen.

One kind of story that follows a pattern is a **quest**. In a quest, a character goes on a journey to reach a certain goal, often to help other people. **Myths** that explain human behavior or ancient beliefs about nature also may share similar patterns. By comparing story events and outcomes, you will gain a better understanding of the tales you read.

**As you look at the cartoons below, think about the story each one tells. How is the pattern of events similar and different?**



The villagers are tired of Tall Boy's constant bragging.



The villagers are hoping she'll bring warmth back to the world.

# TARA AND THE SUN

BY EMMA ROUNDTREE

- 1 For many years, the Clan had faced hardship after hardship. The rivers had dried up, and the once plentiful herds had moved away. Worst of all, the air had become much colder. The people feared they would freeze to death, alone amidst a cold and ruined Earth.
- 2 Tara could bear to see her people suffer no longer, so she braved the dangers of the Mountain. After many days of climbing, she reached the top and called forth the Sun.
- 3 "Should my people die," she told the Sun angrily, "you shall have no one to shine upon. No one will be left to care about you, and you'll fade away, friendless and alone."
- 4 The Sun mulled this over and arrived at a decision. "Very well," he answered. "Here, take this small piece of me."
- 5 Tara returned to the Clan with the piece of Sun. Slowly, the air warmed, the herds returned, and the rivers began to flow once again.

# Lonely MOON

by Luna Merison

- 1 Long ago, a young boy noticed a glowing white stone and picked it up. The moment his fingers touched the stone, the boy could hear Moon speaking to him. "I am terribly lonely," said Moon. "I offer this part of myself to you so that, with it, we may talk." The boy and Moon became good friends, and they shared many secrets.
- 2 As time passed, however, the Earth grew cold, and soon, all was frozen. Moon realized that he had caused the problem; the Moon-stone was harming the world. Sorrowfully, Moon lowered himself to Earth, gathered back the piece of himself, and returned to his lonely existence in the heavens. And, in due time, the Earth warmed once more.

## Close Reader Habits

**Underline** the events that are similar in each story. Also write brief notes to tell *when* they occur.

# The Monkeys and the MOON

a Tibetan folktale,  
from *Tibetan Tales Derived from Indian Sources*



- 1 In long-past times there lived a band of monkeys in a forest. As they rambled about, they saw the reflection of the moon in a well, and the leader of the band said, "O friends, the moon has fallen into the well. The world is now without a moon. Ought not we to draw it out?"
- 2 The monkeys said, "Good; we will draw it out."
- 3 So they began to hold counsel as to how they were to draw it out. Some of them said, "Do not you know? The monkeys must form a chain, and so draw the moon out."
- 4 So they formed a chain, the first monkey hanging on to the branch of a tree, and the second to the first monkey's tail, and a third one in its turn to the tail of the second one. When in this way they were all hanging on to one another, the branch began to bend a good deal. The water became troubled, the reflection of the moon disappeared, the branch broke, and all the monkeys fell into the well and were disagreeably damaged.
- 5 A deity uttered this verse, "When the foolish have a foolish leader, they all go to ruin, like the monkeys which wanted to draw the moon up from the well."

## Close Reader Habits

Why do the monkeys fall into the well? **Underline** important events that lead up to that story event.



 **Think** Use what you learned from reading the stories to respond to the following questions.

- 1** Complete the chart by drawing Xs in the boxes next to the statements that describe events in "The Monkeys and the Moon," "The King's Fire Dogs," or both tales.

Statement	"The Monkeys and the Moon"	"The King's Fire Dogs"
A leader wants to bring more light to his land.		
A leader wants to rescue the moon.		
A leader sends out a dog to bring back the moon.		
Characters reach out to touch the moon.		
A character cannot hold on to the moon.		
A character never gives up hope of capturing the moon.		
The characters never reach their goal.		
The characters agree to work together on a solution to a problem.		
Some characters leave marks showing that they are still trying to reach their goal.		

- 2** Which statement below **best** describes a pattern of events that is true of both passages?

- A** To avoid hurting themselves, the characters give up on their plans.
- B** The characters capture the moon to bring more light to their countries.
- C** Though trying to be helpful, the characters make unwise decisions.
- D** Because they don't listen carefully to orders, the characters make mistakes.



**Write** Use the space below to write your answer to the question on page 433.

# TARA AND THE SUN

# Lonely MOON

- 4 Short Response** Describe the similarities and differences in the patterns of events in “Tara and the Sun” and “Lonely Moon.” Include details from both stories in your response.

**Write** Is the boy in “Lonely Moon” also on a quest? Think of how your answer affects your response.

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Don't forget to check your writing.

## Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

**WORDS TO KNOW**

As you read, look inside, around, and beyond these words to figure out what they mean.

- pity
- stationed
- pursue

# How MAUI Snared the SUN

from *Hawaiian Folk Tales: A Collection of Native Legends*

- 1 Maui was the son of Hina-lau-ae and Hina, and they dwelt at a place called Makalia, above Kahakuloa, on West Maui. Now, his mother Hina made *kapas*. And as she spread them out to dry, the days were so short that she was put to great trouble and labor in hanging them out and taking them in day after day until they were dry.
- 2 Maui, seeing this, was filled with pity for her. The days were so short that, no sooner had she got her *kapas* all spread out to dry, than the Sun went down, and she had to take them in again. So he determined to make the Sun go slower.
- 3 He first went to Wailohi, in Hamakua, on East Maui, to observe the motions of the Sun. There he saw that it rose toward Hana. He then went up on Haleakala, and saw that the Sun in its course came directly over that mountain.
- 4 He then went home again, and after a few days went to a place called Paeloko, at Waihee. He cut down all the cocoanut-trees, and gathered the fibre of the cocoanut husks in great quantity. This he manufactured into strong cord.
- 5 One Moemoe, seeing this, said tauntingly to him: "You will never catch the Sun. You are an idle nobody."

# WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

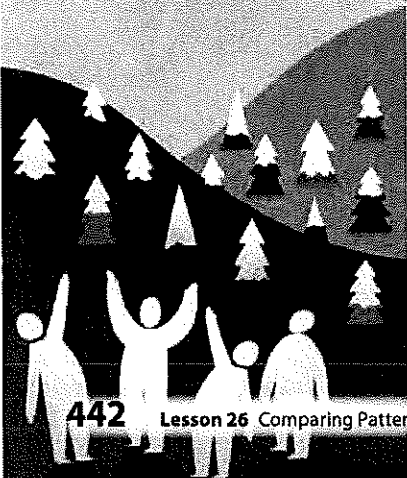
- **efficiently**
- **exhausted**



# How Crow Brought DAYLIGHT

adapted from an Inuit folktale

- 1 Long ago when the world was young, the Inuit knew nothing about daylight. They lived and hunted under the stars of the northern darkness and thought nothing of it. Crow, however, had traveled far and wide and had seen daylight for himself. He told the Inuit about the light he saw at the horizon and how it made the earth glow with warmth and brilliance. The people began to think how wonderful it would be to have light. They could hunt more efficiently and gaze upon each other without need of a fire. The village elders begged Crow to find the daylight and bring it to them.
- 2 Crow agreed to make the journey south, flying endless hours until he reached a village where the sky turned bright with colors soft and wondrous. Crow saw a man who looked like the village chief and followed him home. Through an open window, Crow spied a ball glowing like a jewel resting in a corner. He knew the ball must be daylight. Waiting until the man went out again, Crow flew through the window, grabbed the ball, and flew away.
- 3 Crow's journey back north was long and even more tiring because he had to hold the ball in his beak. By the time he reached the Inuit village, he was exhausted from his journey. Crow looked like a spark of light as he flew closer, flapping his wings as hard as he could. But Crow could not hold the ball any longer. It fell to the ground and exploded into a brilliant light, chasing away the night. The sky became a bright blue. The shadowed mountains took on color and form.
- 4 As the people screamed in delight, Crow warned them that the daylight would not last forever. "It must rest every six months to regain its strength," he explained.
- 5 So, from that day until this, the Inuit have lived half a year in darkness and the other half in light. And they always treat Crow kindly, for it was he who first brought them daylight.



**3** Which **two** statements below **best** describe story details that are true of both passages?

- A** A character makes a secret agreement with the Sun.
- B** A character has never seen daylight before.
- C** A character wants to help improve the lives of others.
- D** A character captures sunlight for his own benefit.
- E** A character goes on a quest to get daylight.
- F** A character steals light from other characters.

**4** Which statement below **best** describes **one** difference between “How Maui Snared the Sun” and “How Crow Brought Daylight”?

- A** Maui causes the Sun to stay. Crow makes the daylight go away.
- B** Maui uses cord to slow the Sun. Crow carries a ball of daylight.
- C** Maui tries to help only himself. Crow tries to help others.
- D** Maui does not have to travel. Crow travels a long way.



“How Maui Snared the Sun” and “How Crow Brought Daylight” were told by people in different places, yet the tales share many similarities. Reread the stories. Find events that make them similar and different.

**5 Plan Your Response** Identify **two** similarities between the stories and at least **one** difference. Use a chart to organize your thoughts.

**6 Write an Extended Response** Use your chart and details from both tales to describe similarities and differences in the patterns of events of “How Maui Snared the Sun” and “How Crow Brought Daylight.”

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