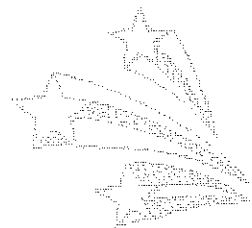


*English Language Arts*  
Distance Learning Packet  
Grade 5

**STUDENT**

# Lesson 1

## Finding Main Ideas and Details



### Learning Target

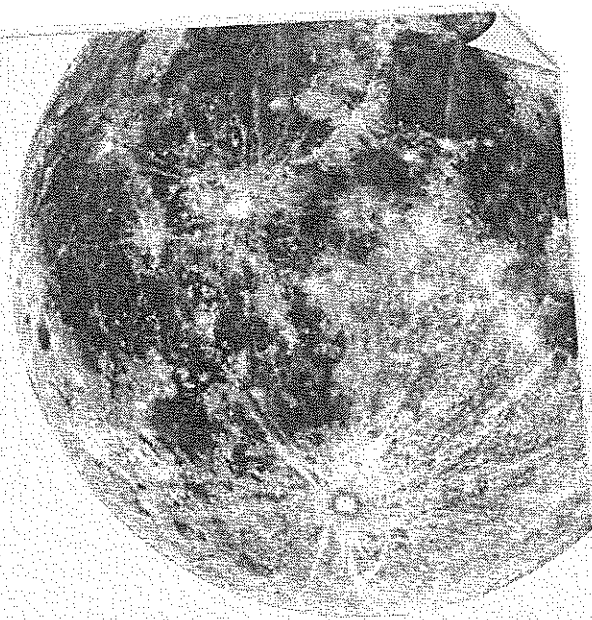
Figuring out the main ideas of a text and the key details supporting them is necessary for understanding that text.

- **Read** A **topic** is what a passage is about. A **main idea** is an important idea about that topic. Short passages usually develop just one main idea. Long passages often have two or more main ideas.

A passage's **details** are the facts, examples, and other information stated in the text. The details that help explain a main idea are called **key details**. We sometimes say that key details **support** main ideas.

**Read the passage below. Underline what you think is the main idea. Then look for key details that help explain it.**

At some point in your life you've probably looked up, gazed at the moon, and studied it in wonder. Throughout time, the moon has inspired many people. In 1801, Ludwig van Beethoven composed a piano piece called "Moonlight Sonata." Later, in 1889, Vincent van Gogh painted *The Starry Night*. In this painting, swirls of white and yellow create a halo around the moon. In 2011, Marilyn Singer wrote a book called *A Full Moon Is Rising* about how people all over the world celebrate the moon. The next time you gaze upon the moon, maybe you'll be inspired by it, too!



- **Think** Consider what you have read about main ideas and key details. In the *main idea organizer* below, write down one sentence from the passage you think states the main idea. Then write down two key details that develop the main idea.

<b>Main Idea</b>		
<b>Key Detail</b>	<b>Key Detail</b>	<b>Key Detail</b>
Beethoven's "Moonlight Sonata" was composed in 1801.		

- **Talk** Share your organizer with a partner.
- Did you both choose the same sentence for your main idea?
  - Why do you think the sentence you chose, and not some other sentence, is the main idea?
  - Do all three key details support the sentence you believe is the main idea? How do you know?



**Academic Talk**

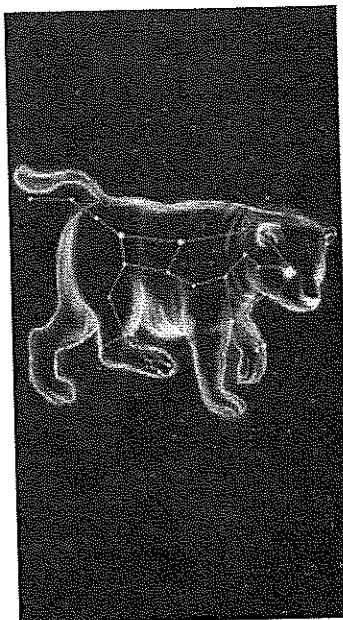
Use these words and phrases to talk about the text.

- |              |           |         |
|--------------|-----------|---------|
| • main idea  | • detail  | • topic |
| • key detail | • support |         |

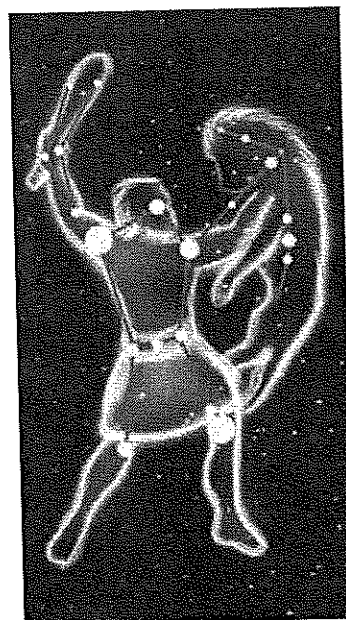
# Identifying Constellations

by Allen James

1 For thousands of years, people have come up with ways of identifying and keeping track of the stars in the night sky. One way that ancient cultures made sense of the stars was by grouping them into recognizable shapes. Sometimes these shapes were based on elements of everyday life—animals such as birds or bears, people such as hunters, and so on. Other times, the shapes took the forms of mythic heroes and monsters. These shapes, called *constellations*, helped ancient people make sense of the sky. They also gave rise to some amazing stories.



**Ursa Major**



**Orion**

2 One constellation that most people can identify is the Big Dipper. The Big Dipper is a constellation of seven stars that looks like a long-handled cup, or dipper, for water. Three stars form the handle and connect to the four stars that form the cup. The Big Dipper is part of the larger constellation called Ursa Major, or the Great Bear. The Big Dipper also points to Polaris, the North Star.

3 Another easy constellation to spot is Orion, the Hunter. To see Orion, look for three stars that are close together in a slightly diagonal line. That's Orion's belt. Other stars above and below the belt form Orion's upper and lower body.

## Close Reader Habits

When you reread the science text, **underline** the sentence that states the main idea of paragraph 1 only. Then **circle** key details that support that main idea.

## Explore

What is the main idea of paragraph 1? What key details support that main idea?



The main idea of a paragraph isn't always the first sentence. Sometimes the main idea appears later in the paragraph.

## Think

- 1 Complete this main idea organizer for paragraph 1 only.

Main Idea		
Key Detail	Key Detail	Key Detail

## Talk

- 2 Share your organizers. Do you agree about the main idea of paragraph 1? What did you write for your key details? If necessary, revise your organizers.

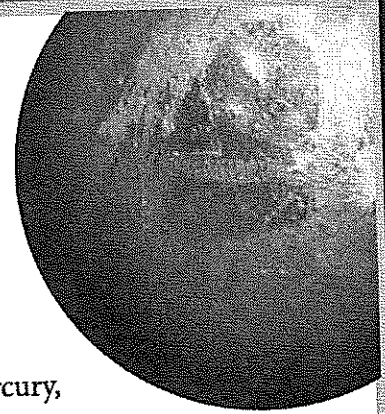
## Write

- 3 **Short Response** What is the main idea of paragraph 1? How do the key details support that main idea? Use the space provided on page 16 to write your answer.

**HINT** Include the name of the passage, and remember that you're writing only about paragraph 1.

# How Pluto Stopped Being a Planet

by Tyrone Nielson



- 1 For decades, people believed our solar system had nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, Uranus, Neptune, and Pluto. But in 2006, a group of astronomers decided that Pluto was not a true planet but something else: a dwarf planet.
- 2 The term “dwarf planet” might make you think that Pluto was kicked out of the planet club solely because of its size. And it’s true that Pluto is small compared with the planets. If Earth were the size of a basketball, Pluto would be the size of a golf ball. But Pluto’s size isn’t why most astronomers now call it a dwarf planet. So why the change to Pluto’s status?
- 3 Here’s why. In August 2006, astronomers came up with a new definition of *planet*. To be a planet, they said, an object has to meet three conditions.
  - It has to orbit the Sun directly. It can’t be a moon orbiting a planet.
  - It has to be massive enough for its own gravity to pull it into the shape of a ball.
  - It has to have cleared its neighborhood of smaller objects around its orbit. In other words, during its trips around the Sun, a planet must draw smaller objects into itself, or pull them into its orbit, or fling them off into space.
- 4 Pluto does not meet the third condition. It hasn’t cleared its neighborhood the way the planets have. It moves within a field of rock-and-ice objects that it cannot clear away. That’s why most astronomers now call Pluto a dwarf planet.
- 5 Not all astronomers accept the change to Pluto’s status. Among other reasons, they feel that “clearing the neighborhood” isn’t a well-defined concept. But most astronomers (and museums and textbooks and teachers) feel the new definition is clear enough to be useful. So long, Pluto—at least you’re still with us as a dwarf planet.

## Close Reader Habits

How does the article explain why astronomers reclassified Pluto? Reread the text. **Underline** key details explaining why the astronomers changed Pluto’s status.

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

- 1 This question has two parts. Answer Part A. Then answer Part B.

## Part A

What is the main idea of the science article by Tyrone Nielson?

- A A group of astronomers decided that Pluto is a dwarf planet.
- B Pluto is large enough to be a moon but too small to be a planet.
- C Many astronomers are pleased that Pluto is not a planet anymore.
- D Some astronomers still believe Pluto should be called a planet.

## Part B

Which statement from the text **best** supports the answer to Part A?

- A "For decades, people believed our solar system had nine planets. . . ."
- B "And it's true that Pluto is small compared with the planets."
- C "In August 2006, astronomers came up with a new definition of planet."
- D "It has to be massive enough for its own gravity to pull it into the shape of a ball."

- 2 Which of these is **most clearly** a key detail of the passage?

- A "And it's true that Pluto is small compared with the planets."
- B "If Earth were the size of a basketball, Pluto would be the size of a golf ball."
- C "It hasn't cleared its neighborhood the way the planets have."
- D "Not all astronomers accept the change to Pluto's status."

## Talk

- 3 What is the main idea of paragraph 3? What key details support it? Use the organizer on page 17 to organize your information.




## Write

- 4 **Short Response** Use the information in your organizer to explain how the key details you identified support the main idea of paragraph 3. Use the space provided on page 17 to write your answer.



Many science articles are about new discoveries or changes to old ideas. Like any informational text, a science article has one or more main ideas supported by key details.

**HINT** Don't just identify the key details. Also say how they support the main idea.

 **Write** Use the space below to write your answer to the question on page 13.

# Identifying Constellations

**HINT** Include the name of the passage, and remember that you're writing only about paragraph 1.

- 3 Short Response** What is the main idea of paragraph 1? How do the key details support that main idea?

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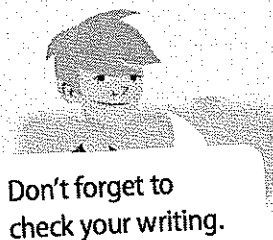
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Don't forget to check your writing.

## 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?

# How **Pluto** Stopped Being a Planet

**3** Use the main idea organizer below to organize your information.

Main Idea		
Key Detail	Key Detail	Key Detail

**Write** Use the space below to write your answer to the question on page 15.

**4 Short Response** Use the information in your organizer to explain how the key details you identified support the main idea of paragraph 3.

**HINT** Don't just identify the key details. Also say how they support the main idea.

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## Read

## WORDS TO KNOW

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

- observe
- inward
- reactions

# from When Stars EXPLODE

by Ken Crowell, PhD, Highlights

- 1 [A supernova is] the spectacular death of a star. The last time people saw a supernova in our galaxy was 1604. That was before astronomers were using telescopes. However, every year astronomers see supernovae exploding in other galaxies. Astronomers can often observe such supernovae for months before they fade from view.
- 2 Most supernovae—that's the plural of supernova and pronounced SOO-per-NOO-vee—come from massive stars. Antares is a massive star. Such a star is born with more than eight times the mass of the Sun.
- 3 When a massive star is young, it is hot, bright, and blue. Its center makes energy the same way the Sun does: by changing hydrogen, the lightest element, into helium, the second-lightest element. This nuclear reaction creates energy that heats the star and makes it shine.

The exploding star that people saw in 1604 produced a glowing cloud of gas and dust called a *nebula*. The nebula at the left is all that remains of that star.

4 The outflow of huge amounts of energy—much of it light—pushes outward from the star's center. This is good, because the force of gravity pulls inward and tries to make the star collapse. But as long as the star can make energy, it can fight the force of gravity and survive.

5 However, a massive star must make lots of energy to fight the gravity of its own mass. So the star shines very brightly. As a result, we can easily see the star across hundreds of light-years of space. This is a huge distance, because one light-year is the distance that light speeds through in a year: nearly 6 trillion (6,000,000,000,000) miles.

6 But because the star shines so brightly, it uses up its hydrogen fuel within millions of years—much less time than the billions of years the Sun will take to use up its fuel. Soon the star's center runs out of hydrogen. Then the star expands and cools, turning into a big red star like Antares. Astronomers call such a star a red supergiant.

7 The red supergiant makes energy by changing helium and other elements into still heavier elements. But these nuclear reactions do not make as much energy as hydrogen did. Within a few million years, the star has no fuel left.

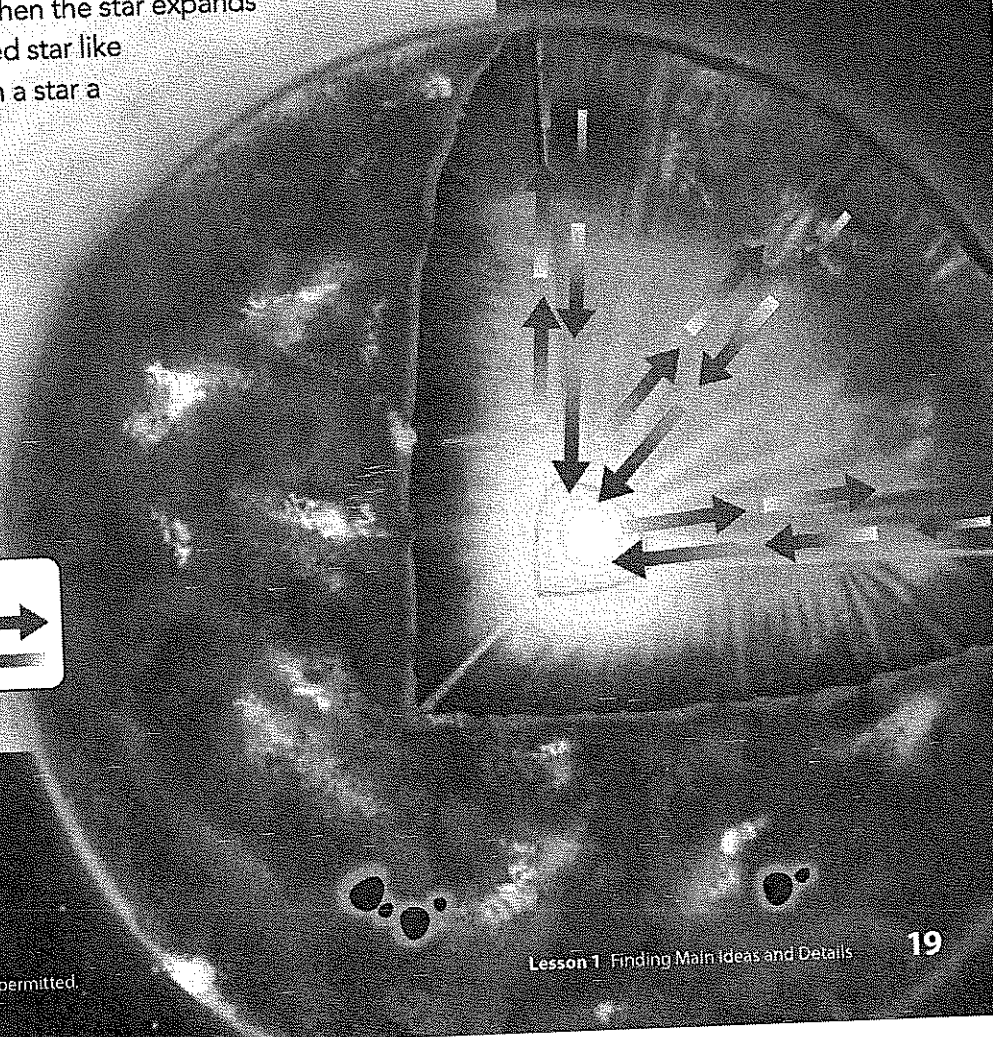
## KEY

pressure

gravity



In a star, two opposing forces are always at work. Gravity pulls the star's mass toward its center. If no force worked against gravity, the star would collapse. But energy, in the form of heat and light, pushes out from the center and works against gravity. So long as the star can make energy to fight gravity, it stays alive.



- 8 Now the star is in big trouble. The star can't make energy to hold itself up, and gravity is still trying to pull the star inward. So the star's center collapses, scrunching itself into a small, dense object. Meanwhile, the star's outer layer shoots into space at millions of miles per hour. The star has exploded!

## Our Sun Won't Blow Up

- 9 Supernovae are violent, but we do not have to worry. The Sun will never explode. If a supernova occurred within a few dozen light-years of Earth, we would be in trouble. But the nearest star that will explode is more than a hundred light-years away.
- 10 Believe it or not, supernovae help life. In fact, without them, Earth would not exist. Neither would we.
- 11 Here's why. When the universe began, it had only the three lightest elements: hydrogen, helium, and a little lithium. But life needs heavier elements, such as oxygen, which we breathe, and iron, which is in our blood. And Earth is made mostly of oxygen, silicon, and iron. Almost all oxygen came from massive stars, like Antares. During their lives, massive stars cause helium nuclei to join together to make oxygen. Then, when the stars explode, they cast this oxygen into space. And the explosions themselves make iron. In fact, scientists think supernova explosions made most of the iron in the universe. . . .

collapsed center

outer layer blowing out into space

**A star needs fuel to make the energy that fights the pull of gravity. Once the star uses up its fuel, gravity wins the fight. The star's center collapses, and its outer layer blasts out into space. The star becomes a supernova.**

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

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

**Part A**

What are **two** main ideas of the article by Ken Croswell?

- A** Supernovae are violent explosions of stars.
- B** Astronomers did not always use telescopes.
- C** Astronomers can see supernovae for months.
- D** Stars make energy through nuclear reactions.
- E** Stars produce light that travels across the universe.
- F** Supernovae are interesting for astronomers to study.

**Part B**

Which **two** sentences from the article **best** support the answer to Part A?

- A** "The last time people saw a supernova in our galaxy was 1604."
- B** "That was before astronomers were using telescopes."
- C** "Such a star is born with more than eight times the mass of the Sun."
- D** "Its center makes energy the same way the Sun does: by changing hydrogen, the lightest element, into helium, the second-lightest element."
- E** "As a result, we can easily see the star across hundreds of light-years of space."
- F** "If a supernova occurred within a few dozen light-years of Earth, we would be in trouble."

- 2** Read the following sentence from the text.

But as long as the star can make energy, it can fight the force of gravity and survive.

Which dictionary entry **best** defines energy?

- A** physical strength
- B** hydrogen and helium gas
- C** heavy metals that increase weight
- D** power that comes from heat

## Independent Practice

- 3 In the chart below, only **two** sentences are actually main ideas of the article. Identify those main ideas. Copy them in the rows titled "Main Idea 1" and "Main Idea 2" in the charts at the bottom of the page.

Possible Main Ideas	
In 1604, a supernova exploded.	Antares is a massive star.
Supernovae make important elements.	Only some stars will become supernovae.
Astronomers did not always use telescopes.	Hydrogen is the lightest element.

Now study this chart. It contains supporting details from the article. Choose **one** detail that **best** supports **each** main idea you chose. In the charts at the bottom of the page, write each detail below the main idea it supports.

Possible Supporting Details	
"The last time people saw a supernova in our galaxy was 1604."	"And the explosions themselves produce iron."
"However, every year astronomers see supernovae exploding in other galaxies."	"The outflow of huge amounts of energy—much of it light—pushes outward from the star's center."
"The Sun will never explode."	"This nuclear reaction creates energy that heats the star and makes it shine."

Main Idea 1	
Supporting Detail	

Main Idea 2	
Supporting Detail	

## Write

- 4 Short Response** Reread paragraphs 6, 7, and 8. What is the author's main idea in these paragraphs? Use key details from these paragraphs to support your answer.

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## Learning Target

**In this lesson, you determined the main ideas of texts and explained how key details supported them. Describe how these skills will help you understand other informational texts.**

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## Lesson 2

# Summarizing Informational Texts



### Learning Target

Identifying the main idea and key details in a text will help you summarize it. Summarizing a text helps you better understand it.

- **Read** When you tell your friends about a soccer game, you don't want to bore them with every detail. Instead, you tell only the most important events, leaving out the parts that aren't necessary for understanding what happened.

Similarly, when you **summarize** a text, you should use your own words to tell a short but complete version of that text. Include only the **main idea** (the big idea) and the **key details** that say more about the main idea.

**Read the passage below. Identify what the passage is about.**

### LET'S PLAY FUTEBOL!

The most popular sport in Brazil is futebol, also known as soccer. As of 2015, the Brazilian national team has won the World Cup more times than any other country. Brazil is known for its many champion soccer players, including Pelé, often called the best soccer player ever. Most Brazilian cities, towns, schools, and neighborhoods have local soccer teams. In Brazil, children quickly turn any open space or patch of dirt into a soccer field.



- **Think** Consider what you've learned so far about summarizing a text. In the *main idea organizer* below, add two key details from the passage "Let's Play Futebol!" Then use the organizer to complete the summary of the passage.

<p align="center"><b>Main Idea</b></p> <p align="center"><i>Soccer is the most popular sport in Brazil.</i></p>		
<p align="center"><b>First Key Detail</b></p> <p><i>The Brazilian national soccer team is a world champion.</i></p>	<p align="center"><b>Second Key Detail</b></p>	<p align="center"><b>Third Key Detail</b></p>

**Summary:** Soccer is the most popular sport in Brazil. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- **Talk** Share your main idea organizer and summary with a partner.
- What relationships do you see between your organizers and summaries?
  - Do your second and third key details develop the main idea? How do you know?
  - Could any key details in the organizer be stated differently?



**Academic Talk**

Use these words and phrases to talk about the text.

• main idea

• key detail

• summarize

# A Portrait of FRIDA KAHLO

by Gene Erskine

- 1 In September 1925, a bus in Mexico City was in a terrible accident. One passenger, an 18-year-old woman, was hurt so badly that she had to stay in bed for three months. Looking for a task to occupy her mind, she decided to paint pictures. This is how Frida Kahlo, one of the most famous Mexican artists of the 20th century, began her career.
- 2 Kahlo produced more than 150 paintings during her life. Of those, 55 were self-portraits, for which she is best known. In the paintings, Kahlo has brown skin, black hair, thick eyebrows, and a faint mustache. She often wears brightly colored traditional Mexican blouses and skirts. She usually gazes confidently at the viewer. Kahlo explained, "I paint myself because I am so often alone and because I am the subject I know best."
- 3 For Kahlo, a self-portrait was a way to communicate ideas. For example, Kahlo's injuries from the bus accident left her in pain all her life. So, some of her self-portraits express this discomfort. Others depict events in her life. For instance, in the early 1930s, Kahlo lived in the United States. She was homesick, so she painted herself standing between Mexican flowers and buildings on one side and American factories and skyscrapers on the other. The painting showed how she felt: torn between where she was living and where she wanted to be. Not all of Kahlo's self-portraits have such a clear message. Some are like painted dreams, with Kahlo before tropical plants and surrounded by spider monkeys, parrots, and cats. For Kahlo, a self-portrait could express whatever she wanted.
- 4 Frida Kahlo died in 1954. During her life, she had traveled the world, impressed famous artists, and taught painting to college students in Mexico. As she told her students, "To paint is the most terrific thing that there is, but to do it well is very difficult." Lovers of her art believe that Frida Kahlo painted very well, indeed.



## Close Reader Habits

When you reread the biography, **underline** key details that develop the main idea about Kahlo and her art.

## Explore

What is most important to know about Frida Kahlo and her art?



Some texts state a main idea directly. Other texts let the reader figure it out from the details.

## Think

- 1 Complete the main idea organizer below. Include three key details that you underlined in the passage.

Main Idea		
First Key Detail	Second Key Detail	Third Key Detail

## Talk

- 2 Share your organizers. Do you agree about the main idea of the passage? What about the key details? Make any changes to your organizers that will help you write an accurate and complete summary.

## Write

- 3 **Short Response** Summarize what you learned about Frida Kahlo and her art. Include key details from the text in your summary. Use the space provided on page 30 to write your answer.

**HINT** Link key details to the main idea by using phrases such as "for example" and "for instance."

# CESAR CHAVEZ

by José Hernandez

- 1 Cesar Estrada Chavez was an important labor leader. He fought for the rights of migrant farm workers in the United States. Chavez knew firsthand of the many hardships farm workers faced. When Chavez was a young boy, his family lost their farm during the Great Depression. The Chavez family became migrant workers, toiling side by side for long hours in the fields. At night, they slept in a tent or outside. Like other migrant workers, they moved from farm to farm, following the harvest seasons of the vineyards and fruit orchards in California.
- 2 In 1962, Chavez and co-founder Dolores Huerta created the National Farm Workers Association (NFWA) to fight for *La Causa*—the cause. By organizing farm workers into a union, Chavez hoped to increase their wages. He also hoped to improve working conditions and safety for farm workers. Chavez strongly believed that this cause could be achieved. In fact, his motto was “Yes, it can be done!”
- 3 Chavez believed in bringing about change in nonviolent ways. He fasted, or went without eating, to bring attention to the poor treatment of farm workers. He organized strikes and marches. He also organized boycotts, which urged people to stop buying certain products. Two of Chavez’s most effective boycotts were against grapes and lettuce. When people stopped buying grapes and lettuce, the boycotts put economic pressure on the growers. These boycotts also brought attention to the plight of migrant farm workers. Because of Chavez’s dedicated efforts, migrant farm workers received better pay and working conditions.



## Close Reader Habits

What did Chavez do to improve conditions for migrant workers? Reread the biography. **Underline** key details that show what he did.



A summary of a biography includes only key details of a person's life. To decide which details to use, choose the ones that develop the main idea of the biography.

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

- 1 Which statement is **most** important to include in a summary of the passage "Cesar Chavez"?
  - A Like other migrant workers, Chavez moved from farm to farm.
  - B The Chavez family often slept in a tent or outdoors at night.
  - C "Yes, it can be done!" was Chavez's motto.
  - D Chavez brought about change in nonviolent ways.
- 2 Select the **two** sentences that should be included in a summary of paragraph 1.
  - A Chavez was an important labor leader.
  - B Chavez had a difficult childhood.
  - C As a boy, Chavez often slept in a tent or outside.
  - D The Chavez family followed the harvest seasons in California.
  - E Chavez fought for the rights of farm workers.
  - F Chavez worked hard after his family lost their farm.
- 3 Which is **most** important to put in a summary of how Chavez helped others?
  - A "... his family lost their farm...."
  - B "... they moved from farm to farm...."
  - C "... strongly believed that this cause could be achieved."
  - D "... migrant farm workers received better pay...."

## Talk

- 4 What is the main idea of the passage? What key details develop that main idea? Use the organizer on page 31 to gather your information.

## Write

- 5 **Short Response** Summarize the passage. Include key details from your organizer in your summary. Use the space provided on page 31 to write your answer.

**HINT** Make sure you have figured out the main idea of the whole passage.



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

## A Portrait of FRIDA KAHLO

**HINT** Link key details to the main idea by using phrases such as "for example" and "for instance."

- 3 Short Response** Summarize what you learned about Frida Kahlo and her art. Include key details from the text in your summary.

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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?

# CESAR CHAVEZ

**4** Use the main idea organizer below to organize your ideas and evidence.

Main Idea		
↓	↓	↓
First Key Detail	Second Key Detail	Third Key Detail



**Write** Use the space below to write your answer to the question on page 29.

**5 Short Response** Summarize the passage. Include key details from your organizer in your summary.

**HINT** Make sure you have figured out the main idea of the *whole* passage.

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**WORDS TO KNOW**

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

- inspire
- migrant
- pressure

from

# HE INSPIRED OTHERS

## An Interview with Cesar's Grandson

by Diane L. Brooks, *Appleseeds*

1 **Q** Why should young people know about Cesar E. Chavez?

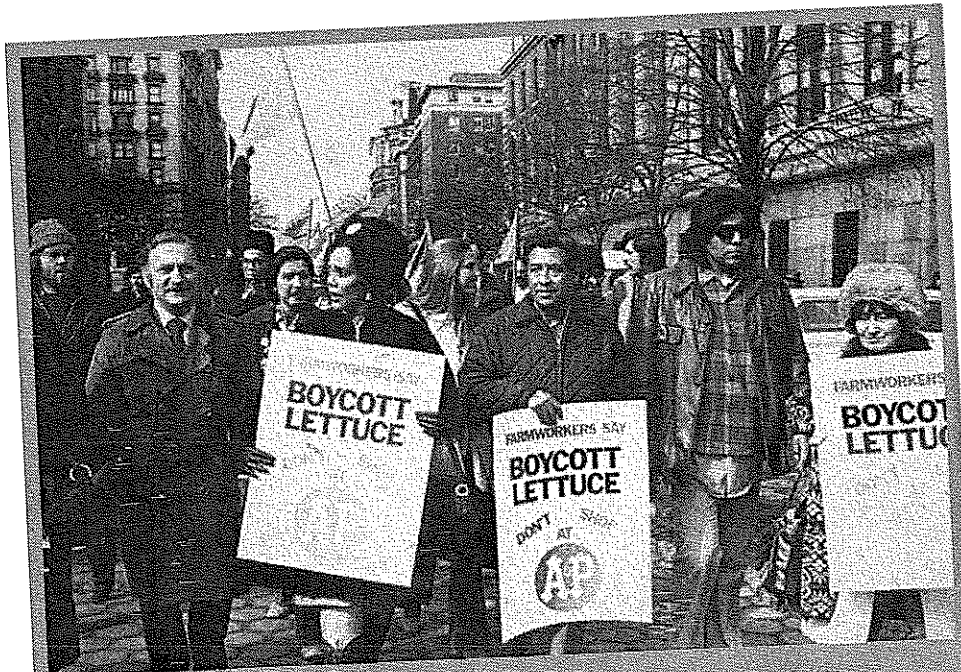
**A** Fernando Chavez, a 13-year-old grandson of Cesar E. Chavez, responded, "Children should know what my grandfather did so they will be inspired to help others. My Tata (grandfather) helped lots of families. Just as others gave food to help his family, my grandfather gave away food and clothing to help others. He talked to people about what to do so they could help themselves. I hope that I, too, can help those in need. When I see families living in campers and trucks, I feel so sad. I hope that migrant families can live a normal life, in a normal house."

## 2 Q What do you remember about your grandfather?

A "I had a birthday, then just three days after, Grandfather died. Many, many people came to pray and give final thanks for all that he had done for them. My dad reminds me that on that day, I took my sandwich and went to eat it by his graveside; my last moments with Tata. My family and I really miss him, especially at Christmastime. Tata loved being with his (33) grandchildren. My grandfather also loved his dogs. He had two German shepherds, guard dogs, called Huelga (the Spanish word for "strike") and Boycott, and later, another named Oso. They are buried near him."

## 3 Q What stories do you remember about Cesar E. Chavez?

A "I remember stories about my grandfather's courage and bravery. He gave a lot of speeches, and he helped a lot of people. There were stories about hard work in the fields, and terrible things like farmers with guns, people trying to tear the Union apart, and racism—people yelling names. I'm grateful that I don't have to go through that. These stories make me want to stand up and do something when I am older and braver. I will stand up! But I have also learned from my grandfather that the best way to solve a problem is to talk it out. These stories mean a lot to me, and I'm inspired to help those who go through tough times. And there are still problems—people with no place to live, boycotts, and problems with contracts between farmers and workers."



Cesar Chavez and Coretta Scott King (the wife of Martin Luther King, Jr.) lead a march in New York City in 1973.

- 4 **Q** What is it like to be the grandson of a famous person, and the son of a father who continues to work for "the cause"?

**A** "It feels good, and I'm proud that my grandfather is in history books. But it puts a lot of pressure on me—I can't put a bad name on my grandfather or my family. I know that I need to stay under control."

#### About Fernando Chavez

Fernando Chavez turned 13 years old in 2001. With his two brothers and one sister, he lives with his family in La Paz, a small community near Bakersfield, California. His father, Paul F. Chavez, was the sixth of the eight children of Cesar and Helen Chavez.

The author of this interview thinks that "staying under control" is good advice for anyone. She also learned that Fernando has many traits of his courageous grandfather—respect, responsibility, and caring.

This sculpture, titled *Cesar Marching to Sacramento*, is in Cesar Chavez Park in Sacramento, California.



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

- 1 Which sentence is the **best** summary of why Fernando Chavez thinks young people should know about Cesar Chavez?
  - A Young people should know about Cesar Chavez because he was Fernando's grandfather.
  - B Young people should know about Cesar Chavez so that they can be inspired to help others like he did.
  - C Young people should know about Cesar Chavez because he organized a union for farm workers.
  - D Young people should know about Cesar Chavez because it makes Fernando sad to see migrant families without homes.
  
- 2 Select the **two** sentences that should be included in a summary of Fernando's answer to the second interview question.
  - A Fernando's grandfather named his dogs Strike and Boycott.
  - B When Fernando's grandfather died, many people came to give thanks for all that he had done for them.
  - C Fernando and his family miss Tata, especially at Christmas.
  - D Fernando's grandfather had two guard dogs that are buried near his grave.
  - E Tata had thirty-three grandchildren, and he loved all of them.
  - F Tata died just three days after Fernando's birthday.
  
- 3 Which statement **best** summarizes Fernando's answer to the third interview question?
  - A Chavez was brave.
  - B Chavez gave speeches.
  - C Chavez worked in the fields.
  - D Chavez held boycotts.

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

**Part A**

Which statement **best** summarizes the main idea of the interview?

- A** Fernando is the grandson of Cesar Chavez, a famous leader in the labor movement.
- B** Fernando remembers his last moments with his Tata at the side of his grave.
- C** Fernando feels very sad because many migrant workers do not live in regular houses but in campers and trucks.
- D** Fernando wants to help others when he grows up because stories about his grandfather have inspired him.

**Part B**

Which detail from the text **best** supports your answer to Part A?

- A** "I'm grateful that I don't have to go through that."
- B** "These stories make me want to stand up and do something when I am older and braver."
- C** "When I see families living in campers and trucks, I feel so sad."
- D** "My family and I really miss him, especially at Christmastime."

- 5** Read the sentence from paragraph 3.

And there are still problems—people with no place to live, boycotts, and problems with contracts between farmers and workers.

What does the prefix *con-* in the word contracts mean?

- A** not
- B** together
- C** before
- D** into



## Write

**6 Short Response** Summarize Fernando's message about his grandfather, Cesar E. Chavez. Use details from the text to support your summary.

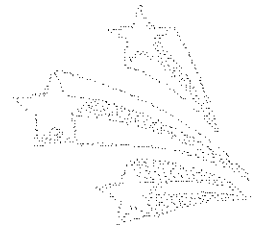
This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings visible.

**In this lesson, you summarized texts by identifying their main ideas and key details. Explain how summarizing is a skill you can use to better understand other informational texts you read.**

[illegible]

# Lesson 5

## Comparing and Contrasting Characters in Drama



### Learning Target

When you compare and contrast what characters in a drama do and say, you can better understand how they move the story along.

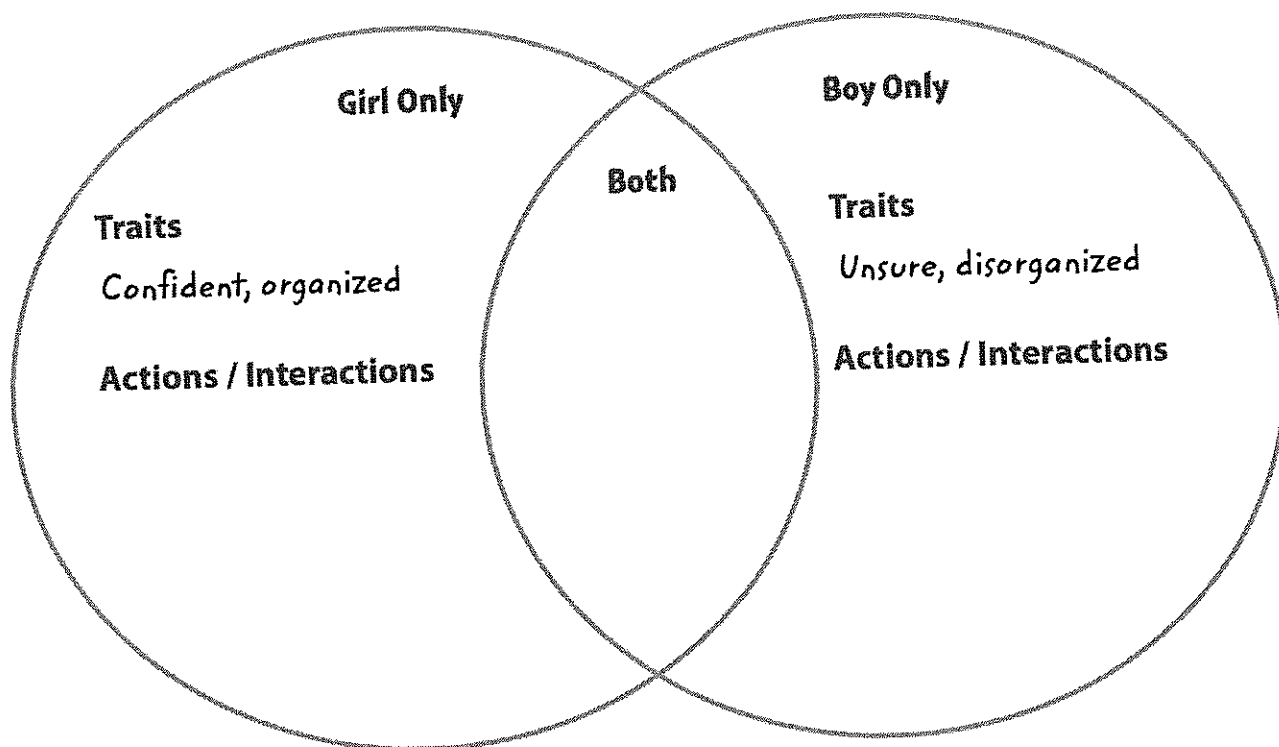
► **Read** In a **drama**, or play, you can learn about characters by reading or listening to the spoken **dialogue** between the characters. You can also read the **stage directions**, which are short notes that tell what a character is doing on stage.

You can get to know characters better by **comparing** and **contrasting** them. Identify what the characters do and say to each other, how they act, and how they look.

**Read the cartoon below. Think about what the girl and boy look like, how they act, and how they interact with each other.**



- **Think** What have you learned about comparing and contrasting characters? How are the boy and girl in the cartoon similar and different? What do they say and do? Use the *Venn diagram* to compare and contrast the characters.



- **Talk** Share your Venn diagram with a partner.
- What details from the cartoon did you use to compare and contrast the boy and the girl?
  - How did your comparison help you better understand each character?
  - How do you think the characters will interact next?



**Academic Talk**

Use these words and phrases to talk about the text.

- compare
- contrast
- drama
- stage directions
- dialogue

## Read

# KING ALFRED

retold by Richard Madsen

## Cast of Characters:

ALFRED, an English King

CUDRED, an old peasant man

SWITHA, an old peasant woman

**Setting:** a humble cottage on a freezing night

**NARRATOR:** It is January 871. Danish warriors have invaded England.

Alfred, an English King, has been separated from his army but seeks to rejoin them.

**ALFRED:** [*knocks at cottage door*] Hello! May a traveler find safety on this cold night?

**CUDRED:** [*suspiciously*] How do I know you are not some Dane in disguise?

**ALFRED:** [*nobly*] I promise thee, my friend, I am no Dane. I am their sworn enemy.

**CUDRED:** [*sighs, then opens the door*] Oh, very well, then. But you must sleep in the barn, not in the cottage. I suppose you must be hungry, then.

**ALFRED:** Oh, yes! I'd thank you for a crust of even the coarsest bread.

**CUDRED:** Bread? Bread is a luxury! We only have lowly oaten cakes, here.

**ALFRED:** Oaten cakes! I have always wished to taste an oaten cake. [*CUDRED stares at ALFRED in disbelief. They join SWITHA by the fire.*]

**CUDRED:** My wife, I've brought a guest to share our supper.

**SWITHA:** What? Who is this man? Why should I feed a beggar?

**CUDRED:** We are not so poor that we must refuse food to the hungry.

**SWITHA:** You soft-hearted fool. You will bring us to ruin, as has our cowardly king.

**CUDRED:** We must care for each other, Switha. Otherwise, what are we?

[*CUDRED gives ALFRED an oaten cake, then leads him to the barn.*]

**CUDRED:** The barn is small and cold, but it will keep you safe.

**ALFRED:** For a traveler in my condition, your barn is a palace. I thank you.

**CUDRED:** Sir, your speech is that of a nobleman. Are you an earl in disguise?

**ALFRED:** [*pauses, then decides*] Good sir. I am Alfred, thy king. I am in hiding from the invading Danes. But soon I shall rejoin my army and set our country free.

**CUDRED:** [*kneels*] My King! Sire, let us return to the cottage.

## Close Reader Habits

When you reread the drama, **underline** any words or actions that make each character stand out.

## Explore

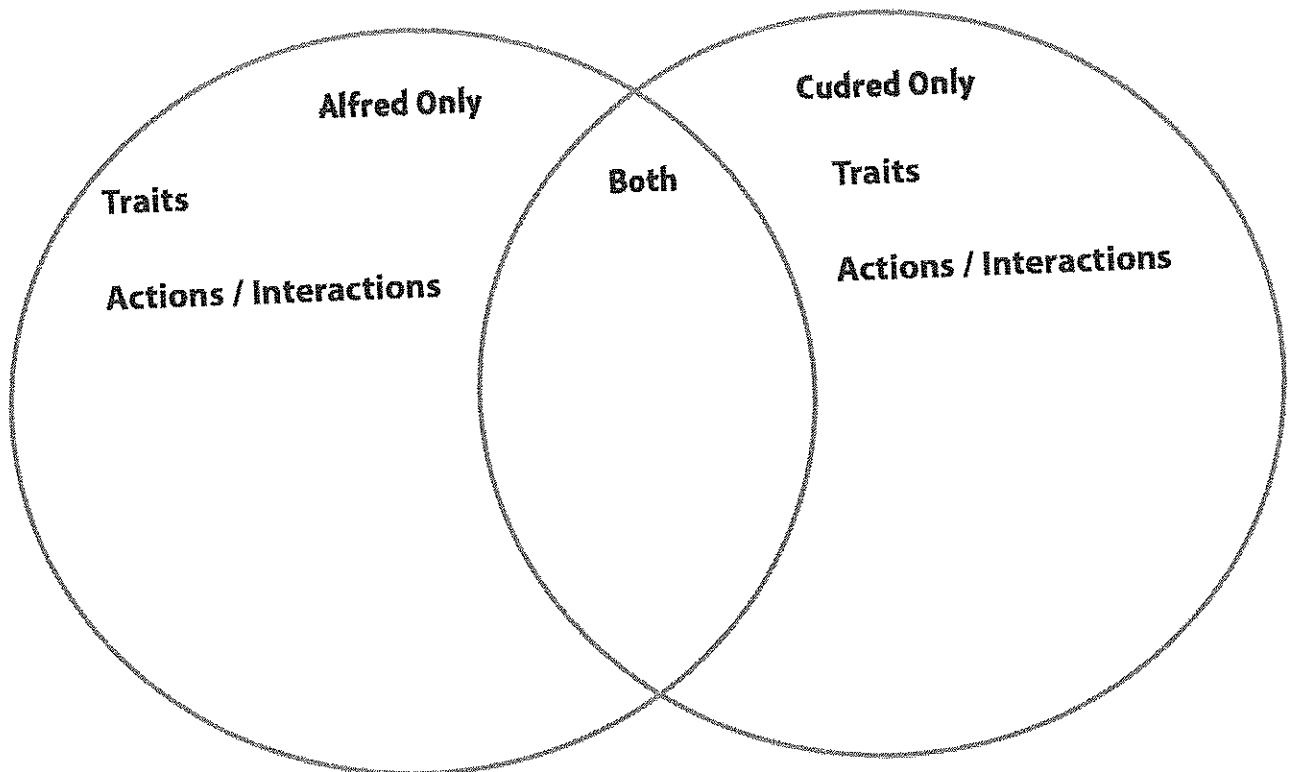
In what ways are Alfred and Cudred similar and different?



Look at what you underlined about what the characters say and do.

## Think

- 1 Complete the Venn diagram below. Use it to identify the similarities and differences in the traits, actions, and interactions of Alfred and Cudred.



## Talk

- 2 How would Alfred's interactions with Cudred have been different had Alfred not told the truth about who he is? Based on your discussion, decide whether you need to add or change any details in your diagram.

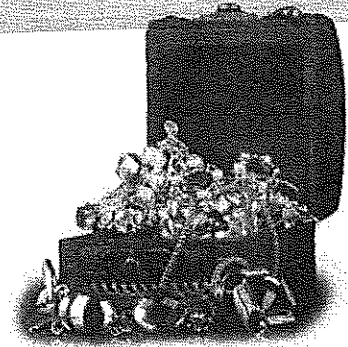
## Write

- 3 **Short Response** Compare and contrast Alfred's and Cudred's traits, actions, and interactions. Include **two** details from the drama in your answer. Use the space provided on page 98 to write your answer.

**HINT** One way to start a compare-contrast answer is to tell how the characters are similar.

# Cornelia and Her Jewels

by Wendy Munro



- 1 **SETTING:** *Home of CORNELIA* [*Enter JULIA carrying a treasure chest.*]
- 2 **CORNELIA:** My dear Julia, I am so happy you have finally brought your jewels to show me.
- 3 **JULIA:** [*opens the chest*] See, here is my pearl necklace.
- 4 **CORNELIA:** How lovely! And what other gems have you? I greatly delight in seeing such beautiful jewels.
- 5 **JULIA:** Oh, me, too! Here are some rubies. And this is my finest jewel—a diamond bracelet! I like it best of all. But Cornelia, where are your jewels? All of Rome knows how rich your famous father, Scipio, was. Surely he gave you many fine gems?
- 6 **CORNELIA:** Oh no, dear friend. But hark! I think I hear my sons.
- 7 **CAIUS AND TIBERIUS:** [*running in*] Mother! Dear Mother!
- 8 **CORNELIA:** Tell me, Caius, what did you learn at school today?
- 9 **CAIUS:** We learned how Horatius guarded the bridge in the brave days of old. Wasn't that very noble, dear Mother?
- 10 **CORNELIA:** Of course, my darling. And what about you, Tiberius?
- 11 **TIBERIUS:** Our teacher told us of Grandfather Scipio and his great deeds during the war. Mother, how you must honor Grandfather!
- 12 **CORNELIA:** Yes, my son, such a life is a fine example for the young.
- 13 **CAIUS:** I shall try to be a brave man someday, too, dear Mother.
- 14 **TIBERIUS:** And I shall also try to be worthy of our noble family.
- 15 **CORNELIA:** Oh, my dear boys! Julia, they are my jewels, more precious than any gem.
- 16 **JULIA:** How I am ashamed of my vanity, dear Cornelia! What are all the gems in the world compared with these noble boys?

## Close Reader Habits

How do Julia and Cornelia feel about Cornelia's jewels? Reread the drama. **Underline** sentences that show what each character thinks or feels.

**Think** Use what you learned from reading the drama to answer the following questions.

- 1 Which comparisons of Julia and Cornelia are true? Select **two** options.
  - A Julia thinks jewels are fun to admire; Cornelia does not.
  - B Julia is from a noble family; Cornelia is not.
  - C Julia does not talk about her children; Cornelia does.
  - D Julia believes history is important; Cornelia does not.
  - E Julia has many fine gems and jewelry; Cornelia does not.
  - F Julia is impressed by Cornelia's sons; Cornelia is not.

- 2 This question has two parts. Answer Part A. Then answer Part B.

## Part A

How are Caius and Tiberius **most** similar?

- A They like learning how Horatius guarded a bridge long ago.
- B They enjoy history more than any other subject at school.
- C They respect their grandfather and want to be like him.
- D They think Horatius and Scipio were equally brave.

## Part B

What sentence from the play **best** supports the answer in Part A?

- A "We learned how Horatius guarded the bridge in the brave days of old."
- B "Wasn't that very noble, dear Mother?"
- C "I shall try to be a brave man someday, too, dear Mother."
- D "What are all the gems in the world compared with these noble boys?"

## Talk

- 3 Describe how Cornelia and Julia each feel about Cornelia's jewels.

## Write

- 4 **Short Response** Use evidence from the text to describe how Julia and Cornelia each feel about Cornelia's jewels. Use the space provided on page 99 to write your answer.



A **drama** is also called a play. Like stories, plays include characters, settings, and a plot. The text of a play, called a *script*, uses stage directions. Stage directions tell actors how to move, speak, and act.

**HINT** Sometimes two characters are more similar than they are different.



**Write** Use the space below to write your answer to the question on page 95.

## KING ALFRED

- 3 Short Response** Compare and contrast Alfred's and Cudred's traits, actions, and interactions. Include **two** details from the drama in your answer.

**HINT** One way to start a compare–contrast answer is to tell how the characters are similar.

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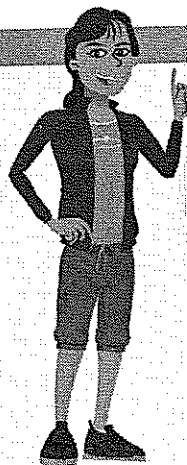
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Don't forget to check your writing.



**Write** Use the space below to write your answer to the question on page 97.

# *Cornelia*

## and Her Jewels

- 4 Short Response** Use evidence from the text to describe how Julia and Cornelia each feel about Cornelia's jewels.

**HINT** Sometimes two characters are more similar than they are different.

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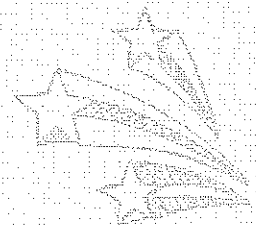
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### Check Your Writing

- ☐ 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.

- **regarded**
- **sensation**
- **determined**

# from *Amelia*

by Louise Rozett, *Junior Scholastic*

## 1 PROLOGUE

- 2 **PROLOGUE NARRATOR:** In 1920, Amelia Earhart took her first ride in an airplane and fell in love with flying. She was 23. Flying was extremely dangerous in those days and considered a man's job. Earhart decided to take lessons anyway. Within a few years, she was regarded as one of the country's best female pilots. In 1927, when a young man named Charles Lindbergh flew solo across the Atlantic Ocean and became an overnight sensation, Earhart was ready to make her mark too.

## 3 SCENE 1

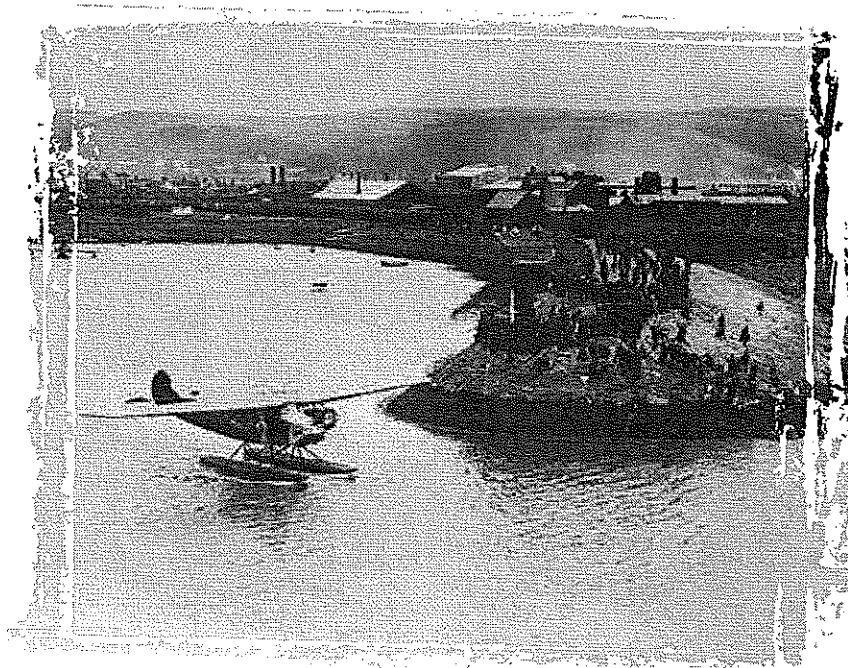
- 4 **NARRATOR A:** It is 1928. Earhart is in New York City to meet with George Palmer Putnam, who has just published a book by Lindbergh. Putnam is looking for a female pilot to fly across the Atlantic.
- 5 **AMELIA EARHART:** Pleased to meet you, Mr. Putnam.
- 6 **GEORGE PALMER PUTNAM:** I'll get right to the point, Miss Earhart. I'm told that you want to fly the Atlantic. Why?
- 7 **EARHART:** Why does a man ride a horse?
- 8 **PUTNAM:** Three women have died attempting the flight. If you make it, you'd be the first.
- 9 **EARHART:** I have a fondness for firsts, Mr. Putnam.



A photograph of George Palmer Putnam and Amelia Earhart in 1935.

## Comparing and Contrasting Characters in Drama Lesson 5

- 10 **NARRATOR B:** Putnam explains that Earhart will become famous. But there's a catch.
- 11 **PUTNAM:** Bill Stultz will be the pilot. You'll be aboard.
- 12 **EARHART:** As a passenger?
- 13 **PUTNAM:** But you'd still be the first woman to fly across the Atlantic. People will remember it as your flight.
- 14 **EARHART:** My fraud, you mean! My dream is to fly the Atlantic, Mr. Putnam, but not like this.
- 15 **PUTNAM:** Think about it, Miss Earhart. This could win you more chances to fly.
- 16 **SCENE 2**
- 17 **NARRATOR C:** Swayed by the prospect of future opportunities, Earhart agrees to Putnam's plan. The pilot is to be Stultz, with Slim Gordon as navigator. Earhart is "commander" of the flight in name only.
- 18 **NARRATOR D:** On June 17, 1928, the trio is in Newfoundland, Canada, ready to depart for the transatlantic flight to Ireland. But . . .
- 19 **BILL STULTZ:** We've got a problem. This seaplane won't take off from the harbor.
- 20 **NARRATOR E:** A determined Earhart reduces the amount of fuel they are carrying. This makes the plane lighter. Finally, it soars.
- 21 **STULTZ:** Well done!




In June 1928, Earhart, Slim Gordon, and Bill Stultz flew this plane, named *Friendship*, across the Atlantic Ocean. This photo shows the plane off the coast of Wales, a country on the island of Great Britain.

## Independent Practice

- 22 **NARRATOR A:** Things are fine—until the radio goes out somewhere over the ocean. In these early days of aviation, equipment is unreliable.
- 23 **STULTZ:** We have no way to figure out wind speed or where, exactly, we are.
- 24 **SLIM GORDON:** We've been flying for 19 hours. We have one hour of fuel left.
- 25 **STULTZ:** If we land on the water now, we might get rescued.
- 26 **EARHART:** But we'll have failed. That's not an option.
- 27 **GORDON:** Wait. What's that?
- 28 **STULTZ:** Land! We've got land!
- 29 **NARRATOR B:** The plane touches down on the water near a small port town. News of its arrival spreads quickly. By the time the trio reaches shore, hundreds of people have turned out, applauding and singing.
- 30 **EARHART:** Is it Irish tradition to greet newcomers with song?
- 31 **REPORTER 1:** I couldn't say, Miss Earhart. This is Wales!
- 32 **REPORTER 2:** Are you proud to be the first woman to fly the Atlantic?
- 33 **EARHART:** I was just a passenger. But a woman will do this one day. This flight will get women thinking, I hope.
- 34 **REPORTER 1:** What has it got you thinking, Miss Earhart?
- 35 **EARHART:** That there's more to life than being a passenger.



This photograph shows Earhart on June 19, 1928, a day after her plane landed in Wales. Slim Gordon, wearing goggles, is on her left. Bill Stultz is on her right.

 **Think** Use what you learned from reading the drama to answer the following questions.

**1** Based on how Earhart and Putnam act in the first scene, which of the following **best** describes how these characters are different?

- A** Earhart enjoys flying more than Putnam does.
- B** Earhart avoids danger more than Putnam does.
- C** Earhart is more concerned about fraud than Putnam is.
- D** Earhart is less interested in future flights than Putnam is.

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

## Part A

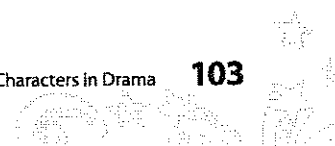
Which of the following describes how Earhart's behavior during the flight differs from that of Stultz?

- A** Earhart remains determined, but Stultz gives up completely and lands the plane in the water.
- B** Earhart remains determined, but Stultz strongly suggests landing in the water and getting rescued.
- C** Earhart wants to give up, but Stultz insists on trying to get the radio to work before landing.
- D** Earhart realizes that they must land, but Stultz insists that failure is not an option for them.

## Part B

Choose **two** pieces of evidence from the text that **best** support the answer in Part A.

- A** "STULTZ: We've got a problem. This seaplane won't take off from the harbor."
- B** "STULTZ: We have no way to figure out wind speed or where, exactly, we are."
- C** "STULTZ: If we land on water now, we might get rescued."
- D** "EARHART: But we'll have failed. That's not an option."
- E** "EARHART: I was just a passenger. But a woman will do this one day."
- F** "EARHART: That there's more to life than being a passenger."



## Independent Practice

- 3 In this activity, you will compare the characters of Earhart and Putnam. First, select **one** word that describes Earhart and **one** word that describes Putnam. Copy those words in the column labeled "Description." Then complete the chart by copying one quotation that provides evidence for **each** description.

Descriptions	Evidence
daring	"This could win you more chances to fly."
gentle	"But we'll have failed. That's not an option."
scared	"But there's a catch."
convincing	"I have a fondness for firsts, Mr. Putnam."

Character	Description	Evidence
Earhart		
Putnam		

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

### Part A

Read this sentence from "Amelia."

In these early days of aviation, equipment is unreliable.

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

- A not useful
- B not dependable
- C easily broken
- D barely modern

### Part B

Which detail from the drama **best** supports the answer to Part A?

- A "This makes the plane lighter."
- B "Things are fine. . ."
- C "... until the radio goes out. . ."
- D "The plane touches down on the water. . ."

### Write

- 5 Short Response** The drama states that Earhart was “commander” of the flight in name only. In what ways was Earhart as much in command of the flight as Stultz and Gordon? Use at least **two** details from the drama that support your response.

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### Learning Target

**In this lesson, you compared and contrasted what characters did and said in dramas. Explain how you can use this skill to better understand how dramas tell their stories.**

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# Lesson 12

## Comparing Text Structures, Part 1: Chronology, Problem-Solution

### Learning Target

When you compare and contrast how the information in texts is structured, you will better understand the purpose of each text.

► **Read** Passages can have different **text structures**. These structures help authors accomplish specific purposes.

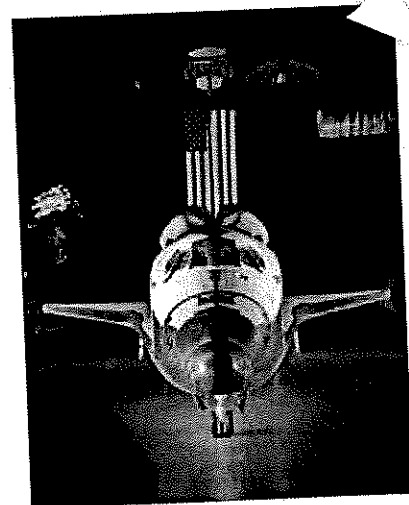
- A **chronological text structure** tells events in the order they happen. This structure can include dates, times, and words such as *first*, *next*, and *later*.
- A **problem-solution text structure** describes problems and solutions. This structure can include words such as *challenge*, *problem*, and *solution*.

Comparing texts can help you understand their structures and purposes.

**Read the passages below. Look for evidence of the structure and the purpose of each one.**

**Passage 1:** The space shuttle *Discovery* made its first flight in 1984. In 1990, *Discovery* launched the Hubble Space Telescope. In 2011, after 30 missions, *Discovery* was taken out of service. *Discovery* then became a display at the National Air and Space Museum.

**Passage 2:** Like us, astronauts use ordinary toothpaste, a toothbrush, and a little bit of water. The challenge, however, is that they don't have a sink for rinsing out their mouths. Their solution? They spit toothpaste into a washcloth.



- **Think** What do you know about text structures? Use the chart below to help you compare and contrast the text structures and purposes of the passages.

Passage	Author's Purpose	Text Structure	Evidence of Structure
1			
2			

- **Talk** Share your chart with a partner.
- Which text structure did the author of Passage 1 use?
  - Which text structure did the author of Passage 2 use?
  - For each passage, how did the text structure help you understand the author's purpose?



### Academic Talk

Use these phrases to talk about the text.

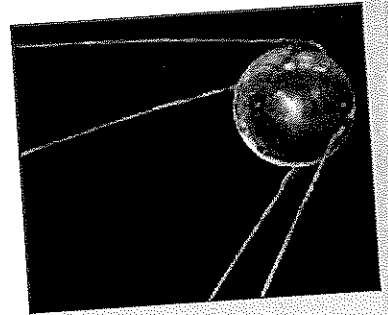
- text structure
- chronological text structure
- problem-solution text structure

## Read

# The First Victory of the Space Race

by Anna Kane

- 1 The space race refers to a time when the United States and the former Soviet Union competed for superiority in space exploration. It began in 1954, when scientists called on the world's governments to put the first satellites into orbit around the Earth. The United States answered the call first, declaring in July 1955 that it would launch satellites by 1958. The Soviet Union quickly promised to launch its own satellites. Engineers in both nations raced to build satellites and the rockets to carry them.
- 2 The Soviet Union won the first round of the space race, putting a 185-pound satellite called *Sputnik* into orbit on October 4, 1957. As *Sputnik* orbited the planet, Americans could only look up and wonder: Might their nation lose the space race?

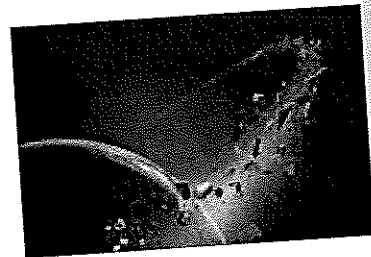


a model of *Sputnik*

# The Hazards of Space Junk

by Juan Lima

- 1 Space junk is what humans leave behind from trips into orbit around the Earth. Some junk, such as old satellites and rocket parts, is large. But most junk is less than a centimeter long—pebbles of ice, flecks of paint, and bits of metal.
- 2 Just as junk on a road threatens cars, space junk is a problem for spaceships. You might think the large pieces are more dangerous than the small ones, but the opposite is true. Scientists can track the large objects and steer spaceships away from them. They cannot track the small objects, and they can't avoid what they can't track. You might think that small objects wouldn't be a challenge, but they zip along at several miles per second. At this speed, something less than a centimeter long might be able to punch through a spaceship's hull.
- 3 One way to protect spaceships against junk is to give them strong hulls. But the best solution is to have less junk in orbit. Engineers are working on ways to leave less junk behind. They are also designing machines to remove junk from orbit. Hopefully, the coming years will see less junk around our planet.



## Close Reader Habits

When you reread the articles, **underline** one sentence in each that tells what the passage is about, and **circle** words or phrases that show the text structure.

## Explore

What text structure do the authors mainly use to present information in each passage?



Look for words or phrases that suggest the structure of each passage.

## Think

- 1 Complete the chart below. Identify each passage's purpose and text structure. Identify the evidence of that structure in the passage.

Passage	Author's Purpose	Text Structure	Evidence of Structure
"The First Victory of the Space Race"			
"The Hazards of Space Junk"			

## Talk

- 2 Share your charts. Look at the evidence you each found of the text structures. How does each text structure support the author's purpose? If your partner has any good evidence that you do not, add it to your chart.

## Write

- 3 **Short Response** Explain how the text structure of each passage supports each author's purpose for writing. Use evidence to support your response. Use the space provided on page 210 to write your answer.

**HINT** Refer to each passage by name so it's clear which one you're writing about.

# Eating in Space

by Amal Kapoor

1 Astronauts get hungry—just like the rest of us. Because they are doing hard work in space, they need to eat breakfast, lunch, and dinner. Astronauts can eat everything from fresh fruit to pizza and pudding.

2 Astronauts carry all their food with them into space. Most of their food consists of freeze-dried meals that can be stored at room temperature for a long time. Before a mission, each astronaut chooses what to eat for each meal during the flight. These meals are individually packaged and organized in the order that the astronaut will eat them.

3 At meal times, astronauts go into the galley, a small kitchen area with an oven and a water dispenser. First, the astronauts select their meals, which are stored in locker trays held by a net. Next, they add water to freeze-dried foods. Then they heat the meal in an oven that only reaches a temperature of about 170°F. This process usually takes 20 to 30 minutes.

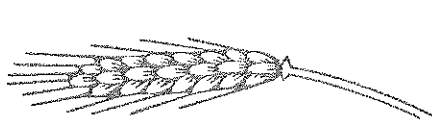
4 Once food is rehydrated and heated, astronauts attach their food containers to a meal tray using fabric fasteners. Because there's no gravity in space, food containers must be attached to a tray. Otherwise, food would float around the spacecraft! After astronauts attach their trays to the wall or to their laps, they use the trays like a dinner plate. Finally, astronauts open their food packages with scissors and eat their meal with a knife, fork, and spoon. If they want to season the food, they have to add salt and pepper in liquid form.



## Close Reader Habits

What is the main text structure used in "Eating in Space"? Reread the article. **Underline** any words or phrases that tell you how the author organized his writing.

# FROM FARMING IN SPACE




by Amy Hansen, *Highlights*



- 1 What will astronauts eat when a space voyage takes years or even decades?
- 2 Lots of fresh vegetables, says Dr. Mary Musgrave of the University of Massachusetts. She has spent the last 10 years learning how to grow plants in space. And it's a good thing she has already started her work, because extraterrestrial gardening can be tricky.
- 3 In 1997, while the Mir Space Station spun around Earth, astronaut Mike Foale peered at a sealed growth chamber. The astronaut had planted Dr. Musgrave's quick-growing seedlings in the chamber, but none of the stems were showing.
- 4 He opened the container and saw the problem. The white stems weren't growing upward. Instead, they threaded downward or sideways. Some of the roots snaked up, while others twisted around. These were confused plants.
- 5 On Earth, a plant's roots and stems take cues from gravity, using the Earth's pull to find "up" and "down." This process is called gravitropism. On the Mir, there was almost no gravity.
- 6 Dr. Musgrave suggested a solution: give the plants more light. This idea made sense because plants also use sunlight to find their way—a process called phototropism.
- 7 And it worked. Once the seedlings had more light, the stems turned up and the roots went down.
- 8 Now Dr. Musgrave was free to worry about the next problem: Would her baby plants live to flower?

## Close Reader Habits

What is the main text structure of "Farming in Space"? Reread the article. **Underline** any words or phrases that tell you how the author organized her writing.

 **Think** Use what you learned from reading the science articles to answer the following questions.

- 1** This question has two parts. Answer Part A. Then answer Part B.

**Part A**

Which statement **best** describes a major difference between the text structures of the articles "Eating in Space" and "Farming in Space"?

- A** "Eating in Space" contrasts eating on Earth and in space, while "Farming in Space" contrasts growing plants in space and on Earth.
- B** "Eating in Space" tells the process of eating a meal in space, while "Farming in Space" tells the problems and solutions of growing plants in space.
- C** "Eating in Space" tells the process of eating a meal in space, while "Farming in Space" tells the process of growing plants in space.
- D** "Eating in Space" tells about problems and solutions for eating meals in space, while "Farming in Space" tells about the process of growing plants in space.

**Part B**

Choose **one** sentence from **each** article that supports the answer in Part A.

- A** "Astronauts can eat everything from fresh fruit to pizza and pudding." ("Eating in Space")
- B** "At meal times, astronauts go into the galley, a small kitchen area with an oven and a water dispenser." ("Eating in Space")
- C** "Food containers must be attached to a tray." ("Eating in Space")
- D** "She has spent the last 10 years learning how to grow plants in space." ("Farming in Space")
- E** "In 1997, while the Mir Space Station spun around Earth, astronaut Mike Foale peered at a sealed growth chamber." ("Farming in Space")
- F** "Dr. Musgrave suggested a solution: give the plants more light." ("Farming in Space")



Some science articles focus on the order in which events happen, like the stages of plant growth. Other articles focus on how scientists encountered and solved problems.

- 2** Select **one** sentence from "Eating in Space" and **one** sentence from "Farming in Space" that provide the **best** evidence of each passage's text structure.

- A** "Astronauts get hungry—just like the rest of us." ("Eating in Space")
- B** "These meals are individually packaged and organized in the order that the astronaut will eat them." ("Eating in Space")
- C** "Next, they add water to freeze-dried foods." ("Eating in Space")
- D** "And it's a good thing she has already started her work, because extraterrestrial gardening can be tricky." ("Farming in Space")
- E** "On the Mir, there was almost no gravity." ("Farming in Space")
- F** "Now Dr. Musgrave was free to worry about the next problem: Would her baby plants live to flower?" ("Farming in Space")

- 3** Read this sentence from "Farming in Space."

What will astronauts eat when a space voyage takes years or even decades?

What is the **best** reason the author chose to begin the article with a question?

- A** to present a puzzle in need of a solution
- B** to show that astronauts are curious people
- C** to describe how space voyages are a cause of worry
- D** to explain why space voyages are so difficult to plan



**Talk**

- 4** Discuss the text structures of both articles. How does each structure help the author organize his or her ideas? Use the chart on page 211 to organize your ideas and evidence.



**Write**

- 5 Short Response** How and why are the text structures of "Eating in Space" and "Farming in Space" different? Use details from each passage to support your response. Use the space provided on page 211 to write your answer.

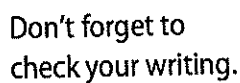
**HINT** Quote words or phrases that are evidence of each text structure.



# The First Victory of the Space Race

Refer to each passage by name so it's clear which one you're writing about.

- [illegible]



- ☐ 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?

# Eating in Space

# FARMING IN SPACE

**4** Use the chart below to organize your ideas and evidence.

Passage	Author's Purpose	Text Structure	Evidence of Structure



**Write** Use the space below to write your answer to the question on page 209.

- 5 Short Response** How and why are the text structures of "Eating in Space" and "Farming in Space" different? Use details from each passage to support your response.

**HINT** Quote words or phrases that are evidence of each text structure.

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**WORDS TO KNOW**

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

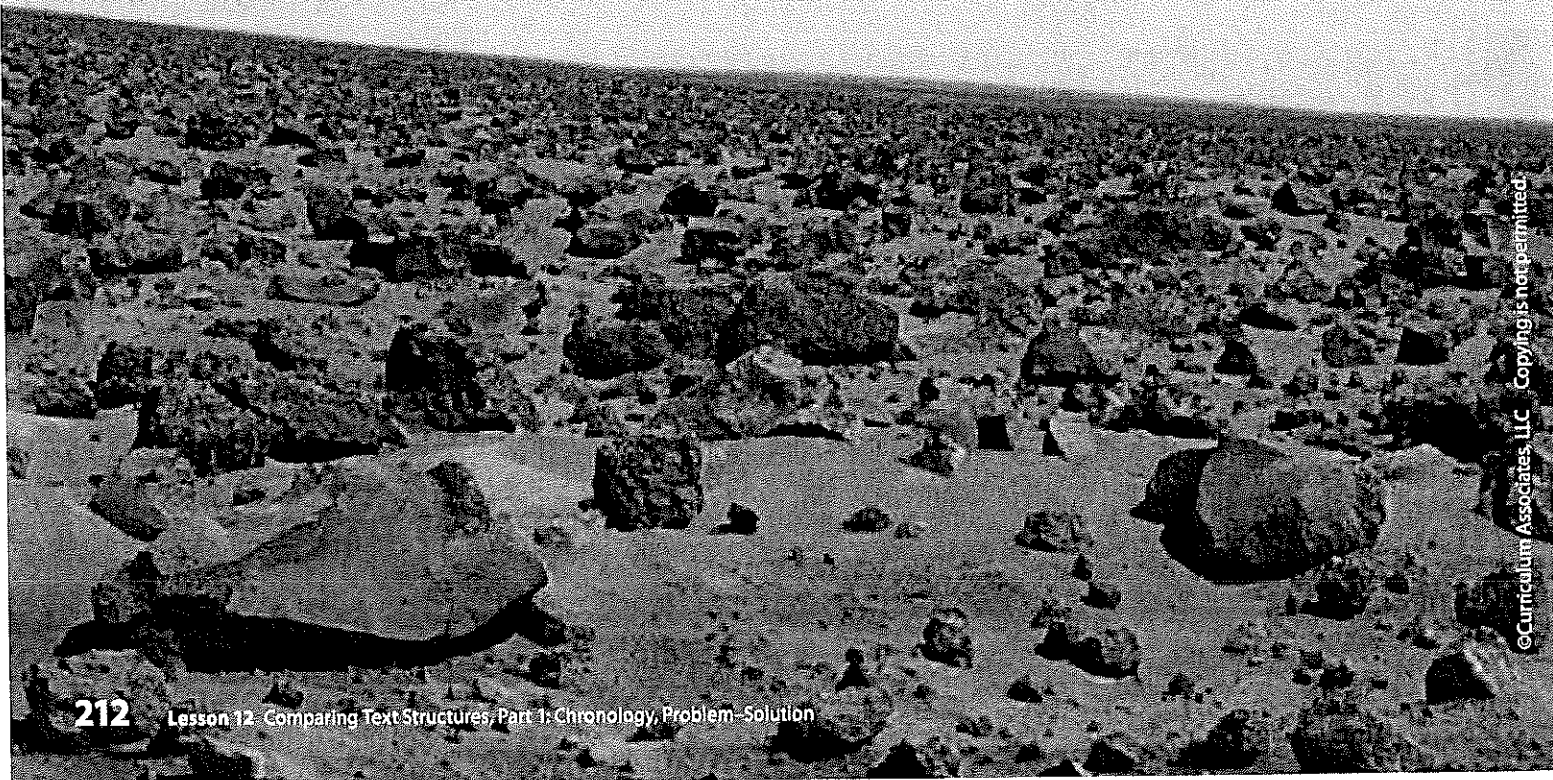
- **aeronautics**
- **administration**
- **conducted**

The *Viking 2* spacecraft took this photograph of the Martian surface in 1976. Mars is red because its surface is covered with a dust made of iron oxide, also known as rust.

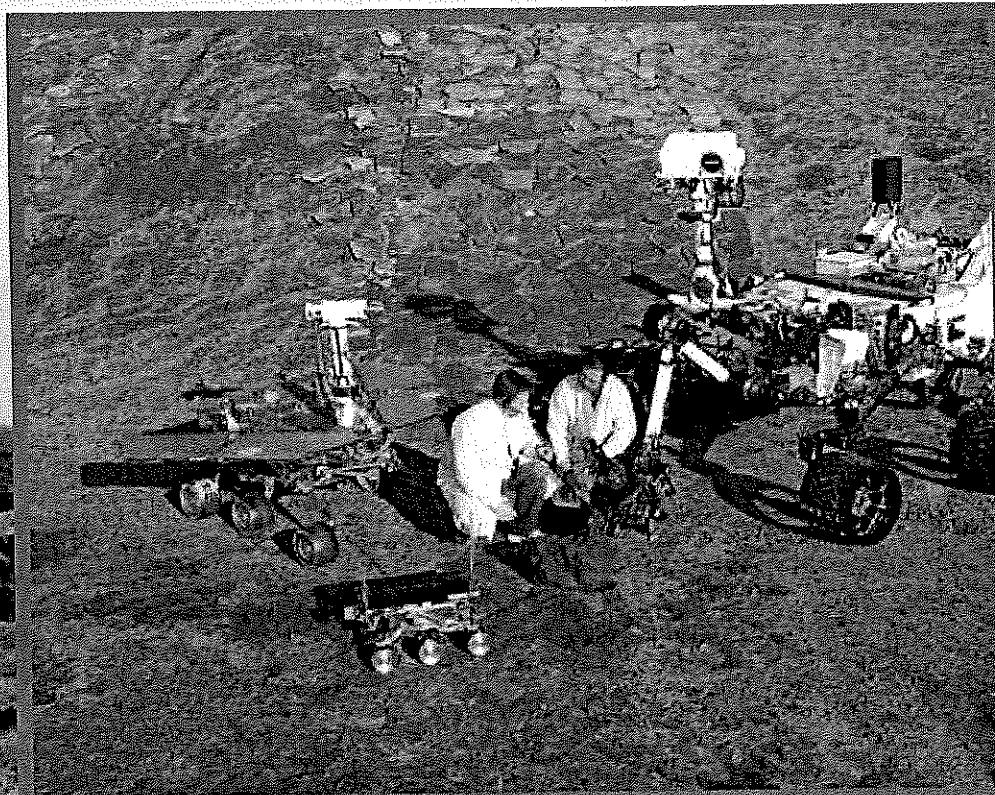
# EXPLORING MARS

by Hannon Nassir

- 1 Have you ever thought about exploring Mars? Even if you haven't, other people certainly have. Mars was first explored by telescope in the 1700s. Early astronomers observed ice caps, dust clouds, and dark streaks. They wondered if there could be life on Mars.
- 2 In modern times, the United States, the former Soviet Union, and other countries have sent spacecraft to gather more information about the "red planet." The first missions to Mars flew near the planet. In November 1964, the U.S. National Aeronautics and Space Administration (NASA) launched *Mariner 4*. This spacecraft flew past Mars in July 1965 and took the first close-up photographs. The pictures were blurry, but they helped scientists learn what Mars looked like.
- 3 Then new technology allowed the United States to get even closer. In 1975, NASA launched *Viking 1* and *Viking 2*. *Viking 1* landed on the surface of Mars on July 19, 1976. *Viking 2* followed on September 3, 1976. Both *Viking 1* and *Viking 2* explored different parts of the planet. Each took pictures and conducted experiments.



- 4 NASA also built space rovers that could roam the surface of a planet. A rover is a solar-powered vehicle that is operated from Earth by a computer. Several NASA spacecraft have carried rovers to Mars. For example, *Mars Pathfinder* landed the first Mars rover, *Sojourner*, in 1997. *Sojourner* sent more than 500 photographs back to Earth and collected soil samples.
- 5 Two more rovers were launched in 2003. After landing in 2004, the twin rovers *Spirit* and *Opportunity* discovered evidence of past water on Mars. NASA lost contact with *Spirit* in 2010. But, as of April 2015, *Opportunity* was still collecting data.
- 6 Finally, on November 26, 2011, NASA launched a large, six-wheeled rover named *Curiosity*. Since landing in 2012, this Mars rover has studied whether the planet has ever been able to support life. *Curiosity* is gathering evidence from rocks and soil.
- 7 Over the past 50 years, scientists have learned a great deal about Mars. For example, they have a better understanding of its climate, its features, and its atmosphere. With future missions, they hope to learn even more about the red planet.



In this photo, two engineers pose with three Martian rovers at the "Mars Yard" testing site. Here, rovers are tested before being sent to Mars. The smallest rover is identical to *Sojourner*. The one at the left resembles *Spirit* and *Opportunity*. The largest rover is the size of *Curiosity*.

### WORDS TO KNOW

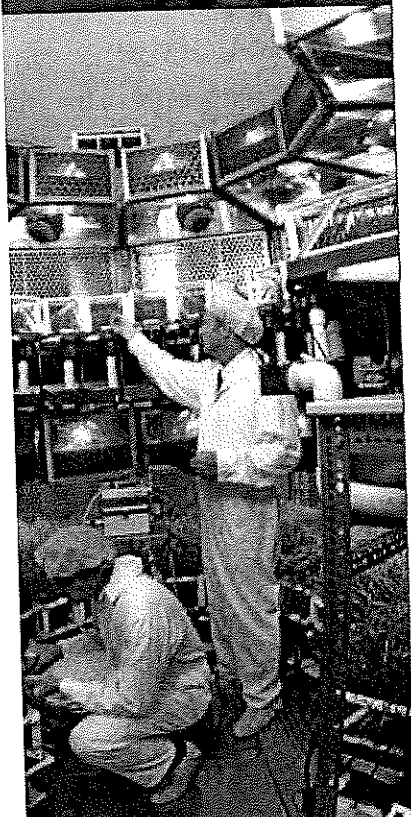
As you read, look inside, around, and beyond these words to figure out what they mean.

- conditions
- permanent
- opportunity


# Living on MARS

by Kevin Charles

- 1 Do you think it is possible to live on Mars? Humans need certain things to live, such as air and water. Mars has frozen water underground and at its polar caps, and it has an atmosphere. Of all the planets in our solar system, Mars has the best conditions to support human life. Yet, if you wanted to settle on Mars, you would have to overcome challenges.
- 2 One difficulty is the poor atmosphere on Mars. It is much thinner than Earth's atmosphere, and it is mostly made of carbon dioxide. As a result, there is not enough oxygen in the air for humans to breathe. To solve this problem, you could take air with you from Earth or make your own air on Mars.
- 3 Another problem is that Mars is very cold, windy, and dusty. The average temperature is about  $-81^{\circ}\text{F}$ . In order to live on Mars, you would need to wear a spacesuit to keep warm. The spacesuit would have to be light and flexible enough so you could move about freely.
- 4 The lack of liquid water on the surface of Mars is also an issue. You would have to take ice from deep below the surface and melt it. Melted ice could be used for drinking. Some scientists have suggested using large mirrors to reflect the sun and melt the polar caps on Mars.
- 5 Having enough food to eat is another challenge that you would face on Mars. At the present time, there are no data showing that Mars has animals or plants on its surface. Therefore, you would have to bring your own food to a settlement, and you would have to learn how to grow food in greenhouses.
- 6 If you lived in a Mars colony, you would also have to deal with the problem of distance. It takes more than six months to reach Mars. That's a long trip if you need to return to Earth for supplies!
- 7 Despite all of these problems, some humans are eager to build permanent colonies on Mars. They believe creating a settlement is an important opportunity. Who knows? Maybe one day you'll be making the trip.



Mars has no plants, so people moving there would have to bring their own. The scientists shown above are studying how plants could be used to produce oxygen for humans to breathe during long space flights.

 **Think** Use what you learned from reading the science articles to answer the following questions.

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

## Part A

Which statement **best** describes a major difference between “Exploring Mars” and “Living on Mars”?

- A** “Exploring Mars” describes inspiring reasons for human exploration of Mars, while “Living on Mars” argues that it would be too difficult for humans to live there.
- B** “Exploring Mars” tells about problems NASA has faced in sending spacecraft to Mars and solutions to these problems, while “Living on Mars” presents problems and possible solutions to living on Mars.
- C** “Exploring Mars” tells about events in the history of the exploration of Mars, while “Living on Mars” presents problems and possible solutions to living on Mars.
- D** “Exploring Mars” describes causes and effects of space exploration, while “Living on Mars” presents expert opinions about why humans should try to build a settlement on Mars.

## Part B

Choose **one** sentence from **each** article that supports the answer in Part A.

- A** “Have you ever thought about exploring Mars?” (“Exploring Mars”)
- B** “In November 1964, the U.S. National Aeronautics and Space Administration (NASA) launched *Mariner 4*.” (“Exploring Mars”)
- C** “*Curiosity* is gathering evidence from rocks and soil.” (“Exploring Mars”)
- D** “Do you think it is possible to live on Mars?” (“Living on Mars”)
- E** “Another problem is that Mars is very cold, windy, and dusty.” (“Living on Mars”)
- F** “Maybe one day you’ll be making the trip.” (“Living on Mars”)

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

**Part A**

Which statement **best** describes the difference between the purposes of the articles “Exploring Mars” and “Living on Mars”?

- A** “Exploring Mars” argues that NASA should continue sending spacecraft to Mars, while “Living on Mars” argues that it is too costly.
- B** “Exploring Mars” describes the purposes of each mission to Mars, while “Living on Mars” describes ways to overcome challenges to living there.
- C** “Exploring Mars” focuses on the problems each spacecraft faced, while “Living on Mars” is an emotional account of what it is like to live there.
- D** “Exploring Mars” tells the steps needed to survive a mission to Mars, while “Living on Mars” tells facts about Mars’s climate.

**Part B**

Choose **one** sentence from **each** article that supports the answer in Part A.

- A** “Then new technology allowed the United States to get even closer.” (“Exploring Mars”)
- B** “NASA lost contact with *Spirit* in 2010.” (“Exploring Mars”)
- C** “Over the past 50 years, scientists have learned a great deal about Mars.” (“Exploring Mars”)
- D** “Of all the planets in our solar system, Mars has the best conditions to support human life.” (“Living on Mars”)
- E** “That’s a long trip if you need to return to Earth for supplies!” (“Living on Mars”)
- F** “Despite all of these problems, some humans are eager to build permanent colonies on Mars.” (“Living on Mars”)

- 3** Read the sentence from paragraph 3 of “Living on Mars.”

The spacesuit would have to be light and flexible enough so you could move about freely.

What does the affix *-ible* in the word flexible mean?

- A** process of making
- B** able to be
- C** full of
- D** most



- 4 Short Response** Identify the text structures of "Exploring Mars" and "Living on Mars." Explain why each author chose to use that text structure for his writing. Use details from each text in your response.

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## Learning Target

**In this lesson, you compared and contrasted how the information in texts is structured. Explain how these skills can help you better understand the purposes of other informational texts you read.**

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## LESSON OVERVIEW

# Lesson 22 Comparing and Contrasting Stories in the Same Genre

### Standards Focus

Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on approaches to similar themes and topics. **RL.5.9**

### Lesson Objectives

#### Reading

- Compare stories in the same genre, such as mysteries and adventures. **RL.5.9**
- Analyze similarities and differences between the themes and topics of stories in the same genre. **RL.5.9**

#### Writing

- Draw evidence from literary texts to support analysis and reflection. **W.5.9a**

#### Speaking and Listening

- Pose and respond to specific questions and contribute to discussions. **SL.5.1c**
- Review the key ideas expressed and draw conclusions. **SL.5.1d**

#### Language

- Consult reference materials, both print and digital, to determine or clarify the precise meaning of words and phrases. **L.5.4c**
- Acquire and use academic and domain-specific words and phrases. **L.5.6**

**Additional Practice:** **RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5, RL.5.6, L.5.5a**

### Academic Talk

See **Glossary of Terms**, pp. TR2–TR9

- compare
- contrast
- genre
- topic
- theme

### Learning Progression

#### Grade 4

Students compare the treatment of similar themes and topics and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

#### Grade 5

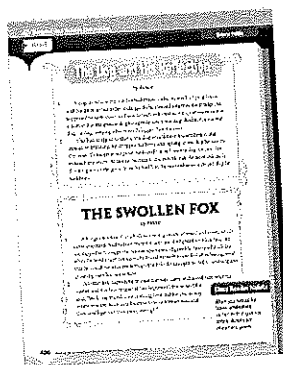
Building on Grade 4, students note similar qualities within genres. This standard emphasizes comparing and contrasting stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.

#### Grade 6

In Grade 6, students note the complexity of themes and topics in stories and contrast forms or genres of stories and historical and fantasy stories on their approaches to similar themes and topics.

### Lesson Text Selections

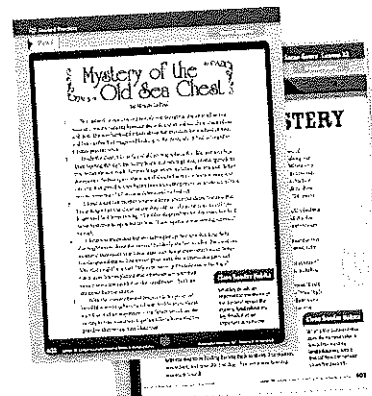
#### Modeled and Guided Instruction



**The Dog and His Reflection**  
by Aesop  
Genre: Fable

**The Swollen Fox**  
by Aesop  
Genre: Fable

#### Guided Practice



**Mystery of the Old Sea Chest**  
by Allison DePaul  
Genre: Mystery

**Mile-High Mystery**  
by Joanna Banks  
Genre: Mystery

#### Independent Practice



**Mystery of the Old Sea Chest**  
by Allison DePaul  
Genre: Mystery

**Mile-High Mystery**  
by Joanna Banks  
Genre: Mystery

## Lesson Pacing Guide

### Whole Class Instruction 30–45 minutes per day

#### Day 1

Teacher-Toolbox.com Interactive Tutorial

Check the Teacher Toolbox for Interactive Tutorials to use with this lesson.

**Introduction** pp. 398–399

- Read **Comparing and Contrasting Stories in the Same Genre** 10 min
- Think 10 min  
Graphic Organizer: Venn Diagram
- Talk 5 min  
Quick Write (TRB) 5 min

#### Day 2

**Modeled and Guided Instruction** pp. 400–401, 406

- Read **The Dog and His Reflection** and **The Swollen Fox** 10 min
- Think 10 min  
Graphic Organizer: Venn Diagram
- Talk 5 min
- Write Short Response 10 min

#### Day 3

**Guided Practice** pp. 402–405, 407

- Read **Mystery of the Old Sea Chest** and **Mile-High Mystery** 20 min
- Think 10 min
- Talk 5 min
- Write Short Response 10 min

#### Day 4

**Independent Practice** pp. 408–415

- Read **A Rapid Challenge** and **Those Three Bears** 20 min
- Think 10 min
- Write Extended Response 15 min

#### Day 5

**Independent Practice** pp. 408–415

- Review Answer Analysis (TRB) 10 min
- Review Response Analysis (TRB) 10 min
- Assign and Discuss Learning Target 10 min



### Ready Writing Connections

#### Lesson 6 Writing an Opinion: Sp

During *Ready Reading* Days 1–15, use

- Step 1 Study a Mentor Text
- Step 2 Unpacking Your Assignment
- Review the Research Path
- Read Source Text
- Step 3 Find Text Evidence
- Think It Through
- Step 4 Organize Your Evidence
- Step 5 Draft
- Steps 6 and 7 Revise
- Step 8 Edit
- Prepare to Publish, Collaborate,

See *Ready Writing* TRB, p. 152a for co-lesson plan.

### Small Group Differentiation

Teacher-Toolbox.com

#### Reteach

#### Ready Reading Prerequisite

- Grade 4
- Lesson 25 Comparing Topics and Stories
- Lesson 26 Comparing Pattern and Stories

### Personalized Learning

i-Ready.com

#### Independent

#### i-Ready Close Reading Lesson

- Grade 4 Comparing Topics and Themes in Stories
- Grade 5 Compare and Contrast Stories in the Same Genre

## Introduction

### Get Started

- Explain to students that in this lesson they will read pairs of stories in the same genre, or type of text. They will compare and contrast the stories' topics and themes.
- Have students briefly review the meanings of *topic* and *theme*. Invite volunteers to share examples that demonstrate understanding.
- Choose two familiar stories that share a genre, such as "Hansel and Gretel" and "Little Red Riding Hood." Work with students to briefly review the plot of each story. Explain:  
**Hansel and Gretel go to a stranger's house and she turns out to be a witch who wants to cook them. Little Red Riding Hood talks to a stranger in the woods and he turns out to be a wolf who wants to eat her. Both fairy tales are about young children's interaction with strangers, and both share the theme that one should be careful around strangers.**
- Focus students' attention on the Learning Target. Read it aloud to set the purpose for the lesson.
- Display the Academic Talk words. Tell students to listen for these words and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

### EL English Language Learners

#### ● Genre Focus

### Read

- Read aloud the Read section as students follow along. Restate to reinforce:  
**Stories in the same genre often have similar topics and themes. Sometimes comparing and contrasting similar stories can make the theme clearer or more obvious.**
- Have students read "Goodbye, DXL-597" and "The Last Imperfection." Tell them to think about how the passages are alike and different during and after reading.

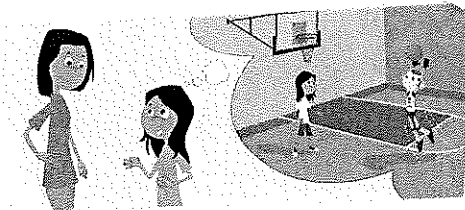
## Lesson 22 Comparing and Contrasting Stories in the Same Genre

### Learning Target

Comparing and contrasting how stories in the genre approach similar themes and topics will your understanding and enjoyment of each st

- **Read** Stories are grouped by **genre**, such as mystery, adventure, or science fiction. Stories in the same genre often have similar themes and topics. The **theme** is the message of a story, such as "friends are always there for you." The **topic** is the subject of the story, such as horses or time travel. **Comparing** and **contrasting** stories in the same genre can help you see the themes and topics more clearly.

Read the stories below. Compare and contrast their themes and topics



### GOODBYE, DXL-597

"Mom, where's DXL-597? I need that pile of bolts to help me with my homework."

"Narbla, you're always complaining about DXL-597, so I traded it in for a DXL-600. It knows 900 languages and has a faster processor!"

"Will the new robot shoot hoops or go skyboarding with me, just like DXL-597 did?"

"I'm afraid none of the new ones do that. They're for education only."

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### THE LAST IM

EF2020 stood betw  
Zaxons in a line that st  
on both sides. Their s  
watching the last ship  
humans had created t  
Zaxons had driven the

EF2020 looked do  
to his right, perfect an  
no more imperfection  
thought. There woul  
accidents. Then he h  
There would be no m  
either.

EF2020 moved al  
beside him by an inc

### EL English Language Learners Build Meaning

**Background Knowledge** Tell students that "Goodbye, DXL-597" and "The Last Imperfection" are science fiction, a type of fantasy literature that combines some elements of science and technology with realistic things about everyday life.

- Have students discuss whether the pictures are realistic. Guide students to determine that in real life, humans do not play sports with robots.
- Explain that in each passage, students should think about DXL-597 and EF2020 as a person with human qualities.

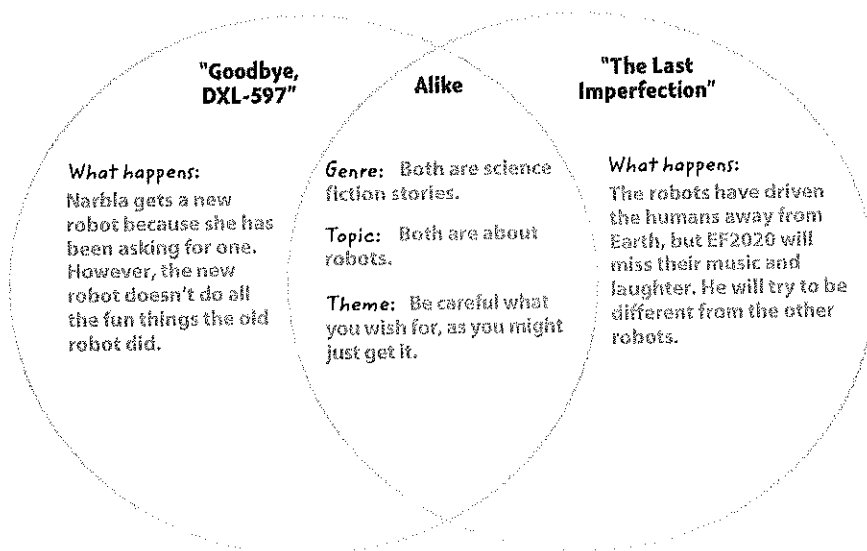
### ● Genre Focus Mystery

Explain that in G  
students will read  
fictional stories v  
try to solve a crim  
event.

Characters in my  
like detectives w  
These types of s  
readers by creat  
don't know how  
until the main c

Ask students to  
they have read  
characters? Wh  
find out? How c  
the mystery?

- **Think** Consider what you've learned so far about comparing and contrasting stories in the same genre. What happens in each story? Do they share topics or themes? Use the *Venn diagram* below to organize your thinking about the stories.



- **Talk** Share your Venn diagram with a partner.
- What is the genre of each story?
  - Did you both identify the same similarities and differences?
  - How did comparing and contrasting the stories help you better understand each of them?



**Academic Talk**

Use these words to talk about the text.

- compare
- contrast
- genre
- topic
- theme

399

● **Monitor Understanding**

**If...** students struggle to compare and contrast,

**then...** hold up a marker and a pen. Ask students to state how the objects are alike and different.

- **How are they alike?** (*Both are used for writing. They are about the same length.*)
- **How are they different?** (*The marker can be used for coloring. The pen is mainly used for writing. The marker is wider than the pen, which is very thin.*)

Ask students to compare and contrast other objects or concepts, guiding them to use the words *one*, *both*, *alike*, *similar*, and *different* in their descriptions. Explain that a Venn diagram, like the one on p. 399, can help them organize similarities and differences.

**Think**

- Have students read aloud. Explain that the Venn diagram can help them organize their thinking.
- Have partners complete the task. Encourage students to use the details they compare and contrast.
- As students work, circulate and provide support as needed.
- Ask volunteers to share with the class.
- Make certain students understand that the stories are about different topics but they share a genre (science fiction) and a theme (be careful what you wish for).

**Talk**

- Read aloud the Talk prompt.
- Have partners discuss the prompt. Encourage students to use phrases like "I want to reference 'Goodbye, DXL-597' and 'The Last Imperfection' was..."
- Ask volunteers to share their thoughts.

**Quick Write** Have students write a response to the following prompt.

**How do the events in "Goodbye, DXL-597" and "The Last Imperfection" relate to the theme "be careful what you wish for"?**

Ask students to share their responses.

● **Monitor Understanding**

**Wrap Up**

- Invite students to share their responses. Encourage them to use the words in their explanations.
- Explain to students that the Venn diagram can help them contrast stories in the same genre and understand each story.

**In the next section, we will learn how to compare and contrast stories. Understanding how to use the Venn diagram approach themes and understand and enjoy the stories.**

## Modeled and Guided Instruction

### Get Started

Today you will read two fables. First, you'll read to understand what happens. Then you'll read to analyze by comparing and contrasting the fables.

### Read

- Read aloud the titles of the fables, and have students read the fables independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

**Why does the dog drop his bone?** (He sees a reflection of what he thinks is a bigger bone.)

**What happens to the dog at the end of the story?** (He loses the bone he had and almost loses his life, too.)

**How does the fox become swollen?** (He eats too much of the food that he finds.)

**What is the fox doing at the end of the story?** (He is stuck in the tree waiting to shrink back down.)

### EL English Language Learners

#### Word Learning Strategy

### Explore

- Read aloud the Explore question at the top of p. 401 to set the purpose for the second read. Tell students they will need to take a closer look at why the dog and fox act as they do.
- Have students read aloud the Close Reader Habit on p. 400.

**TIP** One way students can compare and contrast these passages is by asking how the lessons learned by the dog and the fox are the same or different.

### Read

## The Dog and His Reflection

by Aesop

- 1 A dog, to whom the butcher had thrown a bone, was hurrying home with his prize as fast as he could go. As he crossed a narrow footbridge, he happened to look down and saw himself reflected in the quiet water of a mirror. But the greedy dog thought he saw a real dog. And not just a dog—a dog carrying a bone much bigger than his own.
- 2 If he had stopped to think, the dog would have known better. But instead of thinking, he dropped his bone and sprang at the dog he saw in the river. To his great surprise, he found himself swimming for dear life to reach the shore. At last he managed to scramble out. As he stood thinking about the good bone he had lost, he realized what a stupid dog he had been.

## THE SWOLLEN FOX

by Aesop

- 1 A hungry fox found in a hollow tree a quantity of bread and meat that some shepherds had hidden there for later use. Delighted with his find, the fox slipped in through the narrow aperture and greedily devoured it. When he tried to get out again, he found himself so swollen after his meal that he could not squeeze through the hole. Distraught, he fell to wallowing and groaning over his misfortune.
- 2 Another fox, happening to pass that way, came and asked him what the matter was. On learning what had happened, the second fox said, "Well, my friend, I see nothing for it but for you to stay where you are. Soon you'll shrink to your former size, and then you'll get out then easily enough."

400

### EL English Language Learners

#### Build Meaning

**Prior Knowledge** Use a mirror to reinforce the concept of a reflection. Point to your image in a mirror and say "reflection." Point out that *reflection* has a cognate in several languages, and invite students to share it in their first language as applicable.

- Discuss whether a reflection is always accurate. Tip the mirror to show how a reflection can distort your image. Have students describe what is happening.
- Note that in "The Dog and His Reflection," a dog looks into water and sees his reflection and also the reflection of a big bone. Invite students to explain why the dog...

### Word Learning Strategy

#### Use a Dictionary

- Reread paragraph 1 of "The Dog and His Reflection." Direct students to look up the word *aperture* in a dictionary.
- Explain that *aperture* means "an opening, as 'hollow tree'." Invite students to get the meaning of the word from the context.
- Ask a volunteer to read the definition of *aperture* and read its meaning (a small opening).
- Have students use the dictionary to find the meaning of the word *aperture* in the paragraph. L.5.4c

Explore

How does each story approach the topic of greed?

Think

- Complete the Venn diagram below. It will help you identify the similarities and differences between the stories.



In each story, identify key details about characters, events, and so on. You'll use these key details to support your ideas.



Talk

- Consider how the stories deal with the topic of greed. What happens to the animals as a result of their greed? If necessary, add or change the details in your Venn diagram.



Write

- Short Response** How does each fable develop the topic of greed? Use key details from each story in your response. Use the space provided on page 406 to write your answer.

**HINT** Start by telling what the fables have in common. Then describe their differences.

401

Think Aloud

- I need to answer the question, "How does each story approach the topic of greed?" First I'll think about how the characters' actions are greedy.
- I'll start by rereading "The Dog and His Reflection." In this story, the dog has a bone. Then he crosses a footbridge and thinks he sees a bigger bone in the water below him. He jumps in the

water to get that bone—which isn't really there—and he loses the bone he has in the process. I'll summarize this beneath the correct title on the Venn diagram.

- Now I'll do the same for "The Swollen Fox." This character finds some food in a hollow tree and eats so much that he can't get out of the tree. I'll add this to the other side of the Venn diagram.

Think

- Read aloud the Think section that you will model how to use in part of the Venn diagram below to guide your model.
- Revisit the Explore question to determine that they need using the Close Reader Ha
- Encourage students to work continue rereading the page the Venn diagram. Remind Buddy Tip.
- Ask volunteers to share their diagrams.
- Guide students to see how Both fables use animals to lead to undesirable consequences.

Talk

- Read aloud the Talk prompt.
- Have partners respond to the Talk Routine on pp. A52–A53.
- Circulate to check that students what is similar and different.

Write

- Ask a volunteer to read aloud.
- Invite a few students to try asking them to do.
- Make sure students understand include the text evidence as abandoning the bone and eating so much that
- Have students turn to page.
- Use Review Responses to students' writing.

Wrap Up

- Ask students to recall the them explain how compare characters, events, and understand the fables.

## Guided Practice

## Get Started

Today you will read two mysteries. First, you will read the mysteries to find out what happens. Then you will reread with a partner to analyze the stories by comparing and contrasting them.

## Read

- Read aloud the title of each mystery. Ask students what a *sea chest* is. Draw or display an image of a trunk or pirate treasure chest.
- Have students predict what mystery the sea chest holds. Then ask them to predict what a mile-high mystery might be.
- **Read to Understand** Have students read the stories independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

**What mysterious thing does Gloria find in the sea chest?** (*lots of money*)

**How does Gloria go about solving the mystery?** (*She first asks her mother. Then she asks her Uncle Roger. Finally, she asks her Great-aunt Jean, who tells her that Gloria's grandmother was saving the money for trips.*)

**What mystery does the narrator of "Mile-High Mystery" solve?** (*who owns the dog*)

**How does the narrator solve the mystery?** (*by following the suggestion to look for an animal clinic and by using the Internet*)

## English Language Learners

## Word Learning Strategy

## Mystery of the Old Sea Chest

by Allison DePaul

- 1 This old attic is one creepy place, Gloria thought as she swatted away a mass of cobwebs hanging between the wall and an old sea chest made of wood and iron. She was hunting for facts about her ancestors for a school project and her mother had suggested looking in the chest, which had belonged to Gloria's grandmother.
- 2 Inside the chest, Gloria found old photographs, a thimble, and a tin box. After flipping through the blurry black-and-white photos, Gloria opened the tin box. What she saw made her eyes bulge, so she slammed the box shut. When she opened the box again, she was still shocked at the contents: money, lots of it. Her grandmother hadn't been a wealthy person, so where did the money come from? Gloria was determined to find out.
- 3 Gloria asked her mother what she knew about the chest. She said Uncle Roger had the chest before they did, so Gloria decided to call him. Roger said he'd been storing it for Gloria's grandmother for years, but he never bothered to open the tin box. "I just figured it was sewing supplies," he said.
- 4 Gloria was frustrated, but she didn't give up. She kept thinking: What else might know about the money? Suddenly she had an idea. She asked her mother if they could visit Great-aunt Jean, her grandmother's sister. When Gloria opened the tin box for her great-aunt, the woman's face grew sad. "Oh, that's right," she said. "My sister never got to take any of her trips." Great-aunt Jean explained that whenever her sister had extra money, she saved it so she could travel—but then she never had the chance.
- 5 With the mystery behind her, Gloria felt proud of herself for working hard to solve it. And later on, Great-aunt Jean had an inspiration—the family would use the money to take a vacation together. Gloria knew that her grandmother would have liked that.

English Language Learners  
Develop Language

**Concept Vocabulary** Remind students that they are reading in this part of the lesson. Encourage speakers of Latin-based languages to identify cognates for the word *mystery* and explain what it means in their own words.

- Discuss the traits of a person who solves a mystery. Point to the word *determined* in both stories (paragraph 2 of "Sea Chest" and paragraph 4 of "Mile-High"), and again guide students to recognize and use cognates in their first languages.
- Point to the expression "give up" in each story (paragraph 4 of "Sea Chest" and paragraph 6 of "Mile-High"). Invite students to share what it means about its meaning. Guide them to understand that this expression means "stop trying." Discuss how a good problem solver, like the character in each story, never gives up.

# MILE-HIGH MYSTERY

by Joanna Banks

- 1 It was a bitterly cold and snowy Tuesday afternoon in my town of Fairbanks, Alaska. My sister Missy and I sat at the kitchen table doing our homework when we heard an eerie wail coming from outside. "Whatever it is, it's on the porch," Missy whispered, and she lifted the curtain to look out.
- 2 On our porch sat the shaggiest, saddest dog we had ever seen, his face and paws encrusted with ice. We brought the poor creature inside to show our parents, and I rubbed down his back and head with a towel. "He seems healthy," I said, "so he must belong to someone."
- 3 I was determined to get him back to his owner—but how could I find that person? Just then I heard a muffled jingle of metal from under all that fur. "Hey, he's wearing a collar with a tag! Maybe we can find his owner through this . . . oh. It just says 'Mile High' on the tag. Nothing else."
- 4 "So maybe it's an animal clinic?" said Mom. "But I've never heard of that one before." In response, I dug a phone book out of a kitchen drawer, but it didn't have a listing for a "Mile High" animal clinic.
- 5 "Maybe it's a new clinic and isn't listed yet," I said. "I'll call the operator." But the operator told me that Fairbanks didn't have any business, including an animal clinic, with that name.
- 6 I sighed, but I just couldn't give up. "This is a job for the Internet," I said. A Web search revealed that Denver, Colorado, is nicknamed the "Mile High City." Next I searched for animal clinics in Denver, and bingo! There was a "Mile High Animal Clinic" in Denver, along with a phone number that I called immediately.
- 7 After getting off the phone, I explained that a family who took their dog to the Mile High Animal Clinic had recently moved to Fairbanks. Their house wasn't far from ours, but the heavy snow and unfamiliar neighborhood must have kept the dog from finding his way back to them. The mystery was solved, and now this lost dog—his name was Rowling—was really found!

## Close Reader Habits

What is the problem? How does the narrator solve it? Reread the mystery. **Underline** key details that tell how the narrator solves the problem.

403

- **Read to Analyze** Read all Habits on pp. 402 and 403 the second read. Then have mysteries with a partner a they might have.

**TIP** Remind students the end of a story is often a theme. Sometimes characters based on mistakes or problems made. Other times, read based on how the main solve his or her problem

## Word Learning Strategy

### Use a Dictionary

- Reread paragraph 4 of "Mile-High Mystery." Direct students' attention to the word *clinic*.

### What do you think *clinic* means?

- Explain that while the context clue "animal" gives some information, readers must use a dictionary to find the complete meaning.
- Ask students to find *clinic* in the dictionary and name its part of speech (*noun*) and its meaning (*a place to get health care*). Discuss the meaning in the context of the story.

L.5.4c

## Guided Practice

### Think

- Have students work with a partner to complete items 1–3. Draw attention to the boldface words.

**TIP** Remind students that they need to refer to both stories in order to answer each item.

### Answer Analysis

When students have finished, discuss correct and incorrect responses.

#### 1 Part A

**The correct choice is B.** One character finds money in a sea chest. The other finds a dog from Colorado in Alaska.

- **A** is incorrect because only "Sea Chest" directly relates the mystery to homework—the "school project" mentioned in paragraph 1.
- **C** is incorrect because the weather has no impact on "Sea Chest."
- **D** is incorrect because no character talks to a distant relative in "Mile-High."

#### Part B

**The correct choices are A and D.** Both show moments when the unexpected element is discovered.

- **B** and **C** are incorrect because Gloria asks her mother and her great-aunt about the chest after finding the money.
- **E** is incorrect because most dogs wear collars.
- **F** is incorrect because the Internet is a likely place to find information.

**DOK 3**

- 2 The correct choice is B.** Both stories involve family members working together to solve a mystery.

- **A** is incorrect because neither the money nor the dog is stolen.
- **C** is incorrect because "Mile-High" only leads to the dog being returned.
- **D** is incorrect because only "Sea Chest" leads to a family secret being discovered.

**DOK 3**

### ● Monitor Understanding

## Guided Practice

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

- 1** This question has two parts. Answer Part A. Then answer Part B.

#### Part A

Which of the following statements is true about **both** mysteries?

- A** Each mystery has to do with homework assignments.
- B** Something unexpected is discovered in an unlikely place.
- C** Weather makes the main character's problem worse.
- D** Talking to a distant family member finally solves the mystery.

#### Part B

Choose **two** pieces of evidence, one from **each** story, that support the answer in Part A.

- A** "When she opened the box again, she was still shocked at the contents: money, and lots of it." ("Mystery of the Old Sea Chest")
- B** "Gloria asked her mother what she knew about the chest." ("Mystery of the Old Sea Chest")
- C** "'Oh, that's right,' she said. 'My sister never got to take any of her trips.'" ("Mystery of the Old Sea Chest")
- D** "On our porch sat the shaggiest, saddest dog we had ever seen, his face and paws encrusted with ice." ("Mile-High Mystery")
- E** "Just then I heard a muffled jingle of metal from under all that fur." ("Mile-High Mystery")
- F** "A Web search revealed that Denver, Colorado, is nicknamed the 'Mile High City.'" ("Mile-High Mystery")

- 2** Which statement about both mysteries is **true**?

- A** Both mysteries are about things that are stolen.
- B** Both mysteries involve families working together.
- C** Both mysteries lead to further adventures.
- D** Both mysteries lead to family secrets being discovered.

### ● Monitor Understanding

**If...** students have difficulty finding text evidence to answer **then...** use a simple story map or sequence chain to show events of each mystery. Events for "Mystery of the Old Sea Chest" include *Gloria opens the chest; Gloria finds a lot of money; Gloria asks her mother and Uncle Roger about the money but learns not to tell anyone; Gloria asks Great-aunt Jean about the money and solves the mystery.* with the main events in "Mile-High Mystery."

- 3 The main characters in each story turn to others for help in solving their mysteries. Choose **two** pieces of evidence, one from each story, that **best** support this statement.

- A "What she saw made her eyes bulge, so she slammed the box shut." ("Mystery of the Old Sea Chest")
- B "Gloria asked her mother what she knew about the chest." ("Mystery of the Old Sea Chest")
- C "Gloria was frustrated, but she didn't give up." ("Mystery of the Old Sea Chest")
- D "In response, I dug a phone book out of a kitchen drawer, but it didn't have a listing for a 'Mile High' animal clinic." ("Mile-High Mystery")
- E "I sighed, but I just couldn't give up. 'This is a job for the Internet,' I said." ("Mile-High Mystery")
- F "There was a 'Mile High Animal Clinic' in Denver, along with a phone number that I called immediately." ("Mile-High Mystery")

#### Talk

- 4 The stories "Mystery of the Old Sea Chest" and "Mile-High Mystery" share a theme: *Determination is key to solving problems.* Use the Venn diagram on page 407 to organize key details from each story that develop this theme.

#### Write

- 5 **Short Response** Use the information from your Venn diagram to compare and contrast how each story approaches the theme of determination being key to solving problems. Use **two** details from **each** story in your response. Use the space provided on page 407 to write your answer.

**HINT** Great words to use in a compare-contrast response include *both, similar to, like, but, different than, and unlike.*

405

### ● Integrating Standards

Use these questions to further students' understanding of the mysteries.

- In "Mystery of the Old Sea Chest," Great-aunt Jean tells Gloria that her grandmother never got to take any of her trips. What can you infer from this? (Gloria's grandmother passed away before she was able to use her money. That is why Great-aunt Jean's expression grows sad when she opens the tin box. It also implies why Gloria is not able to ask her grandmother directly where the money in the tin box came from.)

**DOK 2 RL.5.1**

- Explain how the paragraphs in each story build on each other to create suspense. (In "The Mystery of the Old Sea Chest," we learn why Gloria is in the attic. After she makes her discovery, she endeavors to solve the mystery. By the end of paragraph 3, she has hit a dead end. Paragraph 4 states "Suddenly she had an idea." This signals that the mystery will be solved, as shown in paragraph 5. In "Mile-High Mystery," the end of paragraph 2 establishes the mystery, saying "He must belong to someone." In paragraphs 3, 4, and 5, the narrator continues to try despite hitting several obstacles. In paragraph 6, we see the word "Bingo!" which indicates that the mystery is solved.)

**DOK 2 RI.5.5**

- 3 The correct choices are the main characters turn solving the mystery.

- A shows only Gloria's
- C shows only Gloria's
- D and E show the narr of media, not individu the mystery.

**DOK 3**

### ● Integrating Standard

#### Talk

- Have partners discuss the p students should support th
- Circulate to clarify misund

#### Write

- Ask a volunteer to read al
- Invite students to tell wha them to do. Make sure the to focus on how the girls l have solved the mystery.
- Call attention to the HINT.
- Have students turn to p. 40
- Use Review Responses on students' writing.

### Wrap Up

- Ask students to recall the them explain how compa characters and events hel understand the stories.

## Modeled and Guided Instruction

## Write

- Remember to use the Response-Writing Routine on pp. A54–A55.

## Review Responses

After students complete the writing activity, help them evaluate their responses.

- 3** Responses may vary but should show that both fables warn readers about the negative outcomes of greed. Students should use details from both stories in their answers. See the sample response on the student book page.  
**DOK 3**

## Modeled and Guided Instruction

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

## The Dog and His Reflection

and

## THE SWOLLEN FOX

- 3 Short Response** How does each fable develop the topic of greed? Use key details from each story in your response.

Sample response: Both fables warn readers about the negative outcome but they do so with different characters, settings, and events. In "The Dog and His Reflection," a dog nearly drowns because he wants a bigger bone. He also loses the bone he has by dropping it in a river. In "The Swollen Fox," a fox gets stuck in a tree because he has eaten too much. Even his friend can't help him. Both fables warn readers about the negative outcomes of greed. In both stories, the characters realize too late that they shouldn't have been so greedy.



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 answer?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



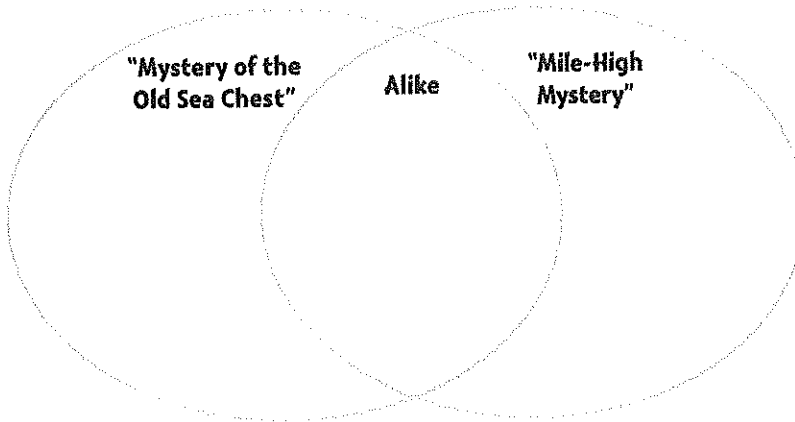
## Scaffolding Support for Reluctant Writers

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as *describe*, *explain*, or *compare*.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as *causes*, *reasons*, or *character traits*.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.

# Mystery of the Old Sea Chest and MILE-HIGH MYSTERY

2 Use the Venn diagram below to organize your ideas and evidence from the stories.



3 Write Use the space below to write your answer to the question on page 405.

5 Short Response Use the information from your Venn diagram to compare and contrast how each story approaches the theme of determination being key to solving problems. Use **two** details from each story in your response.

**HINT** Great words to use in a compare-contrast response include *both*, *similar to*, *like*, *but*, *different than*, and *unlike*.

Sample response: The mysteries are similar in that both convey the theme that determination is key to solving problems. However, the mysteries are different in how they show this theme. In the first story, Gloria shows determination when she talks to her mother and her uncle. When they can't give her an answer, she talks to her great-aunt and finally gets the answer. The second story is similar in that the narrator works with family members to solve the mystery, but it is different in that the narrator also checks a phone book and the Internet.

## Talk

4 Students should use the Venn diagram to organize their thoughts.

## Write

Remember to use the Response on pp. A54–A55.

## Review Responses

After students complete the Venn diagram, have them evaluate their responses.

5 Responses may vary but should include details about both girls' determination in solving the mysteries. Students should use evidence from the stories to support their responses. See the sample response on the DOK 3.

## Teacher Notes

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## Independent Practice

### Get Started

Today you are going to read two stories and use what you have learned about comparing and contrasting stories in the same genre.

- Ask volunteers to explain how comparing and contrasting two stories on the same topic can help them understand both stories better. Encourage students to use the Academic Talk words in their responses.

### English Language Learners

#### Read

You are going to read the stories independently and use what you have learned to think and write about their similarities and differences. As you read, remember to look closely at the characters and events to determine how the stories approach the topic and theme.

- Read aloud the titles of the stories and then encourage students to preview the text, paying close attention to the illustrations.
- Call attention to the Words to Know in the upper left of p. 408. Remind students to use the Glossary of Words to Know in the back of the Student Book if they struggle to determine meaning from context, or to confirm their understanding of the word.
- If students need support in reading "A Rapid Challenge," you may wish to use the Monitor Understanding suggestions.
- When students have finished reading "A Rapid Challenge," have them read "Those Three Bears" before beginning the Think and Write sections.

#### Monitor Understanding

### Independent Practice

#### Read

#### WORDS TO KNOW

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

- ecology
- complex

# A Rapid Challenge

by Danielle Lawrence



- 1 Frankie was beside herself with excitement. For the first time, she had been begging her parents to take her white-water rafting. Her parents had said yes. Frankie had heard that white-water rafting was like a roller coaster, and she loved roller coasters. She couldn't wait. She climbed into the raft with her family and the guide, Mr. Emily. As she strapped on her life jacket and listened to the guide explain how to paddle, Frankie grew more and more eager. Finally, the raft floated out into a calm section of water and everyone let out a sigh of relief.
- 2 "On your left, you'll see a family of otters building a dam. But Frankie just looked straight ahead and paddled, waiting for the first rapids as quickly as possible. Her excitement grew as the rushing water got closer and closer. "Everybody brace yourselves as they approached the rapids. "This one is a monster! It's pounded with excitement and she put a little extra effort into her paddling. When they hit the rapids, the swift current tossed them around. It was so strong that it made the raft bump into boulders again and again. The impact seemed stronger every time. Frankie was sure the whole raft was going to turn upside down. She held them all into the rushing water. It was a little scary, but it was worth it. It was a roller coaster!

### English Language Learners

#### Develop Language

**Cognates** Explain that *rapid* has two related meanings in English just as it has in Spanish: *rapid* and *rápido* are both adjectives meaning "fast." Similarly, *rapids* and *rápidos* are both nouns meaning "fast moving areas of water in a river." Help speakers of other Latin-based languages link to related cognates for these words.

- Based on the title and illustrations, where do you predict "A Rapid Challenge" will take place?
- What do you predict will happen?

Provide, or ask students to provide, cognates for the Words to Know on p. 408 (*ecología, complejo*).

Students may also wish to volunteer other cognates they know or recognize such as, at the beginning of "A Rapid Challenge," *guide/guía, finally/finalmente, explain/explicar, calm/calma, section/sección, family/familia*.

- 3 Finally, the raft slid out of the rushing water and into a calm pool. Everyone was smiling. "That was fun!" Frankie yelled. "Where are the next rapids?"
- 4 "Not for a while," Emily answered. "The next couple of miles are pretty calm. We have a perfect chance to do some nature watching!"
- 5 Frankie sighed. The rapids were all she was really interested in. But as long as she had to wait, she thought she might as well enjoy the sights. Frankie took a break from paddling to listen to Emily, who was explaining how the river creatures lived and worked together. "River ecology is very complex," said Emily. "All of the animals—wait!" Emily lowered her voice. "Be very quiet, pick up your paddles, and look at what's behind that tree on the right bank of the river."
- 6 Frankie squinted as her eyes followed the line formed by Emily's pointing finger. When she finally saw what Emily was showing her, she gasped. It was a mother wolf and two tiny wolf pups. The mother was peering out from behind a tree as the pups batted at each other's faces under the mother's legs. "She has probably been teaching her pups to hunt here by the river," whispered Emily. "Maybe even showing them how to catch fish!" Frankie smiled to herself, imagining those wolf pups splashing around in the water, pawing at fish. Just then, her eyes met the mother wolf's. For at least a minute, they just looked at each other. Frankie wished the whole raft could become invisible so they could just watch the wolf family all day.
- 7 The mother wolf looked away from Frankie and nudged her pups to run away from the riverbank. In an instant, they were gone. "We were very lucky," Emily said. "Not many people get to see wolves in the wild. They're very good at hiding."
- 8 Frankie sighed as the sound of approaching rapids began to get closer and closer. They all put their paddles back in the water. "Here we go again!" said Emily. But Frankie's paddling was much slower than it had been before. She was still thinking about those tiny wolf pups, and the long look she had shared with a mother wolf.



### ● Monitor Understanding

If... students struggle to read and understand the passage,  
then... use these scaffolding suggestions:

**Question the Text** Preview the text by asking the following questions:

- **Based on the title and illustrations, what do you predict the story will be about?**
- **What questions do you have about the text?**

**Vocabulary Support** Define words and phrases that may interfere with comprehension, such as *brace yourself* and *boulders*.

**Read Aloud** Read aloud the text with students. You could also have students chorally read the text in a small group.

**Check Understanding** Use the questions below to check understanding. Encourage students to cite details in the text that support their answers.

- **At the beginning of "A Rapid Challenge," what is Frankie's mind focused on?** (*She is thinking only of the rapids.*)
- **How does Frankie change in the story? Why?** (*After viewing the wolves and meeting the mother wolf's eyes, Frankie starts to paddle more slowly and consider the wildlife.*)

## Independent Practice

## Read

- Remind students that they need to read both selections before they begin the Think and Write activities.

**ELL English Language Learners**

- Call attention to the Words to Know in the upper left of p. 410. Remind students to use the Glossary of Words to Know in the back of the Student Book if they struggle to determine meaning from context, or to confirm their understanding of the word.
- If students need support in reading "Those Three Bears," you may wish to use the Monitor Understanding suggestions.
- When students have finished reading, have them complete the Think and Write sections.

## ● Monitor Understanding

## Independent Practice

## WORDS TO KNOW

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

- altitudes
- suspicious
- advise

From  
**Those Three Bears**

by Ruskin Bond

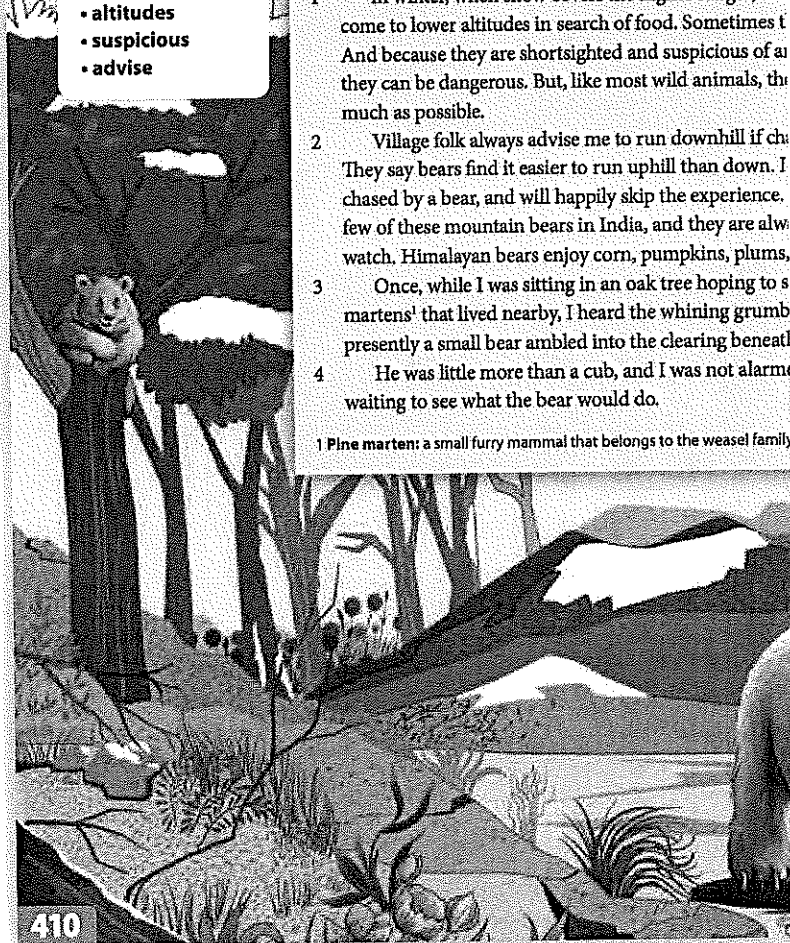
1 In winter, when snow covers the higher ranges, the bears come to lower altitudes in search of food. Sometimes they are short-sighted and suspicious of all humans, and they can be dangerous. But, like most wild animals, they are as much as possible.

2 Village folk always advise me to run downhill if chased by a bear, and I will happily skip the experience. I have seen a few of these mountain bears in India, and they are always watchful. Himalayan bears enjoy corn, pumpkins, plums,

3 Once, while I was sitting in an oak tree hoping to see a pine marten<sup>1</sup> that lived nearby, I heard the whining grumble of a small bear ambled into the clearing beneath

4 He was little more than a cub, and I was not alarmed, waiting to see what the bear would do.

<sup>1</sup> Pine marten: a small furry mammal that belongs to the weasel family



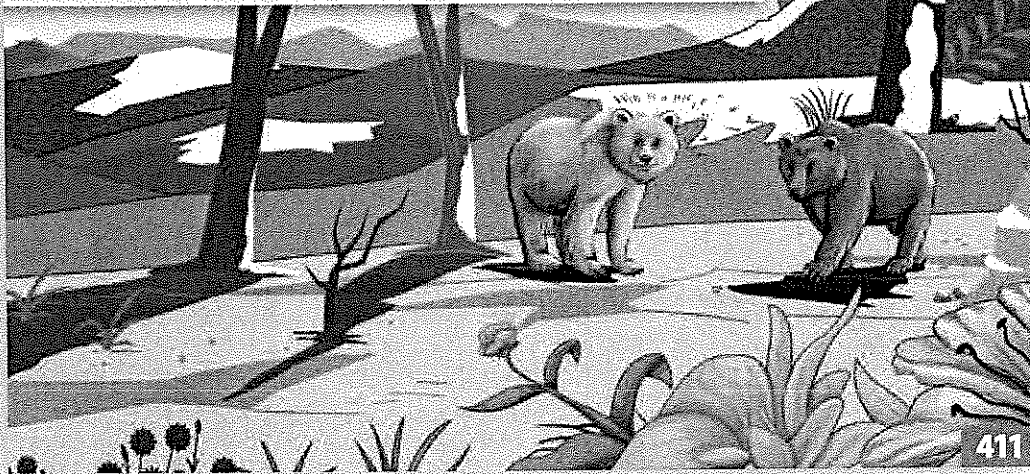
410

**ELL English Language Learners**  
Develop Language

**Synonyms** Explain that Ruskin Bond, the author of "Those Three Bears," uses many synonyms to explain the movement of the bears. Invite students to share the cognate for *synonym* and together review that it describes two or more words with similar meanings.

- Point out the word *chased* in paragraph 2, *ambled* in paragraph 3, *made his way* in paragraph 5, *scrambled* in paragraph 6, and *fled* in paragraph 8.
- Review each word in the context of the paragraph, and demonstrate for students what each type of movement looks like. Invite students to repeat after you. Encourage them to describe the movement in their own words.
- Have students take turns directing a partner on how to move, using one of the newly-learned words in a sentence.

- 5 He put his nose to the ground and sniffed his way along until he came to a large anthill. Here he began huffing and puffing, blowing rapidly in and out of his nostrils so that the dust from the anthill flew in all directions. But the anthill had been deserted, and so, grumbling, the bear made his way up a nearby plum tree. Soon he was perched high in the branches. It was then that he saw me.
- 6 The bear at once scrambled several feet higher up the tree and lay flat on a branch. Since it wasn't a very big branch, there was a lot of bear showing on either side. He tucked his head behind another branch. He could no longer see me, so he apparently was satisfied that he was hidden, although he couldn't help grumbling.
- 7 Like all bears, this one was full of curiosity. So, slowly, inch-by-inch, his black snout appeared over the edge of the branch. As soon as he saw me, he drew his head back and hid his face. He did this several times. I waited until he wasn't looking, then moved some way down my tree. When the bear looked over and saw that I was missing, he was so pleased that he stretched right across to another branch and helped himself to a plum. At that, I couldn't help bursting into laughter.
- 8 The startled young bear tumbled out of the tree, dropped through the branches some fifteen feet, and landed with a thump in a pile of dried leaves. He was unhurt, but fled from the clearing, grunting and squealing all the way.



## Integrating Standards

After students have read the questions to discuss the passage.

- In "A Rapid Challenge," what does the narrator mean when she says, "Frankie was overexcited herself with excitement"?

(The phrase beside oneself is an idiom that means "overly excited" because she can't wait for the thrill of the rapids.)

DOK 2 RL.5.4, L.5.5a

- One theme of "A Rapid Challenge" is that you can't always anticipate what will happen. What events and story details support this theme?

(The main events are the encounter with the animals and Frankie's changed feelings. In the beginning, she sees the animals. In the middle, she experiences the excitement. At the end, her ideas have been changed by what she has seen.)

DOK 2 RL.5.2

- From what point of view is the story told? How does this affect the reader's understanding of the story?

(The story is told in the first person. Readers see the story from the narrator's point of view. They get to share in the narrator's feelings and experience the events as the narrator experiences them.)

DOK 2 RL.5.6

- How do the narrator and the bear react to each other in "Those Three Bears"?

(The bear causes the narrator to run away from looking for pine needles. The narrator's awareness of the bear's actions causes her to sneak a few peeks at the bear. When the man is gone, it moves around. The bear's actions make the man laugh. The bear's actions make the bear to fall and run off.)

DOK 2 RL.5.3

### ● Monitor Understanding

If... students struggle to read and understand the passage, then... use these scaffolding suggestions:

**Vocabulary Support** Define words and phrases that may interfere with comprehension, such as *shortsighted* and *huffing and puffing*.

**Read Aloud** Read aloud the text with students. You could also have students chorally read the text in a small group.

**Check Understanding** Use the questions to the right to check understanding. Encourage students to cite details in the text that support their answers.

- What did the narrator do when he first saw the small Himalayan bear? (He sat still and waited to see what the bear would do.)
- How did the bear react to the narrator? (He seemed worried and hid, but also seemed curious, because he kept peeking out to have a look at the narrator.)
- What did the narrator do that startled the bear? (He moved down in his tree.)

## Independent Practice

## Think

- Use the Monitor Understanding suggestions to support students in completing items 1–4.

## ● Monitor Understanding

**Answer Analysis**

When students have finished, discuss correct and incorrect responses.

**1 Part A**

**The correct choice is A.** The word “forage” means “search for food.”

- **B, C, and D** are incorrect because “forage” means to search for food, and these definitions are not supported by any textual evidence.

**Part B**

**The correct choice is D.** The word “forage” is used in a sentence right after the author has explained that the bears come down the mountain in search of food.

- **A, B, and C** do not provide clues for the meaning of “forage” and are not related to why the bears would come down the mountain.

**DOK 2 RL.5.4, L.5.4a**

- 2 The correct choices are C and F.** A raft turning upside down amid rapids is a dangerous prospect. Bears are dangerous and suspicious of anything that moves, including humans.

- **A and B** are incorrect because, while both excerpts suggest that being in nature can be exciting, that is not the same as dangerous.
- **D and E** are incorrect because, while both excerpts describe the behaviors of bears, they do not describe the risk that being around them can bring.

**DOK 3 RL.5.9**

## Independent Practice

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

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

**Part A**

Read the sentence from paragraph 1 of “Those Three Bears.”

Sometimes they forage in fields.

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

- A** search for food
- B** look for water
- C** chase each other
- D** hide from each other

**Part B**

Which detail from the story provides the **best** clue for the meaning of the word forage?

- A** “... like most wild animals, they avoid humans as much as possible.”
- B** “... folk always advise me to run downhill if chased by a bear.”
- C** “... they are shortsighted and suspicious of anything that moves, ...”
- D** “... the Himalayan bears come to lower altitudes in search of food.”

- 2** Select **one** excerpt from **each** story showing that being in nature brings risks.

- A** “Her excitement grew as the sounds of rushing water got closer. ...” (“A Rapid Challenge”)
- B** “Frankie’s heart pounded with excitement. ...” (“A Rapid Challenge”)
- C** “... Frankie was sure the whole raft was going to turn upside down. ...” (“A Rapid Challenge”)
- D** “... the Himalayan bears come to lower altitudes in search of food.” (“Those Three Bears”)
- E** “... they avoid humans as much as possible.” (“Those Three Bears”)
- F** “... because they are shortsighted and suspicious of anything that moves, they can be dangerous.” (“Those Three Bears”)

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## ● Monitor Understanding

If... students struggle to complete the items,  
then... you may wish to use the following suggestions:

**Read Aloud Activities**

- As you read, have students note any unfamiliar words or phrases. Clarify any misunderstandings.
- Discuss each activity with students to make certain they understand the expectation.

**Reread the Text**

- Have students complete a simple story map for each selection as they reread.
- Have partners use the story map to summarize each text.

- 3 "A Rapid Challenge" and "Those Three Bears" develop this theme: *The natural world is a source of surprises*. Underline **one** sentence from **each** passage that shows the source of each surprise.

from "A Rapid Challenge"	from "Those Three Bears"
Frankie squinted as her eyes followed the line formed by Emily's pointing finger. When she finally saw what Emily was showing her, she gasped. <u>It was a mother wolf and two tiny wolf pups.</u> The mother was peering out from behind a tree as the pups batted at each other's faces under the mother's legs. "She has probably been teaching her pups to hunt here by the river," whispered Emily. "Maybe even showing them how to catch fish!" Frankie smiled to herself, imagining those wolf pups splashing around in the water, pawing at fish. Just then, her eyes met the mother wolf's.	Once, while I was sitting in an oak tree hoping to see a pair of pine martens that lived nearby, I heard the whining grumble of a bear, and presently a small bear ambled into the clearing beneath the tree.  He was little more than a cub, and I was not alarmed. I sat very still, waiting to see what the bear would do.  He put his nose to the ground and sniffed his way along until he came to a large anthill. Here he began huffing and puffing, blowing rapidly in and out of his nostrils so that the dust from the anthill flew in all directions.

- 4 Read these sentences from "A Rapid Challenge" by Danielle Lawrence.

Frankie sighed. The rapids were all she was really interested in. But as long as she had to wait, she thought she might as well enjoy the sights.

These sentences show Frankie is more interested in the river than in watching wildlife. Which sentence from "Those Three Bears" shows that the narrator's interests are different than Frankie's?

- A "And because they are shortsighted and suspicious of anything that moves, they can be dangerous."
- ☒ B "But I have seen a few of these mountain bears in India, and they are always fascinating to watch."
- C "Here he began huffing and puffing, blowing rapidly in and out of his nostrils so that the dust from the anthill flew in all directions."
- D "When the bear looked over and saw that I was missing, he was so pleased that he stretched right across to another branch and helped himself to a plum."

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- 3 See the answers on th  
These sentences show t  
surprise experienced by  
the stories.

DOK 3 RL.5.9

- 4 The correct choice is B  
narrator of "Those Thre  
seeing wildlife; he set o  
of pine martens."

• A, C, and D describe d  
behavior, which doesr  
about Frankie being u

DOK 3 RL.5.9

## ● Theme Connection

## ● Theme Connection

- Remind students that the theme of this lesson is Similar Stories.
- Make a web showing all four genres students compared in this lesson, and the titles in each genre.
- Ask students to reflect on which genre was easiest to compare and why, as well as which pair of stories appeared to be most similar and why. Students might also reflect on how comparing helped them appreciate differences between each set of stories.

## Independent Practice

### Write

- Tell students that using what they read, they will plan and compose an extended response to the writing prompt. Provide copies of the Venn diagram on p. TR24.

### ● Monitor Understanding

#### Review Responses

After students have completed each part of the writing activity, help them evaluate their responses.

- Display the **Sample Response** for the planning diagram on the next page. Have students compare their diagram with the sample. Are they missing any information?

**DOK 3 RL.5.9**

- Display or pass out copies of the reproducible **2-Point Writing Rubric** on p. TR10. Have students use the rubric to individually assess their writing and revise as needed.

When students have finished their revisions, evaluate their responses. Answers will vary but should include details that compare and contrast how each story develops the topic of appreciating nature.

**DOK 3 RL.5.9, W.5.9a**

## Independent Practice



### Write

You have read the stories "A Rapid Challenge" and "Those Three Bears." Both stories develop the topic of how people experience nature. Write an essay that compares and contrasts how each story develops this topic.

- Plan Your Response** How are the characters, settings, events, and themes of the stories similar? How are they different? Use a Venn diagram to organize your thoughts and evidence before you write.
- Write an Extended Response** Use evidence from both stories and information from your Venn diagram to compare and contrast how each story develops the topic of how people experience nature.

Responses will vary. A top-scoring response should include details that compare and contrast how each story develops the topic of experiencing nature. Students should recognize that the stories also have a theme in common—for example, that nature is full of surprising things. Students should identify details that show how Frankie in "A Rapid Challenge" and the narrator of "Those Three Bears" appreciate nature in different ways.

### ● Monitor Understanding

If... students don't understand the writing task, then... read aloud the writing prompt. Use the following questions to help students get started.

- What is the prompt asking you to write about?
- Do you need to reread the text to find more information?
- How will you identify the information you need to include?
- Have partners talk about how they will organize their responses.

## Wrap Up

### Learning Target

- Have each student respond to the Learning Target prompt.
- When students have finished their responses, this may be done in small groups, or as a whole class.



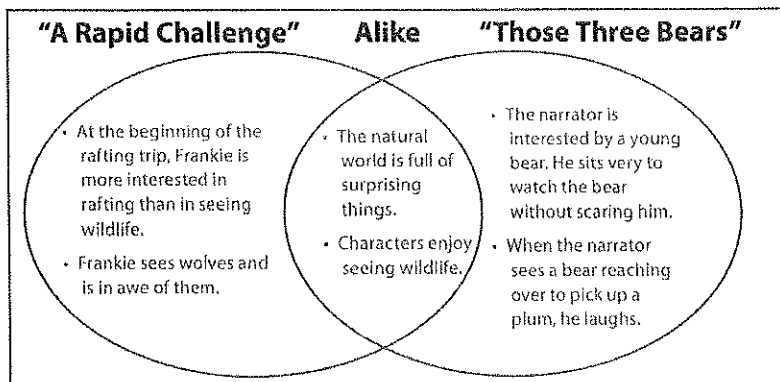
### Learning Target

In this lesson, you compared and contrasted how stories in the same genre approach similar themes and topics. Explain how the work you did will deepen your understanding and enjoyment of stories you read later.

Responses will vary, but students should identify that comparing and contrasting the topics and themes of stories in the same genre helps them make connections and develop a deeper understanding of how stories tell their tales.

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### 5 Sample Response



### 6 2-Point Writing Rubric

Points	Focus	Evidence
2	My answer does exactly what the prompt asked me to do.	My answer is supported with plenty of details from the text.
1	Some of my answer does not relate to the prompt.	My answer is missing some important details from the text.
0	My answer does not make sense.	My answer does not have any details from the text.

## LESSON OVERVIEW

## Lesson 17 Point of View

### Standards Focus

Describe how a narrator's or speaker's point of view influences how events are described. **RL.5.6**

### Lesson Objectives

#### Reading

- Identify the narrator's or speaker's point of view. **RL.5.6**
- Describe how a narrator's or speaker's point of view influences the description of events. **RL.5.6**

#### Writing

- Draw evidence from literary texts to support analysis and reflection. **W.5.9a**

#### Speaking and Listening

- Pose and respond to specific questions and contribute to discussions. **SL.5.1c**
- Review the key ideas expressed and draw conclusions. **SL.5.1d**

#### Language

- Use context as a clue to the meaning of a word or phrase. **L.5.4a**
- Acquire and use academic and domain-specific words and phrases. **L.5.6**

**Additional Practice:** **RL.5.1, RL.5.2, RL.5.3, RL.5.4, RL.5.5**

### Academic Talk

See **Glossary of Terms**, pp. TR2–TR9

- narrators
- speakers
- point of view
- influence

### Learning Progression

#### Grade 4

Students compare and contrast the point of view of two stories and identify whether the narrators are first- or third-person narrators.

#### Grade 5

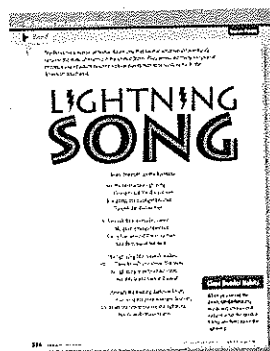
Building on Grade 4, students describe the way that point of view influences how events are described. This standard emphasizes that students need to understand the different kinds of narrative point of view in a text and how the different points of view affect how a story is told.

#### Grade 6

Building on Grade 5, students describe the ways in which the author reveals the narrator's point of view and how that attitude changes throughout a text.

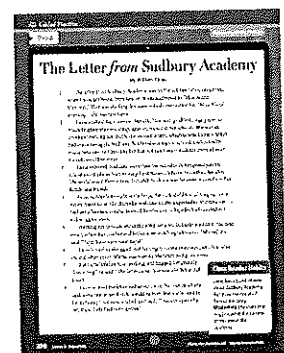
### Lesson Text Selections

#### Modeled and Guided Instruction



**Lightning Song**  
Genre: Poem

#### Guided Practice



**The Letter from Sudbury Academy**  
by William Paigo  
Genre: Realistic Fiction

#### Independent Practice



**Coyote**  
by Gary Soto  
Genre: Realistic Fiction

# Lesson Pacing Guide

## Whole Class Instruction 30–45 minutes per day

### Day 1

Teacher-Toolbox.com Interactive Tutorial

Check the Teacher Toolbox for Interactive Tutorials to use with this lesson.

**Introduction** pp. 294–295

- Read **Point of View** 10 min
- Think 10 min  
Graphic Organizer: Three-Column Chart
- Talk 5 min  
Quick Write (TRB) 5 min

### Day 2

**Modeled and Guided Instruction** pp. 296–297, 300

- Read **Lightning Song** 10 min
- Think 10 min  
Graphic Organizer: Three-Column Chart
- Talk 5 min
- Write Short Response 10 min

### Day 3

**Guided Practice** pp. 298–299, 301

- Read **The Letter from Sudbury Academy** 10 min
- Think 10 min
- Talk 5 min
- Write Short Response 10 min

### Day 4

**Independent Practice** pp. 302–307

- Read **Coyote and the Stars** 15 min
- Think 10 min
- Write Short Response 10 min

### Day 5

**Independent Practice** pp. 302–307

- Review Answer Analysis (TRB) 10 min
- Review Response Analysis (TRB) 10 min
- Assign and Discuss Learning Target 10 min

#### Language Handbook

Lesson 10 More Uses for Commas, pp. 456–457  
20 min (optional)



### Ready Writing Connective

During *Ready Reading* Days 1–5, use **Lesson 4 Writing to Analyze Literature**

- Think It Through
- Step 4 Organize Your Evidence
- Step 5 Draft

See *Ready Writing TRB*, p. 90a for complete lesson plan.

**Small Group Differentiation**  
Teacher-Toolbox.com

### Reteach

**Ready Reading Prerequisite**

- Grade 4 Lesson 18 Comparing Points of View

### Teacher-led Activities

#### Tools for Instruction

- Interpret Narrator's Point of View

**Personalized Learning**  
i-Ready.com

### Independent

**i-Ready Close Reading Lesson**

- Grade 4 Comparing Points of View
- Grade 5 Point of View in Literature

## Introduction

## Get Started

- Explain to students that in this lesson they will read different types of literature and explore the narrator's or speaker's point of view in each text.
- Review what students already know about point of view. For example, have them think about when an adult asks them to do chores. The adult's point of view is that chores teach responsibility; the students' point of view is that chores are boring and tedious. Each person looks at the same task differently, based on their own interests and experiences.
- Guide students to recall that the narrator of a story or the speaker of a poem also has a point of view. Explain:

In *Diary of a Wimpy Kid*, Greg describes life through his eyes. He shares his point of view, or thoughts and feelings, about events and other characters. When we read this book, we should think about what causes Greg to describe people and events a certain way. What is it about his feelings, interests, or experiences that shapes his telling of events?

- Focus students' attention on the Learning Target. Read it aloud to set the purpose for the lesson.
- Display the Academic Talk words and phrases. Tell students to listen for these terms and their meanings as you work through the lesson together. Use the Academic Talk Routine on pp. A48–A49.

### EL English Language Learners

#### ● Genre Focus

### Read

- Read aloud the Read section as students follow along. Restate to reinforce:  
**When you read literature, it's helpful to identify the narrator's or speaker's point of view, or perspective. Knowing how a point of view influences writing will help you better understand the story or poem.**
- Direct students' attention to the comic strip. Have them study the details in the pictures and read the speech bubbles to identify each character's point of view.

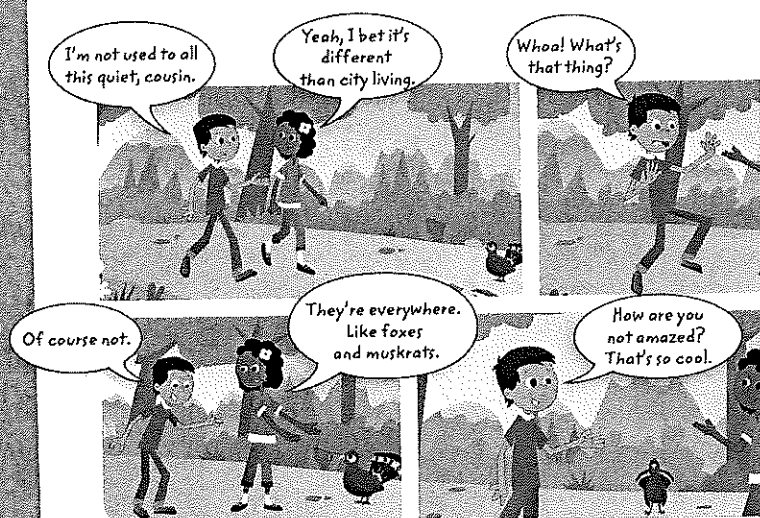
## Lesson 17 Point of View

### Learning Target

Knowing that a narrator's or speaker's point of view influences their descriptions will improve your understanding of stories and poems.

- **Read** **Point of view** is how a person thinks or feels about something. Both **narrators** in stories and **speakers** in poems have points of view. The background and culture of an author can **influence**, or affect, that author's point of view.

In the comic strip below, look for evidence of each character's point of view.



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### EL English Language Learners Develop Language

**Concept Vocabulary** Help students understand the difference between the first-person and third-person points of view.

- Say: "On Friday, I called my friend Pat." Explain that the pronouns *I* and *my* are clues to the first-person point of view. When a character in the story tells what happens, the story has a first-person narrator.
- Then say: "On Friday, Mauricio called his friend Pat." The person's name and the pronoun *his* are clues to the third-person point of view. The narrator is telling about, but is not part of, the action.

### ● Genre Focus Realistic Fiction


Explain that during students will read a realistic fiction story. Unlike myths or legends, realistic fiction stories feature ordinary characters who mirror the types of people who encounter in real life. The characters speak and act in a realistic way, and the themes of the stories usually reflect the types of problems and lessons that everyday people learn.

Invite students to share a realistic fiction story they have read. Have them share examples of characters or events that seem relatable to everyday life.

- **Think** Consider what you've learned so far about point of view. Use this chart to describe each character's point of view about the grouse. Then provide evidence of the points of view based on what the characters say and do.

Character	Character's Point of View About Grouse	Evidence of Character's Point of View
City cousin	Thinks grouse are amazing.	<ul style="list-style-type: none"> <li>• "Whoa! What's that thing?"</li> <li>• "How are you not amazed? That's so cool."</li> </ul>
Country cousin	Thinks grouse are ordinary.	<ul style="list-style-type: none"> <li>• "They're everywhere."</li> <li>• "I'm just used to it."</li> </ul>

- **Talk** Share your chart with a partner.
- Why do the cousins have different points of view about grouse?
  - What evidence did you give for each cousin's point of view?
  - Suppose each cousin narrated a story about meeting the grouse. How would the stories differ?

 **Academic Talk**  
Use these words and phrases to talk about the text.

- narrator
- speaker
- point of view
- influence

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## ● Monitor Understanding

If... students struggle to understand point of view,  
then... provide an example. Say:

**I would rather read a story about a real adventure than one about creatures from outer space, but my friend prefers science fiction.**

- **What is my point of view about stories?** (*Real adventures are more interesting to read than science fiction.*)
- **What is my friend's point of view about stories?** (*Science fiction stories are better than real adventures.*)

Ask students to provide their own point-of-view examples about stories they like to read.

## Think

- Have students read aloud to ensure that the chart will help them.
- Have partners complete the chart. Encourage students to use the detail in speech bubbles to determine point of view about the grouse.
- As students work, circulate and provide support as needed.
- Ask volunteers to share with the class.
- Make certain students understand why the city cousin is amazed because she has never seen grouse. The country cousin is not amazed because she has seen grouse many times.

## Talk

- Read aloud the Talk prompt.
- Have partners discuss the prompt. Encourage students to discuss how the point of view influenced their different points of view.
- Ask volunteers to share their points of view.

**Quick Write** Have students write a response to the following prompt:

**Think of something you and your sibling or friend did together. Describe the activity and each person's point of view. What causes each person's point of view?**

Ask students to share their responses.

## ● Monitor Understanding

## Wrap Up

- Invite students to share their responses. Encourage them to use the words and phrases in the prompt.
  - Explain to students that the point of view is the speaker's point of view. Encourage them to analyze the narrator's point of view to better understand the story.
- In the next section, we'll learn how to analyze the speaker's point of view and how background information can help us understand the story.**



## Modeled and Guided Instruction

## Get Started

Today you will read a poem written by a member of the Pima (pee-mah) Native American nation. First, you'll read to understand the poem. Then you'll read to analyze the speaker's point of view about the events.

## Read

- Read aloud the title of the poem and call attention to the note above the title. As needed, help students locate Arizona on a United States map.
- Have students read the poem independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

**What is this poem mostly about?** (*a lightning storm*)

**Where does the poem take place?** (*near or on a mountain*)

**What is the speaker doing?** (*carrying his or her younger brother somewhere during a lightning storm*)

# **EL English Language Learners**

## **Word Learning Strategy**

## **Explore**

- Read aloud the Explore question at the top of p. 297 to set the purpose for the second read. Tell students they will need to take a closer look at evidence in the poem to answer this question.
- Have students read aloud the Close Reader Habit on p. 296.

**TIP** Remind students that a speaker's point of view can often be determined by the descriptive language he or she uses. Have them look closely at the verbs and adjectives used to describe the lightning storm.

## Read

The Pima are a nation of Native Americans that lived in what would eventually become the state of Arizona in the United States. They produced many songs and chants, some of which describe natural events that commonly occur in the American Southwest.

# **LIGHTNING SONG**

from *The Path on the Rainbow*

See the destructive lightning  
Going to kill the distant tree.

It is going, my younger brother,  
To split the distant tree.

5 Around the mountain I carry  
My poor younger brother:  
Carry him around the mountain  
And then stand before it.

The lightning like reddish snakes  
10 Tries to lash and shiver the trees.  
The lightning tries to strike them.  
But it fails and they still stand.

Through the roaring darkness I run,  
Carrying my poor younger brother;  
15 From the top of the sky the lightning  
Shoots, and strikes nearby.

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## **EL English Language Learners** **Build Meaning**

**Figurative Language** Ask a volunteer to reread lines 9 and 10 of the poem. Call attention to the phrase *like reddish snakes*.

- Explain that this phrase is a *simile*, a type of figurative language. Poets often use figurative language to help readers imagine something clearly.
- Review the characteristics of snakes, including their shape and behavior. Be sure to note the way snakes *lash*, as described in line 10.
- Discuss why the poet used this simile. Guide students to understand that snakes are long and thin, and they dart quickly, just like a lightning bolt. People often fear both lightning and

## **Word Learning Strategy** **Use Context Clues**

- Point out the phrase *lightning* in line 1. **What do you think it means? What clues help you figure out its meaning?**
- Guide students to the phrase "the distant tree" in line 10. Ask them to determine the meanings of *kill* and *split* by looking at the words for a clue to their meanings. **L.5.4a**

## Explore

What is the speaker's point of view about the lightning?



## Think

- 1 In the chart below, describe the speaker's point of view about the lightning. Then provide evidence from the poem of the speaker's point of view.

Imagine you could ask the speaker what he or she thinks of the lightning. What would the speaker tell you?

Speaker	Speaker's Point of View	Evidence of Point of View
an older brother or sister	The lightning is scary and powerful, but not all-powerful.	<ul style="list-style-type: none"> <li>• "the destructive lightning"</li> <li>• "Going to kill the distant tree"</li> <li>• "lightning like reddish snakes / Tries to lash and shiver the trees."</li> <li>• "it fails and they still stand"</li> </ul>

## Talk

- 2 Take turns reading "Lightning Song" aloud. Does reading the poem aloud affect your understanding of it? Does the speaker express a point of view without stating it directly? Make changes to your chart, if necessary.

## Write

- 3 **Short Response** What is the speaker's point of view about the lightning? How does it affect the way the speaker describes what the lightning does? Use details from the poem in your response. Use the space provided on page 300 to write your answer.

**HINT** One main event of the poem occurs when the lightning tries to strike the trees.

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## Think Aloud

- To answer the Explore question, I need to determine the speaker's point of view about the lightning. To do this, I will go back to the poem and look closely at the speaker's word choices that describe the lightning.
- In the first stanza, the speaker uses very strong language to describe the lightning. "See the destructive lightning / Going to kill the distant tree." The tone of the words *destructive* and *kill* is very dark and threatening. It's interesting that the speaker says the lightning is "[g]oing to kill"—that detail suggests that the speaker sees the lightning as something that has force and power.
- I'll write the details from the first two lines in my chart, but I'm not going to make up my mind about the speaker's point of view just yet. I'll keep reading to see if it changes at all.

## Think

- Read aloud the Think section that you will model how to use in part of the chart. Use the guide your modeling.
- Revisit the Explore question to determine that they need using the Close Reader Ha
- Encourage students to w continue rereading the p chart. Remind them that t them find the speaker's p
- Ask volunteers to share th
- Guide students to see that the entire poem, and not j determine the speaker's p

## Talk

- Read aloud the Talk prom
- Have partners respond to Talk Routine on pp. A52–A
- Circulate to check that stu poem aloud and discussing the words used by the spe point of view.

## Write

- Ask a volunteer to read al
- Invite a few students to te asking them to do.
- Make sure students under answer both questions in their ideas with text evide
- Have students turn to p. 30
- Use Review Responses on students' writing.

## Wrap Up

- Ask students to recall the L explain how considering th view influences the way ev improved their understand



## Get Started

Today you will read a realistic fiction story. First you will read to understand what the story is about. Then you will reread with a partner to analyze the narrator's point of view.

## Read

- Read aloud the title of the story. Ask if anyone knows what *academy* means. Establish that an academy is a school, often a private school.
- Have students predict what the story will be about based on the title.
- **Read to Understand** Have students read the story independently. Tell them to place a check mark above any confusing words and phrases as they read. Remind students to look inside, around, and beyond each unknown word or phrase to help them figure out its meaning. Use the Word Learning Routine on pp. A50–A51.
- When students have finished reading, clarify the meanings of words and phrases they still find confusing. Then use the questions below to check understanding. Encourage students to identify details in the text that support their answers.

**What does Lanie notice about the envelope addressed to her?** (*The lettering and paper are of high quality.*)

**How does Lanie feel about Sudbury Academy?** (*She has mixed feelings because it is a good school but far away from her family and friends.*)

**Why is the letter important?** (*It will tell whether or not Lanie has been accepted at Sudbury Academy.*)

**EL English Language Learners**
**Word Learning Strategy**

- **Read to Analyze** Read aloud the Close Reader Habit on p. 298 to set the purpose for the second read. Then have students reread the story with a partner and discuss any questions they might have.

**TIP** If students struggle to make inferences about the narrator's point of view, have them think about the school described in the opposite way. The non-example can help to clarify the narrator's word choices.

# The Letter from Sudbury Academy

by William Paigo

- 1 The letter from Sudbury Academy was on the kitchen table, unopened when Lanie got home from school. It was addressed to "Miss Alana Mercredi." That was startling, because nobody ever called her "Miss Alana"—she was just Lanie.
- 2 Lanie studied the envelope. Metallic blue-and-gold lettering, paper much brighter than the dingy, gray stuff used at her school—this was a envelope from a place that knew its own worth, which is why Lanie's father had made her apply. Sudbury Academy was a good school, a school with many *Nehiyaw*, or Cree, like her, but not just Cree—students from all over Canada would be there.
- 3 Lanie shivered. Sudbury wasn't like the old schools her grandparents talked about, places built to keep First Nation children from their families. The world was different now. But, still, Sudbury was far away, hours from family and friends.
- 4 Lanie suddenly thought of the large, flat rock she'd found long ago on a mossy forest floor. She'd lifted it and, like a baby, expected to find treasure: a brilliant silver key, maybe. Instead, beetles and millipedes had flooded in and wriggled away.
- 5 Wanting not to think about the letter for a while, Lanie walked to the living room, where her mother and father were watching television. "Mama," she said, "Papa. How were your days?"
- 6 Lanie's mother shrugged, not turning from the television, which is what she did when upset. Mama was worried the letter had good news.
- 7 But Lanie's father rose, smiling, and hugged her grandly. "Lanie-bug," he said. "The letter came. You saw, eh? What did it say?"
- 8 Lanie wished the letter had never come. No matter what it said, someone in her family would be hurt. But she looked in her father's proud eyes, smiled, and said, "I haven't opened it yet, Papa. Let's find out together."

**EL English Language Learners**  
**Build Meaning**

**Background Knowledge** Guide students to understand that the setting for "The Letter from Sudbury Academy" is Canada, and the main character, Lanie, is descended from the Cree people.

- Write the phrase *First Nation* on the board. Explain that *First Nation* people were the indigenous people of the Americas. *Indigenous* people are native to an area, which means they were the first to live there. In North America, the Cree people were one of the largest groups of Native Canadians, or Native Americans.

**Word Learning Strategy**  
**Use Context Clues**

- Reread the first two paragraphs, and underline the word *worth*.

**What does the word *worth* mean in this context?**

**What words in the text are synonyms for *worth*?**

- Remind students that the word *worth* is used in the text to describe the paper from Sudbury Academy. The paper was contrasted with the paper used at Lanie's school. Have students underline the word *worth* in the text. Have students write a sentence in their own words using the word *worth* in other sentences.

**Think** Use what you learned from reading the story to answer the following questions.

- 1 This question has two parts. Answer Part A. Then answer Part B.

**Part A**

How does the narrator's point of view influence how the events are described?

- A By including only Lanie's actions, words, and thoughts, the narrator can't reveal how her parents feel.
- B By giving the detail about the rock with bugs under it, the narrator shows Lanie doesn't want to face her parents.
- C** By showing Lanie's thoughts about the letter, the narrator reveals that she is worried about each parent's feelings.
- D By focusing on the letter from the school, the narrator shows how much Lanie hopes she will be accepted there.

**Part B**

Which detail from the passage supports the answer in Part A?

- A "... from a place that knew its own worth..." (paragraph 2)
- B "But, still, Sudbury was far away..." (paragraph 3)
- C "... places built to keep First Nation children from their families." (paragraph 3)
- D** "... someone in her family would be hurt." (paragraph 8)



- 2 Reread paragraphs 2 and 3. What is the narrator's point of view about Sudbury Academy? Use the chart on page 301 to write your ideas and evidence.



- 3 **Short Response** What inference can you make about the narrator's point of view toward Sudbury Academy? Use the details from your chart to support your response. Use the space provided on page 301 to write your answer.



This story has a third-person narrator, or someone standing outside the story. Look for clues that show the narrator's thoughts and feelings.

**HINT** Look at the words and phrases the narrator uses to describe both the letter and the academy.

## ● Integrating Standards

Use the following questions to further students' understanding of the story.

- **What is the meaning of *apply* as it is used in paragraph 2?** (*Lanie's father made her apply to Sudbury Academy. Lanie is going to find out whether she was accepted. Apply means "to ask to go to the school."*)  
**DOK 2 RL.5.4**
- **How does paragraph 4 connect to the events in the story?** (*Lanie thought the rock hid treasure, but to her surprise, bugs crawled out when she lifted it. Similarly, the school seems to be a "treasure" of opportunity, but she worries the school won't be all she expects.*)  
**DOK 3 RI.5.2**

## ● Monitor Understanding

If... students have difficulty answering item 2,

then... help them understand what a neutral tone would sound like. Say:

**Lanie studied the envelope. It had metallic blue-and-gold lettering. As she held it, she shivered.**

Discuss with students which details are missing from the "just the facts" version. Guide them to understand that the narrator provided the additional details to let readers know how prestigious the school is, and why the decision is so important to Lanie.

## Think

- Have students work with item 1.

**TIP** Remind students that point of view may not be the same as the view of an outside narrator.

## Answer Analysis

When students have finished, discuss incorrect responses.

### 1 Part A

**The correct choice is C** Lanie's thoughts as well.

- **A** is incorrect because it only shows the details about the influence of the narrator.
- **D** is incorrect because it only shows going to the academy.

### Part B

**The correct choice is D** worried about hurting her parents.

- **A** and **B** are incorrect because they only show information about the thoughts about her parents.
- **C** is incorrect because it only shows schools of her grandparents.

### DOK 3

## ● Integrating Standards

## Talk

- Have partners discuss the story and what students should support their opinion.
- Circulate to clarify misunderstandings.

## ● Monitor Understanding

## Write

- See p. 301 for instructions.

## Wrap Up

- Ask students to recall the story and explain how the narrator's point of view influenced the description.

## Modeled and Guided Instruction

### Write

- Remember to use the Response-Writing Routine on pp. A54-A55.

### Review Responses

After students complete the writing activity, help them evaluate their responses.

- 3 Responses may vary but should show an understanding that the speaker finds the lightning to be incredibly powerful. See the sample response on the student book page.  
**DOK 3**

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

## LIGHTNING SONG

- 1 **Short Response** What is the speaker's point of view about the lightning? How does it affect the way the speaker describes what the lightning does? Use details from the poem in your response.

Sample response: The speaker's point of view about the lightning is that and possibly frightening. He says that the lightning is "destructive" and "the distant tree." The speaker describes the lightning as acting like "red" lashing the trees, which seems like a scary way to describe what the light that moment. Even though the lightning fails to destroy any trees, it "sh strikes nearby," suggesting the speaker feels the lightning is still danger



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 s
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?



### Scaffolding Support for Reluctant Write

If students are having a difficult time getting started, use the strategies below. Work individually with struggling students or have students work with partners.

- Circle the verbs in the prompt that tell you what to do, such as *describe*, *explain*, or *compare*.
- Underline words and phrases in the prompt that show what information you need to provide in your response, such as *causes*, *reasons*, or *character traits*.
- Talk about the details from the text that you will include in your response.
- Explain aloud how you will respond to the prompt.

# The Letter *from* Sudbury Academy

2 Use the chart below to organize your ideas and evidence.

Narrator	Narrator's Point of View	Evidence of Narrator's Point of View



Write Use the space below to write your answer to the question on page 299.

3 **Short Response** What inference can you make about the narrator's point of view toward Sudbury Academy? Use the details from your chart to support your response.

Sample response: The narrator describes Sudbury Academy positively. The paper's envelope is "brighter than the dingy, gray stuff" used at Lanie's school. This comparison suggests that Lanie's current school is not as good as Sudbury Academy. The narrator also says that the envelope is "from a place that knew its own worth," indicating that the academy is a worthwhile place to go. The narrator thinks the academy is a good one.

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## Talk

2 Students should use the thoughts and evidence.

## Write

- Ask a volunteer to read aloud.
- Invite students to tell what they think the narrator's point of view is. Make sure the need to make an inference point of view.
- Remember to use the Response on pp. A54–A55.

## Review Responses

After students complete their responses, have them evaluate their responses.

3 Responses may vary but should reflect that the positive descriptions of Sudbury Academy suggest that the narrator has a favorable point of view. Use the sample response or **DOK 3**.

## Teacher Notes

## Independent Practice

## Get Started

Today you are going to read a legend and use what you have learned about a narrator's point of view to explain how it influences the descriptions in the text.

- Ask volunteers to explain how a narrator's point of view can influence the telling of events, and how understanding this can help readers better understand literature. Encourage students to use the Academic Talk words and phrases in their responses.

## ELL English Language Learners

## Read

You are going to read the legend independently and use what you have learned to think and write about the text. As you read, remember to look closely at the descriptions in the text to identify the narrator's point of view.

- Read aloud the title of the legend and then encourage students to preview the text, paying close attention to the illustrations.
- Call attention to the Words to Know in the upper left of p. 302. Remind students to use the Glossary of Words to Know in the back of the Student Book if they struggle to determine meaning from context, or to confirm their understanding of the word.
- If students need support in reading the legend, you may wish to use the Monitor Understanding suggestions.
- When students have finished, have them complete the Think and Write sections.

## ● Monitor Understanding

## Independent Practice

## Read

## WORDS TO KNOW

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

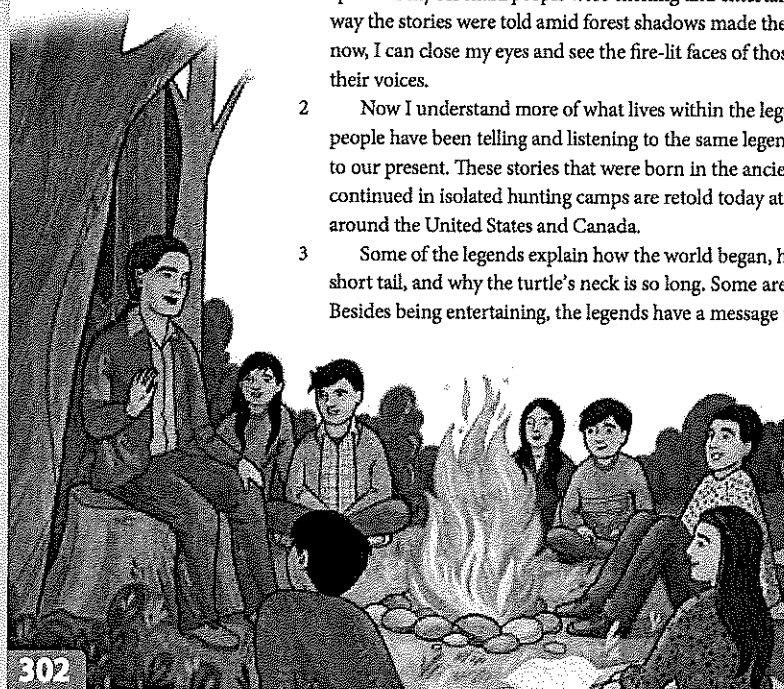
- importance
- generations
- isolated

The author of the following story, Gerard Tsonakwa, is a storyteller who draws on the legends of his tribe, the Abenaki, an Algonquian-speaking people of northeastern North America.

# from Coyote and the Star

by Tsonakwa, Gerard

- 1 When I was young, I did not realize the importance of the legends of my family and tribe. The legends of heroes, hunters, and spirits of my Abenaki people were exciting and entertaining. The way the stories were told amid forest shadows made them more real. Now, I can close my eyes and see the fire-lit faces of those who told their voices.
- 2 Now I understand more of what lives within the legends. People have been telling and listening to the same legends for generations. These stories that were born in the ancient forests and continued in isolated hunting camps are retold today at gatherings around the United States and Canada.
- 3 Some of the legends explain how the world began, how the sun and moon got their short tails, and why the turtle's neck is so long. Some are about the importance of the legends. Besides being entertaining, the legends have a message to tell.



## ELL English Language Learners

### Build Meaning

**Preview Illustrations** Have students work in pairs to preview the illustrations in the text. Direct them to label as many elements in each picture as they are able.

- When students have finished, invite them to share their labels. Provide vocabulary as needed to support the discussion. Then challenge students to summarize what is happening in each picture.
- Tell students that as they read, they should look for the words in the text that match the words they used to label each illustration.



- 4 Now I will tell you a story told to my father when he was young, then told to me when I was a child at my father's knee. I speak his words and voice so that he lives while the story is told. It is a story of Coyote and of stars. Perhaps you have heard coyotes crying pitifully in the night. I will tell you why that is and why the stars are scattered in a great mess all across the sky!
- 5 On the second morning of creation time, the Great Father set about the great task of filling the nighttime sky with beauty. He took a bag and went out on the muskeg [swamp], and there he picked the little flowers we call Morning Stars. He filled the bag with the star flowers, and then he cut a long stick so that he could put the flowers on the end of the stick and place them in the sky just so, in a fine pattern, like beadwork. Then he found the highest hill in the land, so that from that high place he could set the little flowers in the sky, just so. But when he had climbed the mountain, it was still light, so the Great Father decided to take a nap.

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### ● Monitor Understanding

If... students struggle to read and understand the selection,  
then... use these scaffolding suggestions:

**Question the Text** Preview the text by asking the following questions:

- **Based on the title and illustrations, what do you predict the story will be about?**
- **What questions do you have about the text?**

**Vocabulary Support** Define words that may interfere with comprehension, such as *generations*, *longhouse*, and *pitifully*.

**Read Aloud** Read aloud the text with students. You could also have students chorally read the text in a small group.

**Check Understanding** Use the questions below to check understanding. Encourage students to cite details in the text that support their answers.

- **Who is Tsonakwa?** (*the storyteller, a native American of the Abenaki people*)
- **Why did Coyote grab the bag?** (*He thought it was filled with food.*)
- **What does the legend explain?** (*why the stars are scattered randomly across the sky*)

## Independent Practice

## Integrating Standards

After students have read the legend, use these questions to discuss the legend with them.

- **How does the author's culture or background affect his perspective about the way the story links the past to the present?**

*(The author has been hearing these stories since childhood. He says they are a way to "[link] our past to our present." He tells readers that the stories teach the modern Abenakis lessons that were important in the past and are important today.)*

**DOK 2 RL.5.6**

- **What is the theme of the legend about Coyote?**

*(The theme is "One should think about the consequences of actions before making a choice." The legend illustrates that some mistakes are too big to fix and can have lasting effects.)*

**DOK 3 RL.5.2**

- **What does the reader learn about the Abenaki culture from the legend? Support your response with specific details from the text.**

*(The reader learns that the Abenaki people value storytelling as a way to preserve their past. The author writes, "Generations of people have been telling and listening to the same legends . . ." The Abenaki told stories to explain the world as they observed it. They still tell stories "at storytelling festivals around the United States and Canada.")*

**DOK 3 RL.5.1**

- **Paragraphs 1–4 and 5–7 have different purposes. How does the structure of the story help you better understand what the author is telling you?**

*(Paragraphs 1–4 give the author's background. They tell about Abenaki storytelling and legends, as well as why these stories are important to the author. Paragraphs 5–7 tell the story of one particular legend, that of Coyote and the Stars. The first part of the story gives meaning to the second part by providing background.)*

**DOK 3 RL.5.5**

- **Theme Connection**

## Independent Practice

- 6 So he laid the bag down in the shade of a tree. And while he was sleeping, Coyote came along. Coyote is like all dogs—he's always thinking of food. He said to himself, "I bet there's food in that bag. I'm going to look inside." Coyote grabbed the bag and ran off. But as he ran, he tripped and fell, and the stars spilled out and flashed across the sky, everywhere. Then the Great Creator woke up from his nap, and the first thing he saw was stars flashing all across the sky. And he looked down, and he saw Coyote there with the bag in his teeth, ripped open. And the Great Father said, "Look what you've done! I wished to put those stars in the sky in a fine bag, and look at the mess you've made!"

- 7 Poor Coyote. He looked up and tears filled his eyes as shame filled him to see what he had done to the night sky. And Coyote began to howl. Today the stars are scattered all across the sky every which-way, and this is why coyotes, when they see the night sky and the mess their great-grandfather made, fill up with shame and howl.



- **Theme Connection**

- Remind students that the theme of this lesson is Native Voices.
- Display a three-column chart. Label each column with the passage titles: "Lightning Song," "The Letter from Sudbury Academy," and "Coyote and the Stars."
- Have students recall the narrator or speaker's point of view in each passage. For "Lightning Song" and "Coyote and the Stars," discuss how the Native American narrator's background influenced the way the events were described. Guide them to understand that Native Americans have a great respect for nature.

**Think** Use what you learned from reading the legend to answer the following questions.

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

**Part A**

How does the narrator's point of view influence how events are described in paragraph 6?

- A By including the Great Father's reaction to Coyote's actions, the narrator shows how cruel the Great Father is.
- B** By focusing on why Coyote took the bag, the narrator shows that Coyote is greedy but not evil.
- C By including a description of the Great Father's nap, it shows how little the Great Father cares about his work.
- D By focusing on how clumsy Coyote is, the narrator provides information on how Coyote got that way.

**Part B**

Which sentence from paragraph 6 supports the answer in Part A?

- A "And while he was sleeping, Coyote came along."
- B** "Coyote is like all dogs—he's always thinking of food."
- C "But as he ran, he tripped and fell, and the bag ripped open and the stars spilled out and flashed across the sky, every which-way."
- D "'I wished to put those stars in the sky in a fine pattern, like beads, and look at the mess you've made!'"

**2** What does the word pattern mean as it is used in paragraphs 5 and 6 of the story?

- A a model or good example
- B an obvious personality trait
- C a flight path for an airplane
- D** a decorative or artistic design

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**● Monitor Understanding**

If... students struggle to complete the items,  
then... you may wish to use the following suggestions:

**Read Aloud Activities**

- As you read, have students note any unfamiliar words or phrases. Clarify any misunderstandings.
- Discuss each item with students to make certain they understand the expectation.

**Reread the Text**

- Have students complete a chart as they reread.
- Have partners summarize the text.

**Think**

- Use the Monitor Understanding to support students in cor

**● Monitor Understanding**

**Answer Analysis**

When students have finished incorrect responses.

**1 Part A**

**The correct choice is B**  
Coyote as being greedy

- A is incorrect. The Great Father is not cruel to Coyote but is not cruel.
- C is incorrect. Although the Great Father rests and leaves the bag, it does not mean that he is uninterested in what he does.
- D is incorrect. The author does not show Coyote as clumsy but does not show him as clumsy.

**Part B**

**The correct choice is B**  
"is like all dogs—he's always thinking of food." The author shows that Coyote is not necessarily evil.

- A, C, and D are details not related to Coyote's character.
- DOK 3 RL.5.6**

**2 The correct choice is D**  
wanted to create "a fine pattern" suggesting the stars were arranged artistically in a design.

- A, B, and C are details not related to the word "pattern" as it is used in the text.
- DOK 2 RL.5.4, L.5.4a**

## Independent Practice

## 3 Part A

**The correct choice is D.** The narrator states, "Generations of people have been telling and listening to the same legends, linking our past to our present." He wants to carry on that tradition.

- **A** is incorrect. Although some readers might find being in a forest at night scary, there is no evidence the author feels this way.
- **B** is incorrect. The stories did not lead the author to dislike his cultural traditions—in fact, they led to just the opposite.
- **C** is incorrect. The author only refers to longhouses and hunting camps. He does not say he learned how to build them.

## Part B

**The correct choice is C.** It supports the idea that the narrator respects how long his culture has been around.

- **A** and **B** describe the setting in which the stories were told.
- **D** presents no evidence of how the author feels about his culture.

DOK 3 RL.5.6

**4 The correct choice is D.** Coyote would likely explain why he felt shame for his actions if the story were told from his point of view.

- **A** is incorrect. There is no evidence in the original story to support this version of the retelling.
- **B** is incorrect. The question asks about how a retelling of the story would be different from Coyote's point of view, so it would still have to be about Coyote's responsibility in the events.
- **C** is incorrect. In this story, Coyote is described as "clumsy" but not terribly clever or sneaky.

DOK 3 RL.5.6

## Independent Practice

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

## Part A

How was the author's point of view influenced by events from his childhood?

- A** Those events made him fearful of being in the forest at night.
- B** Those events caused him to dislike the traditions of his culture.
- C** Those events taught him how to build longhouses and hunting camps.
- D** Those events led him to respect how long his culture has been around.

## Part B

Which detail from the passage **best** supports the answer to Part A?

- A** "The dramatic way the stories were told amid forest shadows made them unforgettable." (paragraph 1)
- B** "Even now, I can close my eyes and see the fire-lit faces of those storytellers and hear their voices." (paragraph 1)
- C** "Generations of people have been telling and listening to the same legends, linking our past to our present." (paragraph 2)
- D** "I will tell you why that is and why the stars are scattered in a great mess all across the sky!" (paragraph 4)

**4** How might the story be different if it were told from Coyote's point of view?

- A** It would explain that Coyote and the Great Father are enemies.
- B** It would give a different reason why the stars look as they do.
- C** It would show that Coyote is a clever and sneaky trickster.
- D** It would tell why Coyote feels shame for scattering the stars.

## ● Monitor Understanding

If... students don't understand the writing task,  
then... read aloud the writing prompt. Use the following questions to help students get started.

- **What is the prompt asking you to write about?**
- **Do you need to reread the text to find more information?**
- **How will you identify the information you need to include?**
- Have partners talk about how they will organize their responses.
- Provide a graphic organizer to assist students, if needed.



## Write

- 5 Short Response** The narrator feels sympathy toward Coyote. Support this conclusion with details from the text.

Sample Response: The narrator feels sympathy toward Coyote.

When the narrator says that Coyote, like all dogs, is "always thinking of food," he suggests that Coyote, while greedy, cannot help his actions. When the narrator says "Poor Coyote" and describes Coyote's tear-filled shame about what he did to the night sky, the narrator wants the reader to feel sympathy toward Coyote.



## Learning Target

In this lesson, you explored how the point of view of narrators or speakers can influence how they describe events. Explain how knowing this will help you better understand any stories or poems you read.

Responses may vary, but students should identify that describing how a narrator's or speaker's point of view affects their description of events gives them a deeper understanding of what the story or poem is about.

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## Write

- Tell students that using wh and compose a short resp
- **Monitor Understandi**

## Review Responses

After students have compl writing activity, help them

- 5** Display or pass out cop **2-Point Writing Rubric** students use the rubric their writing and revise

When students have fir evaluate their response should show how the n influences the descripti sample response on the **DOK 3 RL.5.6, W.5.9a**

## Wrap Up

## Learning Target

- Have each student respo Learning Target prompt.
- When students have finis their responses. This may in small groups, or as a wl

## 5 2-Point Writing Rubric

Points	Focus	Evidence	Organization
2	My answer does exactly what the prompt asked me to do.	My answer is supported with plenty of details from the text.	My ideas are clear and in a logical order.
1	Some of my answer does not relate to the prompt.	My answer is missing some important details from the text.	Some of my ideas are unclear and out of order.
0	My answer does not make sense.	My answer does not have any details from the text.	My ideas are unclear and not in any order.