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Compare and contrast first- and third-person narrations

show me

What is the difference between a first- and third-person point of view?

guide me

example

Look at the picture below. Then read the sentences.

Reporter: "Severe weather knocked down many trees on Main Street, leaving many residents without power."

Bystander 1: "Thank goodness no one was driving by when the tree fell."

Bystander 2: "Oh, no! That's my car. I hope my insurance covers falling trees!"

What do the different comments tell you about point of view?

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work time

The Rip Current Rescue

by Monty Ward

1 I had just finished my shift as a lifeguard at Tombolo Beach and was getting into my car when a young boy I'd seen earlier ran up to my window. "Help! My dad's getting carried out to sea!"

2 Earlier, this boy's father confronted me on the beach as I posted a sign announcing that swimming hours were over. "What's going on here?" He yelled furiously, his face scarlet with rage. "This is absurd. It's boiling hot, we come here to swim, and now you're closing the beach?"

3 "I'm sorry," I said firmly, "but after six o'clock, there aren't any lifeguards on duty, and this water can be dangerous, so there's no swimming allowed." I pointed to an area offshore where the ocean was particularly choppy and added grimly, "Churning water signals a rip current, which can yank you out to sea in no time."

4 The father waved away my words, saying he knew perfectly well how to swim. But now the current was dragging him away from shore, and he was quickly losing his strength to tread water. I leaped out of my car, grabbed a rescue tube, slung it over my shoulder, and raced down the beach. The boy had already run back, and now he stood in the surf, shouting encouragement to his father. I plunged into the water, waded a short distance, and almost immediately felt the current tugging me sideways as I began to swim.

5 When I reached the man, I hoisted his shoulders onto the tube. "We're almost there," I told him before I began swimming back to the beach, hauling the man and the tube.

6 Finally, we landed on the shore. The man raised himself on his elbows, looked up at me, and said quietly, "You saved my life. Thank you." Then he looked at his son. "And thank you for listening to the lifeguard," he said. "His advice no doubt saved your life, too."

check for understanding The author wrote the story from the point of view of the _____.

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work time

Tom Rides Out the Quake

by Tony Sansevero

1 Tom unpacked his suitcase as he conversed with his new college roommate, Eric. Eric was telling him about the campus when suddenly the apartment building began to shake, causing books and a ceramic vase to fly off a shelf and crash loudly on the floor.

2 Tom grabbed hold of a tabletop, convinced that a truck had just crashed into the building and that they were feeling the reverberations of the impact. Eric froze in place, his eyes widened. "What's happening?" Tom said, struggling to keep his voice calm, he could feel faint stirrings of panic roiling inside him.

3 "Earthquake!" Eric shouted as the apartment building began to tremble again. The floor pitched and creaked like the deck of a storm-tossed ship. Windows rattled. Cabinet doors popped open. More books slid off shelves, and a lamp toppled over with a crash.

4 Quickly, Eric grabbed Tom by the shoulder and pushed him toward the kitchen door. "Stand in the doorway!" he yelled. "It's a strong place in the room, and nothing can fall on us there!"

5 No sooner had Eric said this than he lost his balance and fell, striking his head against the sharp edge of his desk as he went down. He lay crumpled on the floor, not moving. Tom could feel terror rushing through him, but the realization that he needed to help Eric enabled him to shove aside his fear.

6 Tom hooked his arms under Eric's shoulders and dragged him into the doorway. After what seemed like an eternity of bucking and heaving, the earthquake subsided and the building grew still and somber, groaning as it settled back onto its foundation.

7 I wish I had learned more about earthquakes before I came here, Tom thought. Just then, Eric stirred and opened his eyes halfway. He grinned faintly. "Welcome to California," he said.

check for understanding The author uses the _____ to tell the story as a narrator that is not in the story.

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check for understanding

1 How might "Rip Current Rescue" have been different if it were told from the father's point of view?

2 Why do you think the author tells the story from Tom's point of view in "Tom Rides Out the Quake" and not Eric's?

3 In "Rip Current Rescue," which paragraphs tell what happened before the boy asked for help? What phrase signals the time shift in the story?

4 What signal words and phrases does the author of "Tom Rides Out the Quake" use to help strengthen the story sequence?

5 Use the graphic organizer below and what you learned from the stories to list features of first-person and third-person narrations.

	First-Person Narration	Third-Person Narration
Passage Title		
Pronouns and words that signal point of view		
The narrator is		

reflect

Think about the lesson question "What is the difference between a first- and third-person point of view?" Discuss your answer with a partner.

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Compare and contrast first- and third-person narrations

show me

How does point of view affect how a story is told?

guide me

example

Look at the picture below. Imagine you are one of the players. With a partner, use first-person pronouns to tell what happened. List the pronouns you used.

Repeat the activity. This time imagine you are a spectator and use third-person pronouns to tell what happened. List the pronouns you used.

First-person Pronouns	Third-person pronouns

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work time

from Sleepyville Wakes Up

by Alonzo Marcos

1 There are few things more unfortunate than a king whom nobody likes. Kenneth was just this kind of king. Most of King Kenneth's subjects heartily despised him because he taxed them ruthlessly. "Bring me more money!" King Kenneth would growl to his subordinates, who scurried to obey as he thumped his fist on the arm of his throne.

2 Anyone who criticized King Kenneth was hustled off to prison or deported and not allowed to return to their homes and families. "Out to sea you go!" he'd shout with unbecoming glee. Then the unlucky person was placed in a boat and sent off in the direction of distant lands. Needless to say, the people in the kingdom led worried lives.

3 Roderick the Rotten was the mayor of Sleepyville, a tiny village in the northern part of the country. Like King Kenneth, Roderick believed in taxes, taxes, and more taxes. He collected more taxes than any other mayor in the country, far exceeding the amounts that were necessary to pay King Kenneth's already exorbitant levies.

4 Day after day, Roderick sat by himself, counting his money and stacking the coins in tall towers of silver and gold. When he ran out of coins to count, he yelled at his servants to bring him more from the vault. "More! More, I say!" Roderick would yell.

5 Roderick the Rotten hadn't always been rotten or rich. Once, he had been among the most renowned and admired men in the village. People honored him for his generosity and kindness. Before becoming mayor, he had often spent his days fishing in Sleepy Stream, the river that ambled past one side of Sleepyville. Not that Roderick needed the fish. He was just as likely to give the best of his catch to anyone he saw while walking home.

6 However, when Roderick became mayor, power and greed turned him into a money-grubbing ogre.

check for understanding The author uses _____ narration because the narrator is a character _____ the story.

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work time

from A Happy Accident

by Suzanne Weyn

1 The bell rang, and everybody took their seats as Mr. Samms announced, "OK, class, the deadline for the essay contest is precisely four o'clock this afternoon."

2 I'd stayed up really late the night before to finish my essay, and I was supremely happy with how it turned out. But when I opened my science folder, my essay wasn't there! Panic spiraled upward inside me as I flipped through every page and examined every sheet of paper. Still no essay. I tore desperately through all my folders and books again, shaking each one in hopes that my essay would flutter out. "Where could it be?" I muttered.

3 Mr. Samms couldn't help but notice my frantic actions and obvious distress. "Is there a problem, Mike?" he asked.

4 "I can't find my essay," I said, struggling to keep my voice from trembling. I swallowed hard and, even though I knew what the answer would be, asked, "Can I bring it in tomorrow?"

5 "Sorry, Mike, the contest rules are very clear about the deadline."

6 At lunchtime, I called my mother at work. "Did you see my essay?" I asked, trying to remain calm. "It was on the kitchen table last night, in my science folder, but it might have fallen out when I grabbed my folder this morning."

7 "No, sorry, Mike, I didn't see it," she replied, just as I knew she would. I began to wonder if my essay had floated out the window on a breeze. It was a crazy idea, but I just couldn't imagine where the essay had gone.

8 I went back to class feeling defeated and walked right into Mr. Samms. "It was the best thing I've ever written," I told him. "I worked really hard on it."

9 Mr. Samms nodded sympathetically, but inside I felt that he wasn't being fair because I had been extremely careful with my work. It had simply vanished!

check for understanding The author uses _____ to tell the story from _____ viewpoint.

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check for understanding

1 "A Happy Accident" is an excerpt from a longer text. What can you infer about Mike's problem from the title?

2 In the excerpt from "Sleepyville Wakes Up," what is the author's viewpoint of people like King Kenneth and Roderick the Rotten?

3 How would "A Happy Accident" be different if the author had used a third-person narration as a character outside of the story?

4 How does the author use precise verbs in "Sleepyville Wakes Up" to help you envision King Kenneth or Roderick the Rotten?

5 Imagine you are the author of one of the stories. Briefly tell how you would continue one of the stories and why.

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reflect

Think about the lesson question "How does point of view affect how a story is told?" Discuss your answer with a partner.

Combine information from two texts in order to speak knowledgably about a topic

show me

What can I learn by integrating information from two texts?

guide me

example

Read the sentences below. Then integrate, or combine, the information to make a statement about "The Bill of Rights."

From a Social Studies Text: In 1791, ten amendments called the "Bill of Rights" were added to the Constitution of the United States. These amendments guarantee the rights of the people.

From a Government Website: The First Amendment protects five basic liberties: freedom of religion, freedom of speech, freedom of the press, freedom of assembly, freedom to ask the government to right wrongs.

Integrate: One right guaranteed by the "Bill of Rights" is _____.

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work time

Women Take Action

by Jessica Kushner

1 Women have a long history of speaking out on important issues. As early as the American Revolution, women criticized their British rulers, just as men did. Women were involved in many reform movements, or efforts to change society. However, it was the movement to end slavery that helped women find their own voice.

2 During the World Anti-Slavery Convention in 1840, women were not permitted on the main floor of the hall with the men. They were told to sit separately. They were also told that they must watch and listen, not speak.

3 Two women, Lucretia Mott and Elizabeth Cady Stanton, were so angered by this treatment that they dedicated themselves to the cause of women's rights. In 1848, they hosted a Women's Rights Convention. Part of the effort to obtain equal rights for women was a demand for women's suffrage, or the right to vote.

4 People who argued against women's suffrage claimed that women were less intelligent than men. They felt that men should represent their wives. Some people were concerned that women's suffrage and equality would make women neglect their jobs at home. But the women fighting for their rights did not wilt in the face of this opposition.

5 In 1920, their efforts were finally rewarded. Congress made the 19th Amendment to the Constitution official. This amendment stated that voting rights could not be denied "on account of sex."

6 However, the fight is not over. Women across the United States continue to struggle to earn equal pay. Among the organizations working for women's rights today is the National Organization for Women. This organization was formed in the 1960s.

7 Today, more women are taking action. They are seeking positions of power in order to secure their rights. In the elections of 2018, a record number of women ran for seats in the U.S. House of Representatives and the Senate. As a result, 127 women went on to hold seats in the United States Congress.

check for understanding What does the author want you to know about the cause for women's rights?

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work time

Our Precious Freedoms

by Kiara Digor

1 The 1960s were turbulent years in the United States. The Vietnam War, the civil rights movement, and the women's rights movement were making headlines. People held strong opinions about each issue. It was time to stand up and speak out!

2 The Vietnam War had split the population into those who supported the war and those who were against it. The civil rights movement made Americans face the issue of equal education, employment, and justice for African Americans and other minority groups. Likewise, the women's rights movement questioned women's traditional roles as mothers, wives, and homemakers. Debates and demonstrations were highly charged, and emotions ran high.

3 There was also a new influence that fed the flames. That influence was television, and it was used to change public opinion, just as writing and speechmaking were.

4 As a result, the nation was also embroiled in debates about freedom of speech and freedom of assembly. These rights were on full display as people marched and protested to bring about change in society.

5 Today, the Internet has added a new twist to this discussion. People can write, photograph, or say almost anything and put it on the Internet. They can often do this without revealing their true identity. They can also use software to change the images. This has caused an increase in misinformation. In addition, the use of cell phones has made it possible to share events online instantly. Some people believe the government should have more control over this type of communication.

6 As in the past, modern arguments for or against freedom of speech involve how much control a government should have over how people express themselves. Most people understand that we must protect freedom of speech and freedom of assembly even when we do not agree with each other. These freedoms must exist for everyone. Otherwise, they might not exist at all.

check for understanding Based on the text, freedom of speech includes all forms of _____.

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check for understanding

1 Whose viewpoint is missing from "Women Take Action"? Why do you think this?

2 How does the author of "Our Precious Freedoms" feel about government control over Internet communications? How do you know?

3 Which sentence from paragraph 2 of "Our Precious Freedoms" could best be integrated into paragraph 4 of "Women Take Action"?

4 What words and phrases does the author of "Our Precious Freedoms" use to help show that the 1960s were turbulent years?

5 Use the graphic organizers to graph a cause and effect detail from each text.

Women Take Action	Our Precious Freedoms
Cause	**Cause**
↓	↓
Effect	**Effect**

reflect

Turn to a partner. Tell how reading the two texts help you better understand rights and freedoms.

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Synthesize information from several texts in order to come to a new understanding

show me

How can synthesizing information help me come to a new understanding?

guide me

example

Read the text below. Underline the detail you feel is most important in this biographical sketch of Frank Chapman.

***from* A New Look at Old Ways**

by Priyanka Das

Frank Chapman (1864-1945) was an American scientist who inspired people to care about birds. Chapman worked at the American Museum of Natural History in New York. He was also an officer of the Audubon Society. As the editor of a bird magazine, he shared his knowledge of birds with many people.

Chapman was upset about the killing of birds for sport, fashion, and tradition. One horrible tradition involved people competing with each other to shoot the most birds on Christmas day. In 1900, he wrote an article urging readers to look for and count birds on Christmas instead of hunting them. Today, the Christmas Bird Count is still popular. It also provides scientists with important information about birds.

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work time

The Plight of the Passenger Pigeon

Kari Lauren Houlihan

1 In the 1800s, the passenger pigeon was one of the most common birds in North America. They numbered in the billions; people reported seeing flocks fly overhead that were so large, they darkened the sky. It could take hours for a single flock to pass by!

2 Passenger pigeons were not just an impressive sight. They were also an important source of food for small predators, such as owls, hawks, fox, and skunks. The young pigeons, called squabs, left the nest at about two weeks of age to fend for themselves and learn how to fly. During this time, squabs on the forest floor were easy pickings for hungry animals.

3 Passenger pigeons mainly ate acorns and beechnuts. They flew in huge flocks from forest to forest to feast on this food. As forests were cut down, however, the pigeons often fed in grain fields. Farmers shot pigeons to protect their grain crops.

4 Would you eat a pigeon? People also found passenger pigeons to be a tasty meal. At first, pigeons were hunted for the family table, but later they were hunted on a large scale. Huge numbers were shot and then packed for shipment to cities.

5 Over time, people began hunting passenger pigeons at an alarming rate. There were no laws or limits to stop them, so some people even shot the birds for sport. In 1878, at one of the largest nesting sites, 50,000 birds were killed in a single day! The adult birds that survived tried to nest again, but hunters found them, too.

6 In the 1890s, people finally began to notice that the birds' numbers were dropping. In 1897, a bill was introduced in Michigan that banned the hunting of passenger pigeons for ten years; however, the small number of passenger pigeons left could not adjust to living in small flocks.

7 The last passenger pigeon died on September 1, 1914. It became one of several types of birds that went extinct in the United States in the last 150 years.

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check for understanding I can synthesize information from this text and the text on page 13 to say that passenger pigeons _____.

work time

Good News for Feathered Friends

by Joyce Davis

1 In the 1900s, numerous organizations were formed to help protect birds. One of these groups was the Audubon Society. Today, there are hundreds of Audubon chapters across the United States. Their aim is to educate people who want to learn more about the natural world. Representatives from these chapters visit nearly five thousand classrooms each year.

2 Because of organizations such as the Audubon Society, many Americans are working to protect the welfare of birds everywhere.

3 One bird that has been helped by people is the bald eagle. In the 1960s, scientists discovered that a poison called DDT, which was used to kill insects, collected in fishes' bodies when the fish ate the poisoned insects. When female eagles ate these fish, they later laid eggs with thin shells that cracked. As a result, the number of bald eagles plummeted in the United States.

4 In 1972, the U.S. government banned DDT. This ban, plus other efforts to protect areas where eagles nested, helped their numbers grow. The bald eagle has since been removed from the Endangered Species List. The recovery of this symbol of American freedom has been a great success story for conservationists.

5 Another bird that has benefited from human help is the California condor. In the 1980s, only 22 condors remained. So scientists started raising them in captivity and releasing young pairs in the wild. Today, about 270 condors fly free again.

6 Finding and counting birds is part of these scientists' jobs, but many people do this for fun. How many birds have you seen in just the past week? Keep track for a few days and report your observations to a birding organization. Then give yourself a pat on the back. You are now a citizen scientist!

check for understanding How does this text contribute to your understanding of the text on page 13?

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check for understanding

1 What information would you have liked the author to include in "Good News for Feathered Friends"? Why?

2 What is the biggest difference between "The Plight of the Passenger Pigeon" and "Good News for Feathered Friends"?

3 In what way does "A New Look at Old Ways" on page 13 connect to the other texts?

4 How do the structures of "Good News for Feathered Friends" and "The Plight of the Passenger Pigeon" differ?

5 Synthesize the details from each text to write a new idea.

Detail: Frank Chapman inspired people to care about birds.	**Detail:** Several birds have gone extinct in the last 150 years.	**Detail:** The Audubon Society and scientists work to protect birds.
New Idea: Scientists, groups, and individuals work to _____ and prevent species from _____.		

reflect

Work with a partner. Share another idea you came to understand by synthesizing information from the texts.

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Synthesize information from several texts in order to come to a new understanding

show me

How can synthesizing information help me come to a new understanding?

guide me

example

Synthesize, or combine, ideas from each paragraph to create a new idea.

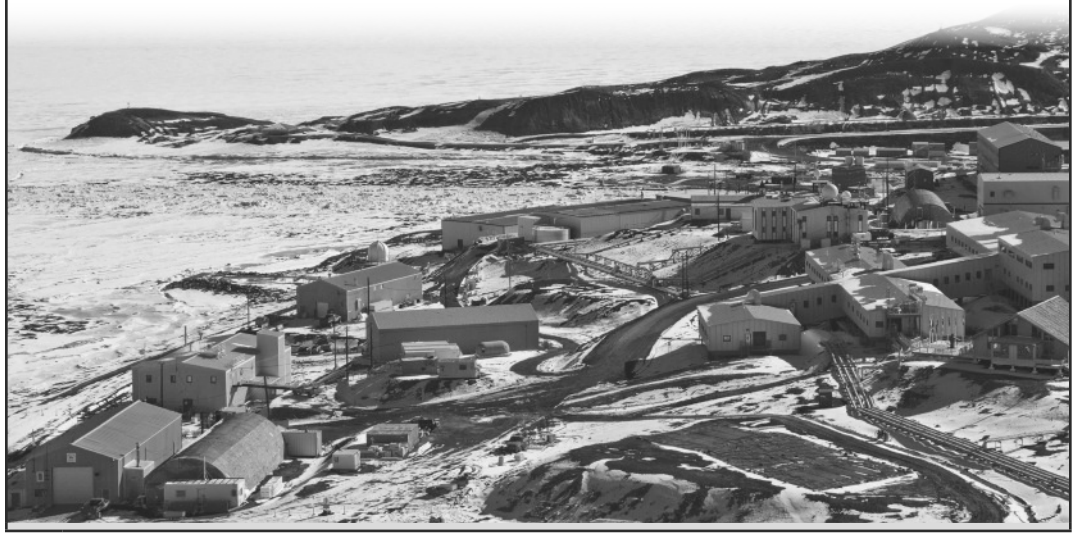
***from* A Research Continent**

by Deidre Havencamp

McMurdo Station is a United States research center in Antarctica. The United States also uses Palmer Station on Anvers Island and Amundson- Scott South Pole station on Ross Island. About forty other stations operate in Antarctica, too.

Scientists live at McMurdo Station all year, even during the sunless winter months of June and July. The station is home to most of the people in Antarctica. It is like a very small village with only 200 residents. In the summer, however, more than 1,200 researchers live there.

The population of most stations on Antarctica _____ during _____.



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work time

Explore with Science

by Donna Longo

1 Antarctica has been called a desert of ice, the last frontier, the frozen continent, and the unknown land. With its bitterly cold weather and hurricane-force winds, it may be the planet's most uninviting place.

2 Massive icebergs crowd its waters and gigantic glaciers move across its land. Summer temperatures in coastal areas are a chilly 50° Fahrenheit. The continent's interior boasts the world's lowest recorded temperature, a bone-chilling –128.6° Fahrenheit.

3 In the 1800's, explorers sailed along the coast of Antarctica. It was not until 1911 that people finally explored the interior. Roald Amundsen was the first to reach the South Pole on December 14th, 1911. He located the pole using a tool called a sextant. To use a sextant, a person finds the angle between the horizon and an object in the sky, such as a star. Then this measurement is compared to the exact time of day. This information helps explorers determine their location.

4 In the 1950s, Richard Byrd of the U.S. Navy explored the continent by air. Soon, a flurry of scientists headed for Antarctica. By 1959, twelve nations had signed the Antarctic Treaty. This agreement stated that the continent would be used for research.

5 Scientists have many tools that were not available to the earliest explorers. For example, they do not have to use sextants to pinpoint locations. Instead, they use handheld GPS devices. Marine biologists, who study ocean life, can listen to killer whales by dropping a hydrophone in the water. A hydrophone picks up sounds that pass through water and changes them into electromagnetic waves. This information helps scientists learn how marine mammals communicate underwater.

6 These tools and many others enable scientists to learn more about Antarctica every day. Imagine what we will have learned in another hundred years! Would you like to explore this amazing place?

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check for understanding I can synthesize information from the text on page 17 to say that more stations operate in the summer months because _____.

work time

Are People Ruining Antarctica?

by Jun Ueno

1 In the last 100 years, more and more people have traveled to Antarctica. It is the most isolated region on Earth. Some are scientists who stay for months to do research. Others are tourists whose visits last mere hours. Naturally, all this human activity has had an impact on Antarctica and its wildlife.

2 Consider the basic problem presented by garbage. For many years, scientists living at the research stations disposed of waste by either burning their trash or throwing it in the ocean. Burning trash, however, produced smoke, which polluted Antarctica's clean, cold air. And trash dumped in the ocean hurt or killed whales, seals, and other marine animals. The solution they came up with was to carry their trash off the continent.

3 Tourists bring a different set of problems to the continent. Most tourists travel by cruise ship. They then go ashore in small boats. Ice and rough seas, however, can cause shipwrecks and oil spills. At least one ship has already sunk off the coast of Antarctica, leaking oil that poisoned many animals.

4 Scientists also worry that tourists may disturb the animal populations. Worldwide, tourists are often guilty of approaching or disturbing wildlife in order to get a closer look or the perfect photograph. In Antarctica, curious tourists might get too close to penguins and other seabirds that are breeding or nesting. This can affect the birds' ability to reproduce and raise their young.

5 Antarctica is a place of natural beauty and mystery. It is not surprising that people want to visit nor is it practical to keep them away. Tourism is a big business, and it can help raise public awareness of the region.

6 If the past is any indication, the future will likely bring even more people to Antarctica. If that is the case, we must find ways to avoid harming the very place we find so amazing.

check for understanding What claim is the author making about Antarctica?

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check for understanding

1 If you were the author of "Are People Ruining Antarctica?" what recommendation would you make to protect the continent?

2 The author of "Explore with Science" mentions the Antarctica Treaty. Why do you think such a treaty was necessary?

3 Reread "A Research Continent" on page 17 and paragraphs 2 and 3 of "Are People Ruining Antarctica?" Synthesize the text to create a new idea.

4 What structure does the author use in "Are People Ruining Antarctica?" Is this structure effective for an argument?

5 Synthesize the information below to create a new idea.

A Research Continent		Explore with Science
Scientists live at McMurdo Station even during the winter months of June and July.	+	Roald Amundsen reached the South Pole on December 14, 1911.
New Idea:		

reflect

Work with a partner. Synthesize information from the texts to create a new idea.

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Compare and contrast stories in the same genre

show me

How do stories in the same genre approach similar topics?

guide me

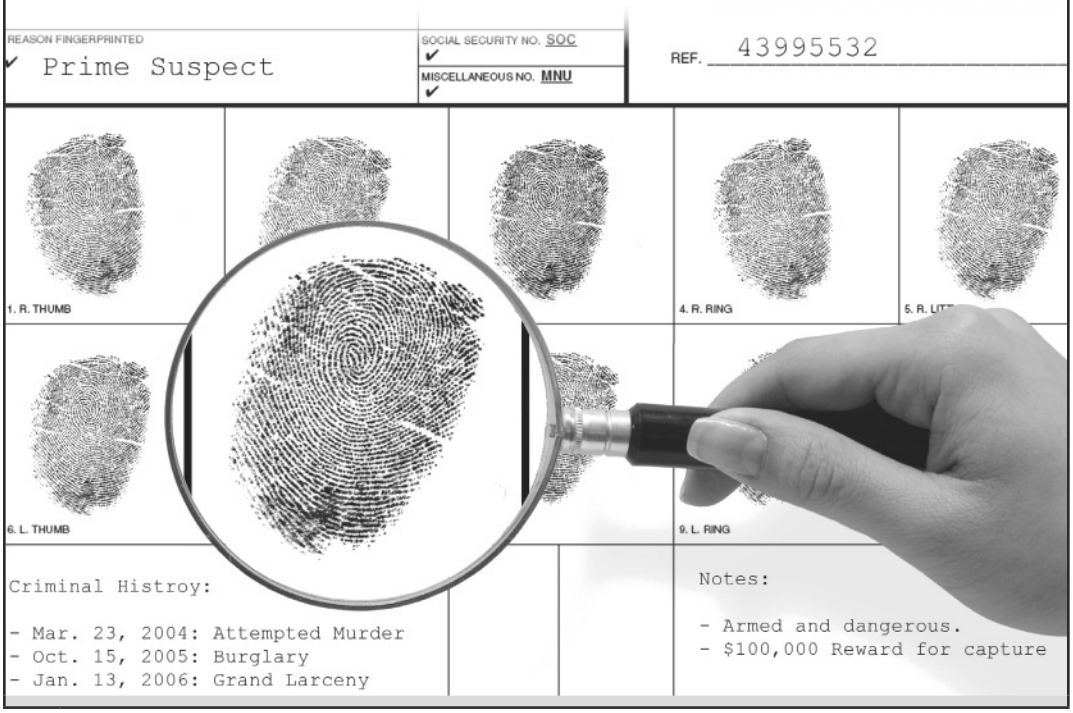
example

Read the two paragraphs below. Then complete the sentence.

Mystery A: It was a dark, moonless night. Matilda turned the key on the old iron gate. It creaked and moaned in protest as she pushed it open. Matilda shivered. She had followed the clues of the stolen necklace, and they had led her to an old graveyard!

Mystery B: Cal was the mystery "thief" in a party game. He crept into the dark room, leaping up to scissor-kick over a sleeping dog. *Like a ninja*, he grinned. He reached for the necklace, but it was gone. Someone had beat him to it!

Both mysteries feature a _____, but **one** is _____ while the other is _____.



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work time

Grizzled Bill's New Life

by Jason Lublinski

1 I first met Grizzled Bill back in the summer of 1865. I was just eighteen years old and working as a cowboy on the Triple J Ranch. I had planned on working at the Triple J until I could save enough money to go back east and marry my girl, Eloise. However, everything changed after meeting with Grizzled Bill.

2 On that fateful afternoon, I was inspecting the Triple J's north fence when a rider in dark clothing came galloping up on a big black horse, which slid to a stop right in front of me. I stood up straight to study the stranger, a large, tough-looking, gray-bearded man.

3 "Afternoon," I said cautiously, touching the brim of my hat. The rider touched his finger to the brim of his hat and nodded a greeting.

4 Then in a gruff voice, he asked, "This ranch belong to a cheap, no-good, two-faced varmint named Wilkinson?"

5 "You got that right, mister," I blurted out but then froze as I realized I'd just badmouthed my boss. It probably wasn't smart to tell a stranger how I felt, but it was the truth. Wilkinson is not a very nice man. After I had spoken, the stranger smiled.

6 "See," he grumbled, "I've heard about your Wilkinson. Most of it is not pleasant. But I always make allowances for idle gossip, rumors, and speculation. When a man is a success, it can cause some tongues to wag."

7 I nervously gulped and looked away from his dark, piercing eyes.

8 "You're probably wondering who the heck I am," he said, tipping his ten-gallon hat. "Name's Grizzled Bill Jones, and I am here to rob your boss."

9 The outlaw, Grizzled Bill! And just like that, I fainted dead away.

check for understanding This story is set on a _____. It is historical fiction because _____.

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work time

The Doaks of Montana

by Terri Townsend

1 Ellie Doak usually had no trouble with her aim. She was twelve years old and had hunted rabbits for years, proving to be the best hunter in the family. But today, she felt a little unsteady, as if she'd never hunted before. Gritting her teeth, she surveyed the prairie when suddenly, a flicker in the grass caught her eye. Carefully, she aimed, shot, and hit her mark. She fetched the rabbit, propped her gun over her shoulder, and headed back to the cabin.

2 As Ellie trekked home through the tall, prairie grass, she thought about her beloved mother, who had died two winters prior. Ellie missed her terribly and was dismayed that her father had decided to remarry because he worried that his children needed a mother. He'd gone into town that very morning to pick up his new wife, Patience—Patience! What kind of name is that? Ellie thought bitterly.

3 As Ellie entered the cabin, clutching the rabbit by its hind legs, she breathed in deeply to steady herself. She paused, letting her eyes adjust to the dim interior, and noticed a new, flowery bonnet occupying the table. Her heart skipped a beat as she realized it belonged to Patience.

4 "Ellie, I'd like you to meet Patience," said her father nervously, extending his arm toward his new wife.

5 Ellie's glance darted to the far corner of the cabin, where she spotted Patience perched on her mother's green trunk. In the trunk, Ellie had carefully stashed away pictures, letters, and other valuables, such as her mother's lacy wedding dress and bonnet. How dare this interloper sit on Ma's trunk! Ellie shot a furious look at her father and then turned to regard Patience.

6 "Hello, Ellie," Patience ventured.

7 *Traitor!* Ellie thought, making eye contact with father. *Why did you bring her here?* Abruptly, she flung the rabbit on the table and muttered, "I brought this for you." Then she spun on her heels and darted from the cabin.

check for understanding How is this story similar to the first story?

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check for understanding

1 Do you like Grizzled Bill in the first story? Explain why or why not.

2 How are females portrayed in "The Doaks of Montana"? What does this tell you about the time period?

3 How does the narrator's point of view in "Grizzled Bill's New Life" help to set the tone of the passage? Give one example.

4 Why do you think the author includes the first two paragraphs of "The Doaks of Montana"? How do they help you understand the story?

5 Use the chart below to compare and contrast the stories.

	Grizzled Bill's New Life	The Doaks of Montana
Setting		
Plot		
Topic		

reflect

With a partner, compare and contrast the settings of the stories. Discuss how each setting in the graphic organizer above helps the author present the topic.

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Compare and contrast stories in the same genre

show me

How do stories in the same genre approach similar themes?

guide me

example

Circle **three** themes you might find in science fiction stories.

All lifeforms should be respected.

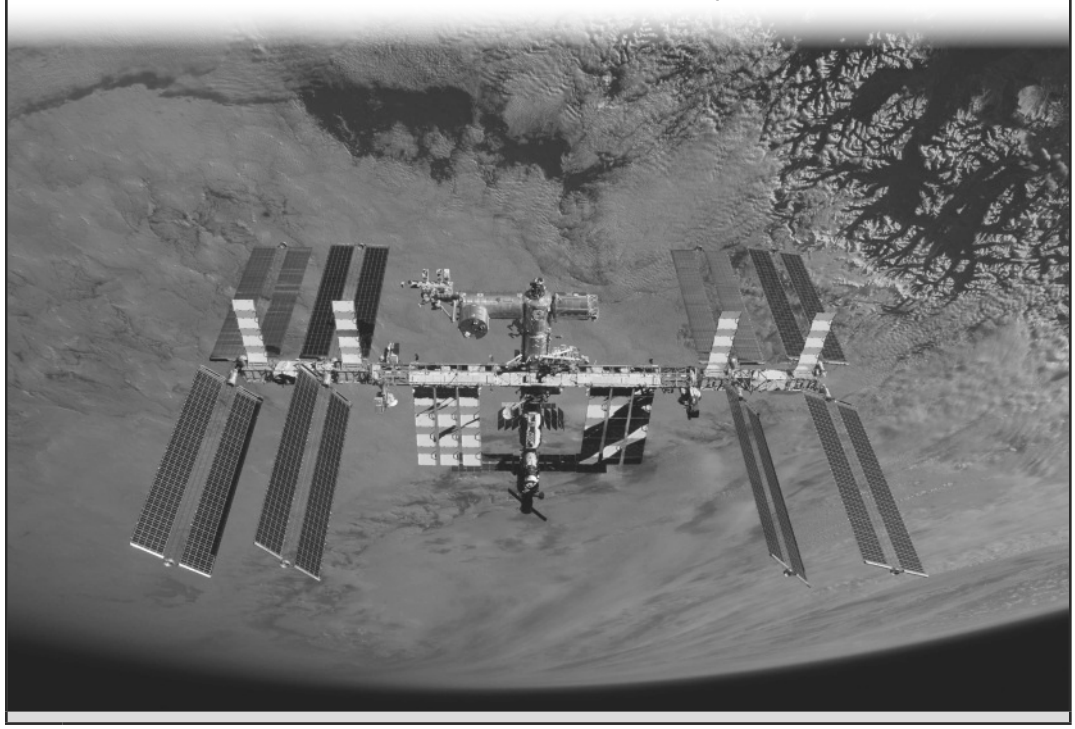
Time travel is both good and bad.

Good triumphs over evil.

Robots can bring about our destruction.

Sometimes life isn't fair.

Choose your friends wisely.



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work time

from The Journey Through Earth

by Joe Adair

1 *Toby and Kenny found themselves lost in a dormant volcano after wandering away from their class. What they soon discovered would defy explanation.*

2 Toby cautiously held out his arms and shuffled his feet around a dark corner, hoping to discover a way out of the volcano. Suddenly, he bumped into an object made of metal and realized that it was a huge machine, with a tiny door on its side and four windows surrounding the top, from which a gigantic drill protruded and pointed toward the volcano's opening.

3 Kenny spotted a note attached to the door. "Listen to this," he stammered. "Hello, my name is Sir Edmund, and you have found my Earth Exploration Craft. I came to this volcano from England." Then he paused before adding, "Toby, this note was written on March 3, 1903."

4 "That's over a hundred years old," replied Toby, who was always better at math. He seized the door's handle and pulled hard, but the door wouldn't budge. A scream from Kenny caused him to whirl around just in time to witness an enormous, slimy serpent slithering out of the darkness with a tongue that flickered and dripped with venom.

5 "Look out, Kenny!" shouted Toby. Both boys grabbed the handle and heaved. The door finally sprang open, and they scrambled inside. The snake angrily coiled around the machine and hissed at the windows before slithering back into the depths of the volcano.

6 Toby studied the control panel before pulling on a red lever, causing a bunch of red, green, and blue lights to flicker on and off. The machine still worked. In no time, the boys figured out how to operate the drill and start the rockets. "Sir Edmund designed this to burrow into the ground and drill tunnels," said Toby excitedly. "Maybe we can still use this machine to get back home."

check for understanding A possible topic of this science fiction story is _____. A possible theme might be _____.

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work time

from The Domes on Mars

by Casper Brundle

1 Even though the three of us were among the first colonists on Mars, none of us had ever experienced a Martian ground quake. I'd felt earthquakes back on Earth; however, this Martian quake lurched and pitched so violently that it nearly knocked me off my feet.

2 Captain Fang had warned us about Martian ground quakes. Fortunately, the domes in which we lived and worked were built to withstand a quake of any magnitude. However, out here, in an unprotected ATR, we were vulnerable to the elements.

3 When the quaking finally subsided, I quickly clambered back into the ATR. The red dirt in front of us continued to roll and crest like waves of a storm-tossed ocean. However, we soon discovered that this wasn't a quake we were experiencing. It was a Martian—a massive green and brown creature!

4 The Martian was a scary beast about a hundred feet long, with a tubular body and rough, scaly skin. Its wide, circular mouth was ringed by row after row of needlelike teeth. Short, pointy tentacles grew out of its sides, which caused red dust to scatter around it. With huge red eyes, glaring from the front of its face, the beast looked right at us.

5 Hercaspian's hands tensed on the ATR's steering column as he waited for the worm to do something. Suddenly, without warning, it sprung toward us. Hercaspian threw the ATR in reverse, spun it around, and took off in the direction from which we had come at full speed. But as fast as we were, the worm thing was faster. I saw in our rearview monitor that it was gaining on us.

6 Fortunately, Hercaspian was such a good driver. We threaded our way between rock formations and bounced across sand dunes. However, the worm thing continued its angry pursuit. It seemed to be drawing closer.

check for understanding Which science fiction features does this story have?

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check for understanding

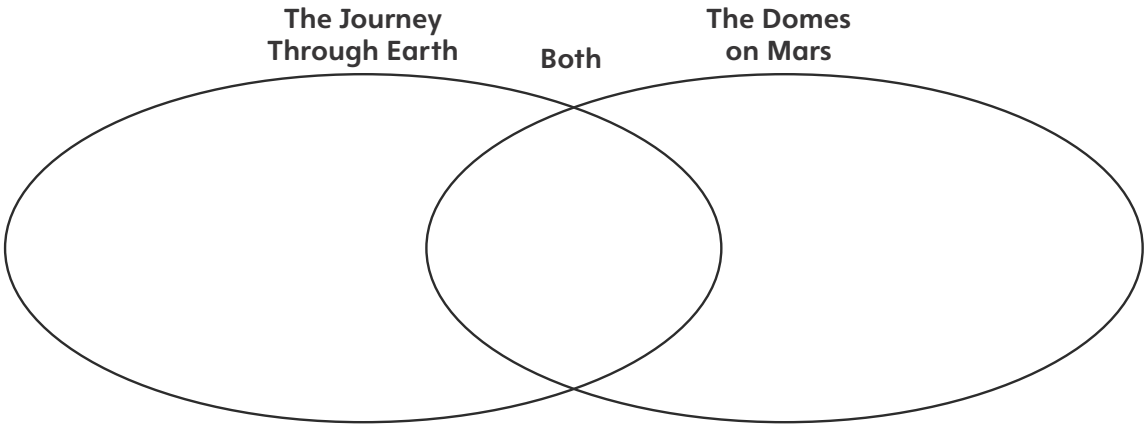
1 Do you agree or disagree with the idea of time travel the author hints at in "The Journey Through Earth"? Explain your answer.

2 Martians are portrayed as monsters in "The Domes on Mars." How might the story be different from the point of view of the Martians.

3 How does the third-person point of view in "The Journey Through Earth" help you to understand the events?

4 Why does the author compare the arrival of the Martian to a storm tossed ocean in paragraph 3 of "The Domes on Mars"?

5 List at least two science fiction topics for each section of the Venn diagram.



reflect

Work with a partner to summarize the similarities and differences between the stories' topics. Choose a topic to develop as a theme for each story.

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Compare and contrast the text structure of events in two texts

show me

How does the author's purpose affect how events are organized?

guide me

example

Identify topics for each type of text structure. The first one has been done for you.

Structure	Author's Purpose	Possible Topic
Chronological	describe an event from start to finish	History of ocean exploration
Cause and effect	show how one event causes another	
Problem and solution	describe actions that solve a problem	
Compare and contrast	show how things are alike and different	

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work time

Exploring the World Below

by Kathy Furgang

1 In the 1400s, people traveled across the oceans in grand wooden ships. These journeys caused many people to imagine what was below the surface; they were curious about the hidden world beneath the waves. Then, in 1531, Italian inventor Guglielmo de Lorena designed a diving bell.

2 A diving bell works like a cup turned upside down and pushed into the water. Air is trapped inside the bell just like it is in a cup. A diver in a diving bell breathed the trapped air until it ran out. Then the diver returned to the surface to refresh the air.

3 In the 1600s, an early version of a submarine was invented. However, for many years, most vessels designed to go underwater could only go a few hundred feet below the surface. Explorers wanted a device that could go into the deeper, unknown parts of the ocean, far from shore.

4 In 1930, scientists invented an underwater chamber called a bathysphere that could travel 1,428 feet below the surface. It had thick steel walls and could stand up against tons of water pressure. Another kind of submersible, the bathyscaphe, went even deeper.

5 By the 1960s and 1970s, submersibles were reaching even greater depths. These had a small compartment for the divers and a glass window for viewing the underwater world. Since that time, people have dived nearly 7 miles down into the deepest point in the ocean—the Mariana Trench in the Pacific Ocean.

6 At such depths, however, water pressure continues to be a danger for explorers. As a result, engineers have invented new submersibles that can be sent deep into the ocean while being operated by people from the safety of a ship on the surface. This type of vehicle is known as a Remotely Operated Vehicle, or ROV.

7 We can only guess what the future of ocean exploration will bring. Submersible technology will help answer more questions about the ocean and its living things.

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check for understanding How are the events organized? How do you know?

work time

Wonders Down Under

by Helen Byer

1 People have always wondered what might be at the bottom of the sea. For thousands of years the ocean floor remained a complete mystery.

2 People were left to imagine sea monsters, such as giant snakes and dragons writhing in the watery depths. Sailors made up many stories about them—some claimed to have actually seen them. Ancient maps were often decorated with pictures of fearsome ocean beasts. Other people, however, thought the exact opposite, believing that nothing could possibly survive in the dark, cold depths of the ocean.

3 Because humans lacked the technology, they could only make assumptions about what lay deep below the water's surface. They also used whatever rudimentary technology was available to probe the ocean's mysteries.

4 For example, people in ancient Egypt measured the depth of rivers and seas by dropping weights attached to long lines. This tool is called a sounding line. The length of the line showed how deep the water was. Later, in the 1500s, explorers and scientists used sounding lines to measure the ocean's depth. In 1872, the crew of the ship *HMS Challenger* mapped parts of the ocean floor.

5 In the early 1900s, scientists began using echoes to measure depth. A sound is sent to the ocean floor. Then they record how long it takes for the echo to bounce back. This information is used to figure out how deep the water is.

6 Today, we use submarines and submersibles to explore the ocean. These machines have found some unusual sea creatures. Among these creatures are fish with huge mouths filled with needle-sharp teeth and tubeworms that live in places where hot water gushes from the ocean floor.

7 Some experts estimate that less than five percent of the deep sea has been explored so far. Like space, the deep ocean is a frontier in its earliest stages of exploration.

check for understanding Look at paragraph 6 and complete the analogy:
Using submarines to explore is to cause as _____ is to effect.

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check for understanding

1 What do you think the author of "Exploring the World Below" wants to achieve? Is she successful? Explain your answer.

2 After reading "Wonders Down Under," do you look at the ocean any differently? Explain your answer.

3 How are the two texts organized in different ways?

4 How is the point of view about ocean exploration different in the two texts?

5 Draw lines to match the paragraph numbers in "Wonders Down Under" with the way that each paragraph is organized.

Paragraph 2	Chronological
Paragraph 3	Compare and Contrast
Paragraph 4	Problem and Solution
Paragraph 5	Cause and Effect

reflect

With a partner, compare the structure of both texts. Discuss which type of organization is better at achieving the author's purpose, and why.

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Compare and contrast the text structure of two texts

show me

How does text structure affect how ideas are portrayed?

guide me

example

Read the sentences below. Circle the signal words that identify the text structure of each sentence. Then write the text structure on the line.

At first, I was nervous; then I began to feel comfortable.

A swimming pool may be large, but the ocean is enormous.

Ocean currents can be strong, so it's best to swim close to shore.

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work time

Swimming Safely in the Ocean

by Sam Brelsfoard

1 Swimming in the ocean is great fun; however, this powerful force of nature can also be extremely dangerous for inexperienced swimmers. How can you ensure your safety when swimming in the ocean?

2 First, learn to swim! At the very least, you should be able to tread water so that you can always keep your head above the surface of the water.

3 Next, always remember to swim with a lifeguard present. Lifeguards are trained professionals who can see dangers in the water that you aren't be able to see for yourself. In addition, it is also a good idea to employ the buddy system. A lifeguard has to watch over many people and continually scan the area for danger, so swimming with a friend ensures that someone is watching you.

4 Furthermore, do not swim near piers or other large structures in the water as there is always the danger that a wave could push you into them. Likewise, do not swim near diving areas or other places where people might enter the water quickly. In this situation, you risk someone plunging into the water on top of you, injuring you both. Similarly, never dive into unfamiliar waters where unseen rocks or coral may be close to the surface.

5 It is also important to be cautious at all times, so never swim if you are tired. Be sure to take frequent breaks and stay hydrated. Keep an eye on the ocean at all times and stay out of the ocean if the waves are particularly strong.

6 Finally, beware of ocean currents. Even the most experienced swimmers can get caught in a dangerous rip current. A rip current is a powerful, narrow channel of water that moves quickly from the shore out to sea. If you're caught in a rip current that is pulling you away from shore, do not try to swim against it because you'll just get exhausted. Instead, swim parallel to the shore until you get out of the current.

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check for understanding The author uses a _____ structure. Words that signal this structure include: _____.

work time

The Ocean's Currents

by Juan J. Ureta

1 Is there anything more mesmerizing than watching ocean waves crashing on the shore? The ocean is a powerful body of water that requires vigilance and respect.

2 Much of the ocean's motion takes the form of currents. A current is a section of water that moves continuously in one direction. There are many kinds of currents that occur near the shoreline that swimmers should be aware of for their safety.

3 For example, most waves break at an angle when they reach the shoreline. As they do this, they push water to the side, creating a lateral current, which then moves water parallel to the shoreline. A lateral current is also known as a littoral, side, or longshore current.

4 Lateral currents can move either slowly or quickly. The larger the wave is, the stronger the lateral current will be. If a lateral current combines with other currents, a potentially dangerous situation can arise.

5 Similarly, rip currents occur near the shore. Rip currents are created by the movement of water as it gathers at the shoreline, following the wake of a crashing wave. After a wave breaks, the water rushes back off the shore and into the ocean, forming the current. Unlike lateral currents, which move along the shoreline, rip currents pull water from the shoreline and out to sea rapidly. It is easy for an unsuspecting swimmer to get caught in a rip current.

6 Backwash is similar to a rip current. It is usually caused by high tides on beaches that rise sharply away from the water's edge. It can knock people right off their feet.

7 Another dangerous movement of water is called shore break. Shore break occurs when a large wave slams powerfully onto shore in a place where there is a sudden change in how deep the water is. Such conditions often occur on steep beaches and rocky shores in very shallow areas. The force of the wave can seriously injure a person.

check for understanding Paragraph 5 has a _____ structure. The signal words that help show this are _____ and _____.

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check for understanding

1 What is one thing you will do differently as a result of reading "Swimming Safely in the Ocean"?

2 If you could ask the author of "The Ocean's Currents" one question, what would it be and why?

3 What is the meaning of "tread" in paragraph 2 of "Swimming Safely in the Ocean"? What clues in the text help you to know the word's meaning?

4 Compare and contrast both texts. How are the structures the same? How are they different?

5 Use the chronological text structure of "Swimming Safely in the Ocean" to help you order the ideas below from 1–5.

____ Be alert at all times.

____ Do not swim near large structures.

____ Learn to swim.

____ Beware of currents.

____ Swim with a lifeguard present.

reflect

With a partner, discuss how the author of "The Ocean's Currents" could organize the text differently to portray the same ideas in a different way.

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Compare and contrast the text structure of events and ideas in two texts

show me

How can a text structure affect the way ideas are presented?

guide me

example

Read the paragraph below. Then read the statements. Write *T* if the statement is true. Write *F* if the statement is false.

Every family should have an action plan in case of a natural disaster. Here's what you need to do:

1. Set up a location to meet if family members get separated.
2. Have an escape plan so you can get out of your house if needed.
3. Put together safety kits that include water and first aid items.

The author introduces the concept with a topic sentence.

The author compares and contrasts natural disasters.

The author organizes ideas in sequential order.

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work time

A Bowl of Noodles

by Ky Simpson

1 Four thousand years ago, an earthquake struck a village on the banks of the Yellow River in China. Today, this village is known as Lajia. The earthquake shocked villagers who were just sitting down for a meal, causing at least one of them to drop a bowl of noodles.

2 People scrambled for their lives. The earthquake triggered flooding. The water from the Yellow River carried fine particles of silt, which trapped many villagers and their belongings under a thick layer of mud. Those who did survive abandoned the village.

3 For centuries, the village lay suspended in time. Eventually, archaeologists discovered Lajia, and excavations began. Some of the artifacts were buried under as much as ten feet of mud, but the painstaking excavation was worth the effort. The jumble of household items and human remains told the sad story of what had happened that fateful day.

4 In 2005, archeologists unearthed a well-preserved clay bowl that was upside down. When they carefully lifted the bowl, a serving of noodles lay perfectly intact beneath it. The meal that had been dropped so long ago had remained unchanged.

5 The ancient noodles were yellow and slender and looked almost good enough to eat. Fortunately, someone took photos the moment the noodles were discovered, because the noodles disintegrated once exposed to air.

6 The Lajia noodles are the oldest ever found. The cultures of Italy, the Middle East, and China have all wished to claim credit for inventing the popular dish. These prehistoric noodles offer important evidence in the argument about where noodles were first invented.

7 Up until the discovery in 2005, the earliest description of noodles was found in a book written by a Chinese author 1,900 years ago. Now, however, the people of China can boast that they are most likely to be the original creators of noodles.

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check for understanding Why do the people of China think that they are the original creators of noodles?

work time

Restoring Order

by Adam McClellan

1 It is not just buildings that are harmed when a natural disaster strikes. The normal order of everyday life breaks down, too.

2 For example, after a flood, a city's streets may turn into wide streams or become blocked by mud or debris. Water can also cause damage to a city's electrical grid, which can cause traffic lights to fail. Fires, gas leaks, and downed power lines are other problems caused by natural disasters.

3 In addition, people are often confused about what to do following a disaster. With so many problems to handle, people often have difficulty creating priorities. Bringing order out of all of this chaos is not easy.

4 However, survivors themselves often help after a disaster. For example, the 1989 earthquake disrupted San Francisco's traffic light system. So residents of some neighborhoods directed traffic with flashlights. In communities where rivers have flooded, people often work together to pile up walls of sandbags. In places where forest fires have burned towns, people have collected food and clothing for survivors.

5 The impact of a disaster may be too much for local police departments to handle. In that case, outside forces may come to help. In the United States, the National Guard helps to bring order to disaster areas. The National Guard helps to protect property, moves people away from danger, and works with relief groups to help communities.

6 Some of the worst destruction can happen hours, or even days, after the initial disaster has ended. The 1906 San Francisco earthquake, for example, toppled buildings and caused a huge amount of destruction.

7 The worst damage, however, was caused by fires that started due to many broken gas lines. These fires burned for four days. Several hundred city blocks were destroyed. Today, firefighters prevent this kind of damage by working quickly to put out any fires started by earthquakes and other natural disasters.

check for understanding This text uses a _____ structure to explain how normal life breaks down after a _____.

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check for understanding

1 The Greek root *-ology* means "the study of." Based on "A Bowl of Noodles," what do you think *archeology* means?

2 Has your attitude about natural disasters changed after reading "Restoring Order"? Explain why or why not.

3 What does the word *excavation* mean in paragraph 3 of "A Bowl of Noodles"? Explain how you know.

4 How are natural disasters presented differently in the two texts?

5 Use the cause-and-effect graphic organizer to identify events from "A Bowl of Noodles."

An earthquake hits a village	→	
	→	The village is buried in mud.
Archeologists turn over a bowl.	→	

reflect

With a partner, decide which text is better organized so that it clearly presents its topic. List two reasons why you feel this way.

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Compare and contrast how different genres approach similar themes

show me

What role does a genre play in presenting a theme?

guide me

example

Place an *X* in response to each statement to share what you know about fables and realistic fiction.

	Fable	Realistic Fiction	Both
May include a theme			
Uses events that could not really happen to teach a lesson			
Uses events that could happen to present a message			

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work time

The Honest Woodcutter: An Aesop Fable

retold by Aisha Jackson

1 A poor woodcutter was chopping down a tree when his ax suddenly slipped from his hands and plunged into a deep pond. He cried out, dropped to his knees, and peered into the murky water, but all he saw was his own reflection.

2 Abruptly, an imposing man with wings on his hat and feet loomed before him. "I am Hermes," the man stated, "Greek god of trade, travelers, sports, and luck, at your service." Hermes then reached into the pond, and with a mighty effort, retrieved a beautiful golden ax, and held it out.

3 "I'm sorry, but that's not my ax," the woodcutter confessed.

4 Hermes rummaged in the depths again and pulled out a glittering silver ax. Shaking his head regretfully, the woodcutter said, "That's not it either."

5 Hermes again immersed his arm, extracting a rusty ax with a cracked wooden handle, which he held gingerly between two fingers. "That's my trusty old ax!" the woodcutter proclaimed gleefully.

6 Beaming, Hermes declared, "I'll permit you to keep the gold and silver axes as well, considering your honesty."

7 The woodcutter heaved the axes over his shoulder and strode past the wealthiest man in town, who gaped at him and inquired, "Wherever did you get those axes?" The woodcutter described his encounter with Hermes.

8 Hastily, the wealthy man dashed home, and clutching his shabby old ax, hurried to the pond. Sneakily, he hurled the ax into the water and then wailed that he had dropped his ax in the pond until Hermes appeared. Hermes reached in, retrieved a golden ax, and asked, "Is this it?"

9 "Oh, yes, that's mine!" yelled the wealthy man, reaching for the ax.

10 Hermes, glowering, bellowed at the man, "Dishonesty yields nothing!" and then vanished, taking the ax with him.

check for understanding Could the events in this story really happen? Why or why not?

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work time

When It Rains

by Flor Gutierrez

1 One dismal, gloomy morning, just before Elaina boarded the train to the city, her father loaned her his umbrella. It was ancient—with bent spokes and ragged fabric—but his favorite, so Elaina took it. As the train sped down the tracks, Elaina thought, it's not even raining, but her momentary distraction was replaced by excitement about visiting the art museum.

2 Later, as Elaina strolled back to the train station, she reflected on her stellar day. She thought about the glorious paintings she'd seen as she gazed up at the clear blue sky, which made Elaina suddenly panic. "Oh no, Dad's umbrella!"

3 Elaina sprinted to the station and immediately rushed to a window marked "Lost and Found." "Excuse me, sir," Elaina said timidly to the elderly gentleman at the window, "but I left my umbrella on the train." He rummaged through an overflowing bin and extracted an elegant green umbrella, showing it to Elaina. "No, I'm sorry, mine is black," Elaina said.

4 "Ah," the man said, and produced a stylish one with glossy black fabric and an ornate handle. "That's lovely," Elaina said, "but mine is a little…crooked."

5 "This has to be it," he said, holding up the threadbare, flimsy umbrella.

6 "You found it!" Elaina cried. "You have no idea—anyway, thank you!"

7 "Here," he said, "take the others too; they've just been collecting dust."

8 On the way to her gate, umbrellas under her arm, Elaina ran into her friend Becky and told her all about her day, highlighting the incident with her umbrella. Becky listened intently before excusing herself and dashing to the "Lost and Found," where the man looked at her quizzically while she recounted a sordid tale about losing her mother's favorite umbrella.

9 Becky squealed when the man produced a sleek red one, saying it was hers. "Is it?" said the man, slamming the window. "Somehow I doubt that!"

check for understanding Complete the following analogy:
Hermes is to the woodsman as _____ is to Elaina.

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check for understanding

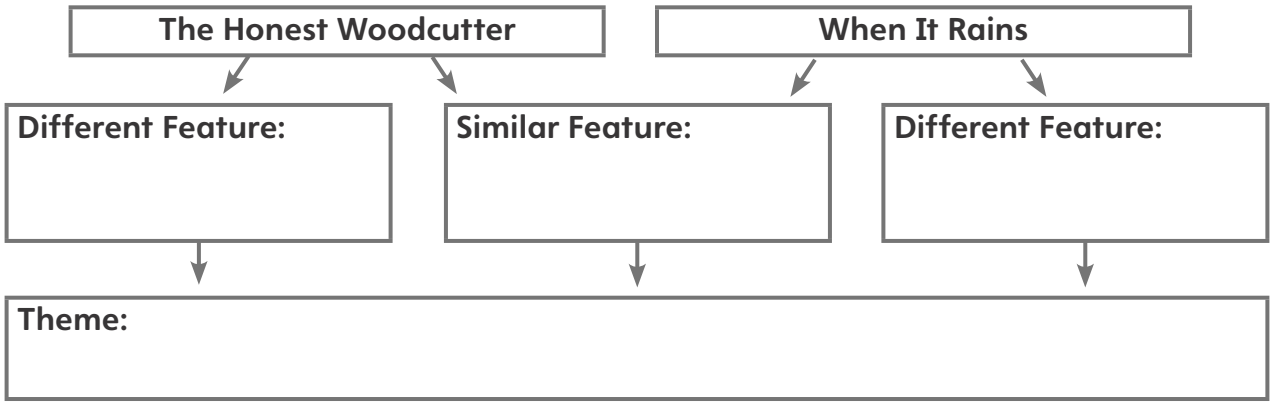
1 Suppose a poor man attempted the same actions as the wealthy man in "The Honest Woodcutter"? How might this change the moral of the story?

2 How would your opinion of "When It Rains" change if it were revised to be more humorous? Explain your answer.

3 How is paragraph 3 of "The Honest Woodcutter" important to the fable?

4 How does the tone change in paragraph 2 of "When It Rains"? Use text evidence to support your answer.

5 Use the graphic organizer below to compare and contrast both stories. Write **one** phrase in each box.



reflect

Discuss with a partner how the stories present the same theme in different ways.

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Compare and contrast how different genres approach similar topics

show me

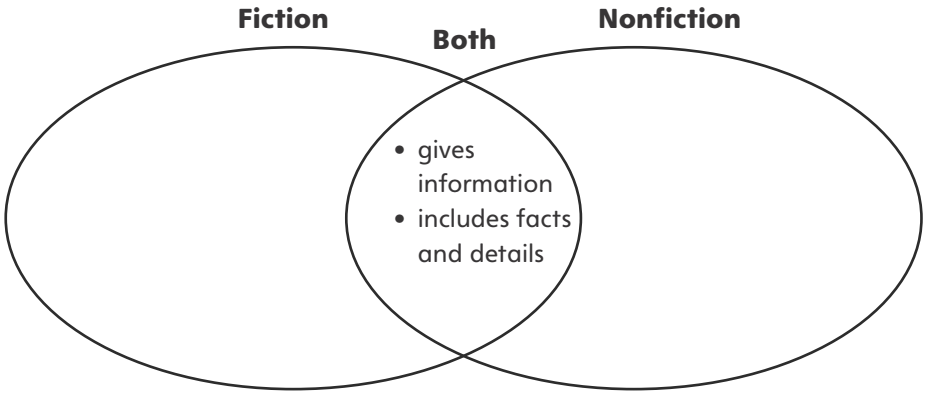
How does a genre affect the way a topic is presented?

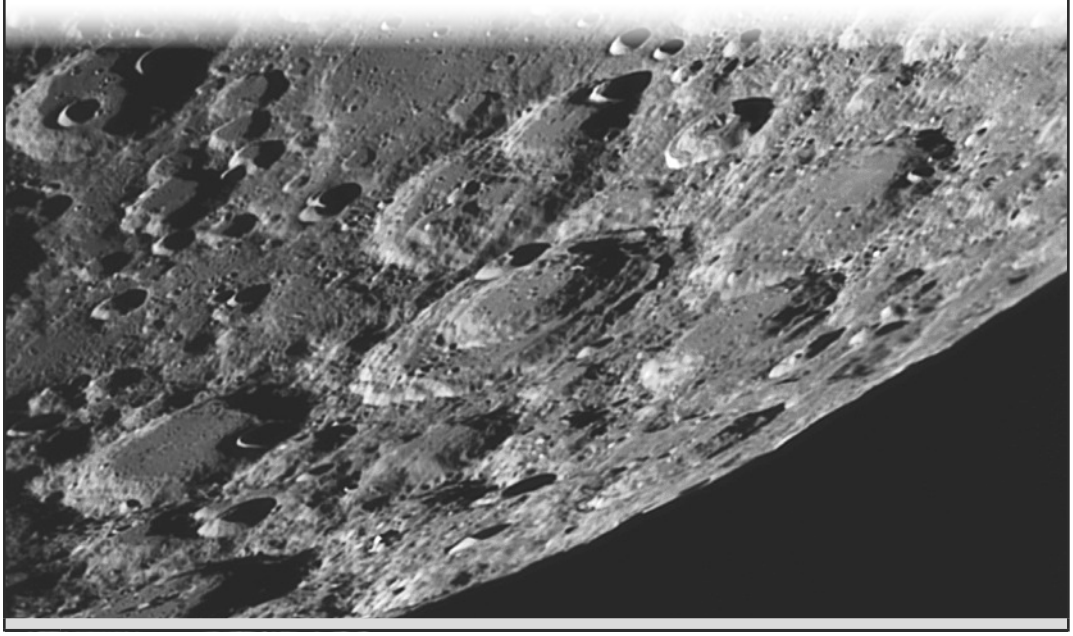
guide me

example

Use the phrases in the box to complete the Venn diagram below. Write **two** phrases in each section of the diagram.

tells a made-up story	tells about real events
usually excludes feelings	includes characters' feelings





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work time

from Landing the Eagle

by Gavin Nash

1 On July 20, 1969, Neil Armstrong and Edwin "Buzz" Aldrin open the hatch between *Columbia* and *Eagle*. They float into the craft and prepare it for its journey to the lunar surface. Later that day, the lunar module *Eagle* is ready to separate from the *Columbia*.

2 Armstrong and Aldrin slowly separate from the command module and, trapped in a standing position, begin their slow descent to the lunar surface.

3 The lunar module *Eagle* has four legs dangling awkwardly in all directions from its body. It resembles a giant, gangly insect. On *Eagle* are a variety of scientific instruments that they will place on the moon's surface.

4 At 4:18 p.m., *Eagle* lands in the Sea of Tranquility, an area of the moon filled not with water but with dark solidified lava. Armstrong reports the welcome news to Mission Control: "Houston, Tranquility base here. The *Eagle* has landed." Armstrong took control and piloted it to a safe landing location, avoiding a field of boulders and a large crater.

5 The two men are supposed to rest after landing, but they are too excited to sleep, so they decide to walk on the moon earlier than originally planned. However, it still takes hours to get ready—putting on their 180-pound spacesuits is extremely challenging without the pull of Earth's gravity.

6 A little over six hours after landing, Armstrong slowly squeezes through the hatch. Strapped to his shoulders are systems for communication and life support. Slowly, he moves down the nine steps of the ladder, stopping on the last step before putting his left foot on the lunar surface. At that moment, he becomes the first human to walk on the moon. As he takes his first step, millions of people watching back on Earth hear him speak his now famous words: "That's one small step for man, one giant leap for mankind."

check for understanding This text includes few (facts / opinions) to describe events that are (real / not real).

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work time

Another Giant Leap

by Daphne Elizabeth

1 "Mission Control to Commander Yates," the voice in my helmet said. "Fifteen seconds and counting. What is your status?"

2 From behind the massive window in front of me, I imagined families gathered around televisions, watching my every move. Should I say hi to my mom?

3 "Commander Yates, what is your status?" Mission Control shouted.

4 I snapped back to attention. In the Mission Control room, I spotted Jennings waving at me. I could see the dazzling California sunshine through the window behind him. "Ready," I said firmly, "but I forgot my umbrella."

5 "Very funny, Commander," Jennings said. "Current conditions in New York are clear, sunny skies. Not that it matters. You'll be inside for most of the mission."

6 If I could still make silly jokes, then maybe instantly traveling three thousand miles from a lab in California to a lab in New York could somehow appear normal, too. But it wasn't normal because it had never been done before. I was about to be the first person ever to teleport from one place to another.

7 I looked up and saw the round black chamber slowly descending over me, gradually blocking my view of Jennings and Mission Control. As the chamber sealed around my feet, I was plunged, alone, into darkness.

8 However, I didn't have time to worry or even to think before a blinding flash of light exploded around me. I opened my eyes to see the chamber slowly rising, allowing me to peer through the window and catch my first glimpse of Mission Control. But it was a different Mission Control than the one I'd viewed mere seconds ago, and I glimpsed the New York City skyline in the distance.

9 I realized the world was waiting for me to utter my historic first words, but I hadn't prepared anything, so I just smiled and said, "There wasn't even a single step for a human, but we've made a giant leap for humankind!"

check for understanding How is the topic of this story similar to the nonfiction article you just read?

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check for understanding

1 Do you think Armstrong's words at the end of "Landing the Eagle" are appropriate? Explain why or why not.

2 Do you think it is significant that the narrator in "Another Giant Leap" is a woman? Why or why not.

3 Based on "Landing the Eagle," what is most likely the author's point of view of space exploration? How do you know?

4 Does the humor in "Another Giant Leap" help or hurt the author's purpose? Support your response with details.

5 Read each phrase below. Write *NF* if it applies to the nonfiction text " Landing the Eagle." Write *F* if it applies to the fiction text "Another Giant Leap." Write *B* if it applies to both texts.

____ includes many thoughts and feelings associated with the topic

____ builds tension when describing important events

____ tells about something that has not happened in real life

____ focuses mainly on facts related to the topic

reflect

With a partner, compare and contrast the information given in the texts. Discuss which text did a better job of presenting the information and explain why.

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Compare and contrast how different authors present similar events

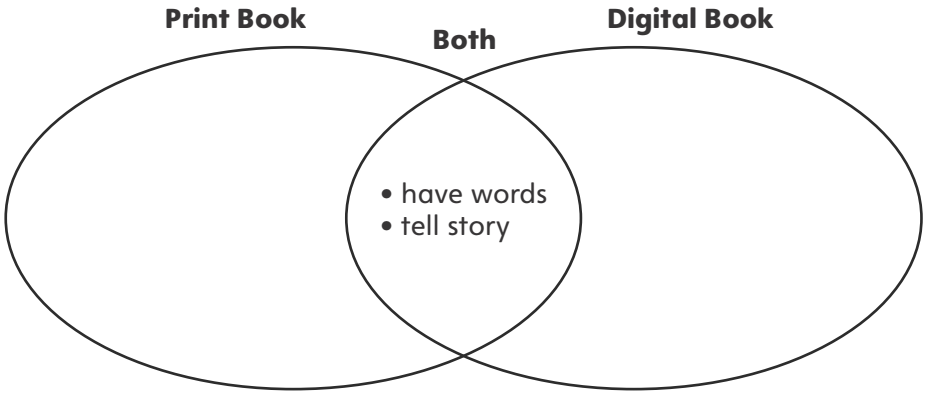
show me

What can we learn from comparing similar events?

guide me

example

Compare and contrast the similar event of reading a print book to reading a digital book.



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work time

Rights for Migrant Workers

by Elizabeth Villalobos

1 Agriculture in the United States could not exist without farm workers. Without their labor, there would be no food industry, and a serious shortage of food would result. Many of these farm workers are migrant workers, who travel around the nation to work on farms.

2 In the past, employers sometimes refused to pay migrant farm workers fairly for their labor. These migrant workers did not realize that they could speak out against this unfair treatment. They didn't consider joining a union, a group that fights for the fair treatment of workers and for fair wages.

3 César Chávez was the son of migrant farm workers. As he grew up, he noticed the ways in which farm owners took advantage of workers. He decided to become an advocate for migrant farm workers and help the vulnerable in society.

4 In 1948, Chávez began to teach farm workers from Mexico how to read and write in English. He taught them because adult immigrants had not always enjoyed access to schools when they were young. Once these men and women learned to read and write English, they were able to take the test required to become U.S. citizens.

5 In the 1960s, Chávez organized farm workers into a union called the United Farm Workers. This union demanded better pay and better working conditions for its members. California's grape growers, however, ignored the union's demands. As a result, the farm workers went on strike, which meant they stopped working until their employers agreed to meet their demands. The grapes went unpicked.

6 Next, the union called for a boycott. Consumers were asked not to buy grapes grown in the United States until grape owners improved working conditions for farm workers. Many Americans joined the boycott. The boycott proved successful and was finally lifted in 1970 after the grape growers signed contracts that gave farm workers the benefits they needed.

check for understanding What part of Chávez's life does this text focus on?

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work time

The Legacy of César Chávez

by Luz Jimenez

1 In 1944, the United States was in the middle of World War II. César Chávez was seventeen years old. He and his family were still living the life of migrant workers, traveling from farm to farm to pick and plant crops. Their dream of buying back their family farm had long ago faded away. César decided that he had to make a big change in his life. There were few opportunities available for a young Mexican American man with little education, however, so César decided to join the U.S. Navy.

2 When César returned to California after the end of the war, he did not want to go back to work in the fields and live the hard life of a migrant worker. However, no one wanted to give a good job to a young Mexican American man with only an eighth-grade education. César had no choice but to return to harvesting grapes.

3 In 1952, César met two men who would influence his life greatly. One of them was a Catholic priest, Father Donald McDonnell. Father McDonnell sympathized with the Mexican Americans he served, and César grew to trust him. It was Father McDonnell who introduced César to Mahatma Gandhi's ideas about nonviolent protest.

4 The other influential man César met was Fred Ross, who worked with the Community Service Organization, or CSO. The CSO was a civil rights organization that worked on behalf of Latino immigrants. The first important job Chávez had with the CSO was helping to register four thousand new voters.

5 In 1962, César left his job at the CSO to pursue an even bigger dream. He knew that the people who worked in the fields, gathering the harvests to feed the nation, had a right to be paid fairly for their hard labor. They had a right to decent working conditions and deserved to be treated with dignity and respect. This would be his life's cause: to ensure a better life for the farm workers of America.

check for understanding The CSO helped César understand the importance of getting _____ to _____ in elections.

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check for understanding

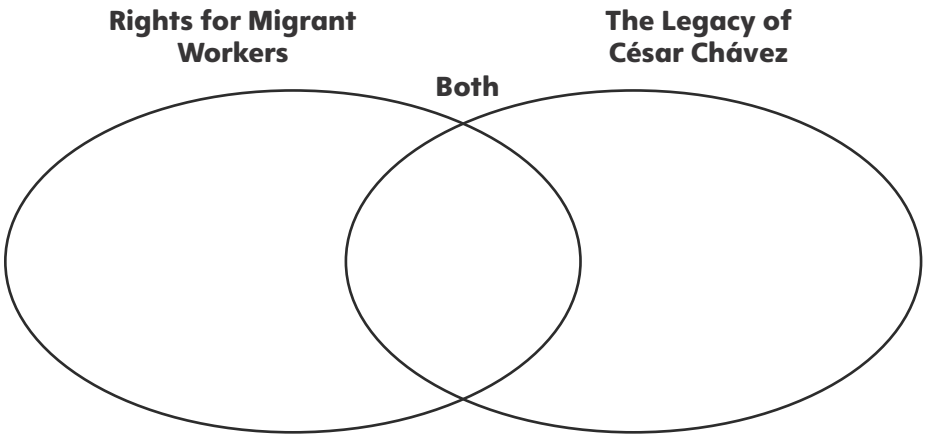
1 How are migrant workers represented in "Rights for Migrant Workers"? Use details from the text to support your answer.

2 How might you treat others differently as a result of learning about migrant farm workers in both texts?

3 Why does the author refer to migrant workers as being "vulnerable" in "Rights for Migrant Workers"?

4 Why is the last sentence of "The Legacy of César Chávez" significant? Explain your answer using details from the text.

5 Use the Venn diagram to compare and contrast the information about César Chávez in both texts. Add at least **one** detail to each section.



reflect

With a partner, compare and contrast how César Chávez is portrayed in each text. Discuss which text provides a better summary of his life and why.

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Compare and contrast how different authors present similar events

show me

How might an author's purpose affect the way events are presented?

guide me

example

Read the statements. Then complete the sentences.

*from an **expository article** about African-American history:*
The Civil Rights Act of 1866 declared that African Americans were officially recognized as U.S. citizens.

*from a **newspaper editorial** about African-American civil rights:*
In 1866, African Americans were declared citizens of the United States, but the rest of the country was not convinced.

The purpose of an expository article is to _____ by presenting _____.

The purpose of an editorial is to _____ by making claims and sharing _____.

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work time

The Great Migration

by C. A. Barnhart

1 With the end of slavery after the Civil War, African American life became freer but much less secure. Across the United States, but particularly in the southeastern states, two cultures existed. One was a white mainstream culture that was based on European culture. The other was African culture and the culture developed by formerly enslaved people.

2 In 1866, Congress passed a civil rights act, declaring that African American people were citizens of the United States. The fourteenth amendment soon followed, officially recognizing that citizenship, but African Americans were still not treated fairly.

3 The South maintained segregation of the races known as Jim Crow. This was a time of great economic and social difficulty for those who have been enslaved. African Americans had to attend segregated schools and churches. They ate at separate lunch counters, they found it challenging and sometimes impossible to vote, and it was difficult for them to find good schooling or jobs.

4 Many African Americans realized they needed to migrate from the South. News came from the North that economic opportunities were more plentiful in the fastest growing cities of the North, such as Chicago. Stories worked their way south that in these cities, African Americans could walk with their heads held high, never worrying about being insulted or threatened.

5 Many African Americans in the South, however, worried that they would not be able to adapt to life in the big northern cities. They were used to small-town living and mild southern weather. These people found strength in numbers and began to form migration clubs. These clubs would make decisions as a group about moving north. They bargained with railroad companies to get discounted tickets for their large groups. They attracted agents from northern companies, who visited them and offered jobs to members.

6 More than 110,000 African Americans moved to Chicago from the South between 1916 and 1918. And this was only the beginning.

check for understanding What is the author's purpose in writing the article?

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work time

Robert Abbott's Dream

by Kathleen Cox

1 In the late 1800s, the Supreme Court ruled that segregated facilities in the South were legal. As a result, separate and inferior schools for African American people would continue to exist. So would separate and inferior entrances, seating areas, drinking fountains, and anything else that could be used to keep African Americans separate from and unequal to white people. African Americans knew that the phrase "separate but equal" was a lie.

2 In 1905, a young African American lawyer in Chicago saw what was happening and formed his own special dream. Robert S. Abbott was frustrated at being barred from practicing law in many places because of the color of his skin. He finally decided he would not fight racism in the courtrooms. Instead, he would fight racism with paper and ink. He decided to become a newspaper publisher and show the world the power of the press.

3 Abbott gathered important local news and information that would interest the African-American community. On May 5th, 1905, he had enough material to publish the first issue of his new weekly newspaper, *The Chicago Defender*.

4 *The Chicago Defender* was an instant hit with its readers. It became the first paper for African Americans to sell more than 100,000 copies each week. It even reached readers far beyond Chicago.

5 In addition, the newspaper helped set in motion a movement known as the Great Migration. This migration took place between 1915 and 1930. Article after article encouraged African American people to leave the South and migrate to Chicago. Stories compared the pleasures of urban life in the North with the despair of life in the South.

6 Abbott also addressed African Americans' fears about moving north. He posted practical information to help them make the move, such as job postings, train schedules, and the names of local churches that would help them.

7 Through Abbott's newspaper, people far from Chicago heard and answered his call. The smart businessman, who became a millionaire, had fulfilled his dream.

check for understanding Complete the analogy: Segregation is to _____ as migration is to _____.

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check for understanding

1 Think about what it was like to live during the Jim Crow laws. Explain why the idea of being "separate but equal" is flawed.

2 Consider what Robert Abbott did to help African Americans. What can you do to support people that you see are being treated unfairly?

3 What does the personification of the stories in paragraph 4 of "The Great Migration" suggest about the author's point of view?

4 What does the author most likely think about Abbott's response to segregation in "Robert Abbott's Dream"? Use details from the text to explain.

5 Use the chart below to identify the author's purpose in "The Great Migration." Then write two details from the text to support that purpose.

Author's Purpose: The author's purpose in "The Great Migration" is to inform _____.	
Detail:	**Detail:**

reflect

With a partner, discuss how the Great Migration is presented in the second text. In which text is the event presented as more important, and why?

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Compare and contrast fictional and historical accounts of the same time and place

show me

Why is the setting important in historical fiction?

guide me

example

Read the following description of the Middle Ages, a time period in history. Then underline **three** details that could be used to create a setting for a fictional story set in the Middle Ages.

The Middle Ages took place in Europe between the 5th century and the 15th century. Medieval villages were built near or around castles because knights could protect against invasions. Most villages were crowded and busy with many thatched cottages and shops. There were typically one or two dirt roads that led in and out of town.

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work time

Inventors at Work

by Francelia Sevin

1 What do you think of when you hear someone say the word "inventor"? Maybe you picture a bespectacled person dressed in a white coat, surrounded by bubbling test tubes, working late into the night. The truth, however, is that inventors are just ordinary people who come from all walks of life and from all over the world.

2 When inventors design something that works, they patent their inventions. A patent is a law stating that no one else has the right to use the inventor's idea without paying the inventor. If someone can make money from selling the invention to people, the inventor must be paid a percentage of the profits.

3 For example, newspapers originally proclaimed that Alexander Graham Bell invented the telephone in 1876. We still think of Bell as the inventor of the telephone because his story was the one that became widely told. However, an Italian inventor, Antonio Meucci, designed the first true telephone in 1849. He called his machine a talking telegraph. Later, a professor named Elisha Gray invented a telephone and filed information about it with the patent office on the same day as Alexander Graham Bell. However, Bell's lawyer filed Bell's patent just a few hours before Gray's lawyer did, so Bell was granted the patent.

4 On March 10, 1876, just a few days after his patent was filed, Bell was able to get his telephone to work. On that fateful day, Bell's first words were, "Mr. Watson, come here, I want to see you." By 1877, the Bell Telephone Company was created. Less than ten years later, more than 150,000 people owned telephones in the United States.

5 Since then, inventors have continued to make the telephone better. Telephones are a good example of how inventors build on each other's work. Most inventions are not made by one person alone. Rather, teams of people work together to come up with answers.

check for understanding The patent filing procedure during this time period is best described as _____. Paragraph _____ supports this idea.

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work time

The Incredible Mr. Bell

by Donald Abramson

1 "Do you know how the voice works, my dear dog?" my master asked me one cold March day. I wagged my tail, which encouraged him to continue. "When a person talks," he explained, "the sound is made by air passing through a structure called the voice box as you breathe air out forcibly."

2 You might find it odd that my master, Alexander Graham Bell, talks to me, a Skye terrier, in this manner, even though I am a particularly clever and handsome dog. But please wait until you hear my story.

3 My master worked with deaf people, helping them learn to speak using an interesting system he had invented called Visible Speech. This system shows a person where to position the teeth and the tongue in order to make a sound. I am telling you this because my master's work with deaf people is part of the reason behind his invention of the telephone.

4 One day, my master was working with a new assistant, Mr. Watson, when the miracle occurred. On that day, my master was in one room and Watson was in another. I was sitting at my master's feet scratching my head when suddenly he dashed out of the room, shouting, "What did you do, Watson? Don't touch anything!"

5 Apparently, when Watson had plucked at the telegraph reed on his device in the other room, my master had heard its sound, rather than the coded signal it made. What's more, he knew exactly what it was that he was hearing, though he would have missed it had he not been a musician.

6 By the following spring, Watson and my master had made a working telephone! My master's lawyer rushed to the Patent Office in Washington, D.C., to file a patent, which gives you ownership rights to the idea.

7 I realized that the invention of the telephone was certainly exciting, but I, for one, was ready to take a break and chase some cats.

check for understanding Which event at the end of the story is based on the historical account in the previous text?

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check for understanding

1 Based on the information in both texts, should inventors be admired for their achievements or viewed simply as regular people doing a job?

2 Suppose "The Incredible Mr. Bell" was told from the viewpoint of Elisha Gray, from "Inventors at Work." How might the story be different?

3 How does paragraph 2 of "Inventors at Work" contribute to the author's development of ideas?

4 How does the author of "The Incredible Mr. Bell" use the patent process in "Inventors at Work" to help build tension in the story?

5 Draw lines to match each detail to the title of the passage in which it appears.

Inventors at Work	Room where telephone idea was born
	March 10, 1876
The Incredible Mr. Bell	1877, Bell Telephone Company
	Patent Office in Washington, D.C.

reflect

With a partner, discuss how the setting supports the author's purpose in "The Incredible Mr. Bell."

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Compare and contrast fictional and historical accounts of the same time and place

show me

What can we learn from a fictional portrayal of a real person?

guide me

example

Look at the photo. It shows a suffragette march from the early 1900s. Suffragettes fought for women to obtain the right to vote. American women were not granted this right until 1920.

Work with a partner to create a dialogue for two fictional suffragettes in the march.

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work time

Meeting Amelia Earhart

by Juna Loch

1 I was nine years old in October 1936, and on one memorable afternoon I was chasing my older brother, Tommy, in a field near our home in Oakland, California. "You can't catch me!" he teased as I stopped, panting, to catch my breath and figure out a way to outmaneuver him. I was just about to start chasing him again, when we heard the loud whirring buzz of an airplane.

2 Back then, there weren't very many planes, and, in truth, we didn't know anybody who had ever flown in one. We watched as it teetered in the wind and then angled down to the ground, coming to a bumpy landing not five hundred feet away from us. The pilot climbed out briskly, trotted to the front of the plane, and began fussing with the engine.

3 Awestruck, Tommy and I slowly approached the pilot, who wore a leather jacket and an elegant cap with a buckle. When the pilot noticed us, he unbuckled the cap and ran a hand quickly through his short hair, causing Tommy to blurt, "You're a lady pilot!"

4 "My friends and I have been called a lot of things," the pilot said with a laugh, "including ladybirds, angels, and sweethearts of the air, but we're still trying to be called simply aviators."

5 "Are there lots of women who fly?" I asked, astonished because I'd never heard of such a thing.

6 "Oh, yes," she answered enthusiastically. "There are hundreds, and I hope each year more will try, because girls can be just as daring as boys. They can try whatever boys try, and sometimes they attempt things boys never have."

7 She climbed back into the cockpit and looked down at us. "My name is Amelia Earhart," she said, grinning. "I hope you'll read about me in the papers some time next summer." Then she buckled her cap under her chin, started the engine, rumbled across the grass, and flew away.

check for understanding List three words that describe Amelia Earhart in the story.

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work time

What Happened to Amelia Earhart?

by Frank Frazier

1 Amelia Earhart was born in Kansas on July 24, 1897. At a very early age, she displayed an adventurous and independent nature. In 1920, she demonstrated her daring streak by going on her first airplane ride. A few years later, Earhart had acquired a pilot's license and even owned her own plane.

2 In 1928, Amelia was approached by a promoter who wanted her to fly across the Atlantic Ocean with two men, Wilmer Stultz and Louis Gordon. Even though Earhart's role was merely that of a passenger, she became an international celebrity when the plane landed in Wales.

3 Although she was acknowledged as a hero, Earhart was determined to make the transatlantic flight on her own. Her dream came true in 1932 when she flew from Newfoundland in Canada to Northern Ireland, completing the flight in the record time of 14 hours and 56 minutes. Her next adventure took her from Hawaii to Oakland, California, a journey that she completed in just 17 hours and 7 minutes.

4 Earhart's next goal was to fly around the world. On June 1, 1937, Earhart and her navigator, Fred Noonan, took off from Miami, Florida, on a 29,000-mile journey around the world. Over the following weeks, the two traveled close to 22,000 miles.

5 On July 2, the pilots headed to Howland Island, which was only 2,600 miles away. The flight was expected to be challenging since the tiny island could be difficult to locate. As they headed closer to the island, Earhart radioed that their plane was running low on fuel. About an hour later, she sent this message: "We are running north and south."

6 That was the last transmission anybody received from her. Many people believe that the plane went down in the Pacific Ocean a scant 100 miles from the island.

7 The mystery around Earhart's disappearance continues to fascinate people around the world. Did her plane crash in the ocean? Was she possibly captured by Japanese soldiers? No one really knows what ultimately happened to Amelia Earhart.

check for understanding How do you know this text is an historical account?

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check for understanding

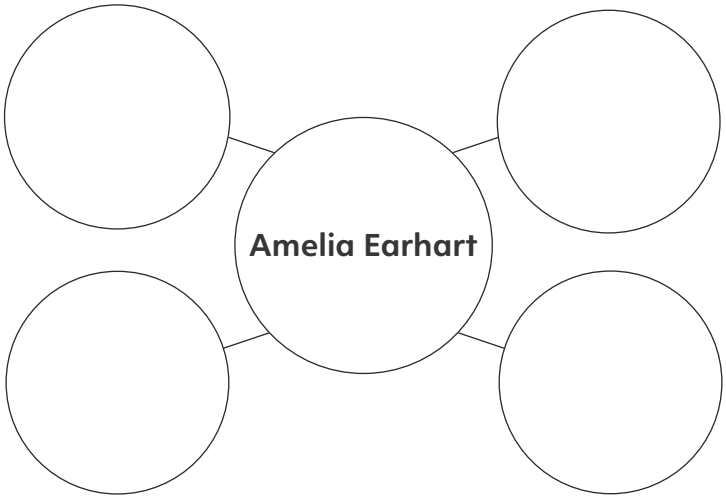
1 Did you picture the narrator of "Meeting Amelia Earhart" as a boy or a girl? Why?

2 Based on the two texts, do you think Amelia Earhart was a good role model for children? Explain why or why not.

3 What purpose does the dialogue serve in "Meeting Amelia Earhart"? Give an example from the text.

4 What is the author's main purpose in writing "What Happened to Amelia Earhart?" Explain your answer.

5 Complete the word web with words that describe Amelia Earhart based on the text "What Happened to Amelia Earhart?"



reflect

With a partner, compare the graphic organizer above with the words you used to describe Amelia in "Meeting Amelia Earhart." What additional information do you learn about Amelia in the story?

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Compare and contrast authors' points of view to distinguish how their positions differ

show me

What can we learn from an author's point of view?

guide me

example

Complete the Anticipation Guide. Discuss your ideas with a partner.

	Agree	Disagree
Wild animals live longer in zoos.		
Zoos help to educate the public.		
Many zoos are in business for profit.		
People know what is best for animals.		
Animals have easier lives in zoos.		
Zoos can help conservation efforts.		

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work time

Captive or Free?

by Patricia Walsh

1 Keeping animals in zoos has become controversial in the last century. As scientists learn more about animals' physical and emotional needs, people have demanded higher standards for the treatment of animals in captivity.

2 While some people think that zoos are obsolete, many people feel there is still a place for them today. They maintain that zoos can be helpful in educating us about animals. They can also prevent the extinction of endangered species.

3 Zoos have indeed changed over the years. For example, many zoos now feature more realistic habitats. Zoo officials say that these enhanced habitats are more stimulating for the animal and more educational for the public.

4 In addition, many experts say that zoos yield important scientific knowledge. For example, the study of captive elephants has given us valuable information about elephant behavior and biology. This knowledge, in turn, helps people preserve wild elephants in Asia and Africa.

5 Another example is the Bronx Zoo's early effort to restore wild populations of North American bison. Bison once numbered as many as fifty million, but their numbers dropped to fewer than a thousand by 1905 due to overhunting and westward expansion. In 1907, the Bronx Zoo began breeding its bison. These bison were then sent to a preserve in Oklahoma. Today, almost 200,000 bison in the western United States are descendants of the original Bronx Zoo bison herd.

6 Educating the public about animals also helps efforts to conserve them. The Bronx Zoo notes that each year its education program reaches 1.7 million students and teachers in the United States and fifteen other nations.

7 Zoos today have a responsibility to preserve and restore animal populations. They also have a responsibility to educate people about the needs of wild animals and their importance. When zoos focus on wildlife conservation instead of public entertainment, both animals and people are well served.

check for understanding The author claims that zoos can be _____ and supports the claim with _____.

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work time

The Price of Knowledge

by Samuel Gorey

1 Wild animals are studied by researchers worldwide for many reasons. For instance, researchers might develop medicines using the cells of wild animals, which doctors can then use to treat diseases.

2 This example shows how studying wild animals can affect human lives. But how can we know how animals themselves are affected by our studies? After all, wild animals cannot communicate to us what they experience.

3 For example, some animals' lives can be changed by pieces of research equipment, such as a radio tracking collar. This is a device that is placed around an animal's neck so that researchers can monitor the animal's movements. The collar uses a Global Positioning System, or GPS, to pinpoint an animal's exact location at any time, day or night, for researchers.

4 However, despite the capabilities of a modern radio tracking collar, there are still problems that researchers need to address. For example, what if the animal is accidentally hurt while the collar is being put on? What if the collar irritates the animal's skin? What if the collar's electrical signals harm the animal? How is the collar retrieved without harming the animal? There are many questions that should be answered before endangering the lives of wild animals.

5 Scientists have learned a lot by using GPS and radio tracking collars, but we still have a lot more to learn. Many scientists study animals because they have a great love for nature or because they want to help animals and humans to coexist. However, as we have seen, people do affect animals' lives simply by doing research, and we must find ways to reduce those effects.

6 For the most part, humans cannot communicate with animals, so we can never know for sure how our behavior affects them. However, as we move into the future, we must listen to scientists' recommendations about animals and the environment. We must also make sure that scientists balance the benefits of their work with its possible consequences.

check for understanding The author distinguishes his point of view from the example given in paragraph 1 by focusing on the effect of _____ on _____.

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check for understanding

1 Has the author of "Captive or Free?" altered your opinion about the topic? Use details from the text to support your answer.

2 How could the author of "The Price of Knowledge" strengthen the development of his point of view?

3 What is the author's point of view about zoo programs in "Captive or Free?"

4 How do the questions in paragraph 4 of "The Price of Knowledge" support the author's point of view?

5 Complete the organizational chart below with details that support the author's point of view.

Author's Point of View: People must be careful when studying wild animals to ensure that they are not negatively affected by research.		
Detail:	**Detail:**	**Detail:**

reflect

With a partner, compare and contrast the points of view in both texts. Discuss how the second author distinguishes his point of view from the first author.

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Compare and contrast authors' purposes to distinguish how their positions differ

show me

How can we learn an author's purpose from their position on an issue?

guide me

example

Read the paragraph below. Underline the author's main idea. Then identify the author's purpose.

The Louisiana Territory was a vast expanse of land. It stretched from the Mississippi River west to the Rocky Mountains and from the Gulf of Mexico north to the present Canadian border. In 1803, the United States purchased this land from France, doubling the size of the country and ushering in an era of westward expansion. The sale, known as the Louisiana Purchase, was an important achievement of Thomas Jefferson's presidency.

The author's purpose is to _____ _____.

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work time

The Movement of Citizens

by Jill Kushner

1 The rights of Native American people have been denied for hundreds of years. When early explorers claimed land in America, a history of taking advantage of the people who lived there first began.

2 How were settlers able to claim the lush land that Native Americans had long inhabited? In some cases, the government made treaties with Native American nations. They were promised control of one area of land in exchange for the land that the settlers or the government desired.

3 Many times, however, these treaties were broken when settlers or the government decided they also wanted the land granted to the Native Americans. This often led to open warfare. Then the U.S. Army usually stepped in to protect the settlers' interests.

4 In 1830, Congress passed the Indian Removal Act, which was signed into law by President Andrew Jackson. It required many Native American peoples to give up their land and move to federally designated lands in the West. Often these were poor lands in which white settlers were not interested.

5 In 1838, the government called for the forcible removal of nearly 20,000 Cherokee people living in the East. They were sent off on a journey of 800 miles to what is now Oklahoma. More than a quarter of them died from cold and disease on this long walk, which became known as the Trail of Tears.

6 In the late 1800s and early 1900s, the U.S. government began a policy that encouraged Native Americans to assimilate, or become part of the entire American nation, without any regard for their rights or needs. Many Native American children were forced to attend schools where they were not permitted to speak their own language or study their own traditions. Sometimes they were even taken away from their parents.

7 Today, the struggle continues. Native Americans are still fighting to determine their own future and to gain rights to land, water, and sources for food.

check for understanding How do specific dates in the text support the author's purpose?

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work time

The United States Moves West

by Adam McClellan

1 The Louisiana Purchase set the young United States on the path to becoming the nation it is today. The opening of this new land to exploration by the Lewis and Clark expedition inspired Americans to look west for their future. However, these key events in American history also came with conflict.

2 The conflict began when people in the eastern United States began moving west. Even as Lewis, Clark, and their fellow explorers made their return trip down the Missouri River, they met people with boats loaded with freight. These people hoped to trade with Native American nations in the new territory.

3 Incoming settlers, however, were not moving into vacant lands. Native American people lived and hunted there as they had for thousands of years. It was hoped that Native American people and settlers would coexist peacefully, but this wasn't always the case, and the situation sparked fighting.

4 To resolve the conflict, the government and Native American nations signed treaties setting aside certain lands for settlers and other lands for Native Americans. Though the treaties promised that Native Americans would have their lands forever, ultimately, they were not honored. Instead, more settlers moved onto tribal lands, causing more conflict. By the late 1820s, the government began a policy of separating settlers and Native American people.

5 Beginning in 1830, for example, many Native American people were forcibly removed from their homelands in the South. They were marched westward to a new "Indian Territory" west of the Mississippi River in what is now Oklahoma. Areas such as this came to be called reservations.

6 Within a hundred years of Lewis and Clark's expedition, the Native American nations these men had met were all forced onto reservations. The reservations included only small portions of the lands on which they once lived. Lewis and Clark unwittingly opened up the West for one group of people and closed it for another.

check for understanding How does paragraph 5 in this text differ from paragraph 4 in the previous text?

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check for understanding

1 In "The Movement of Citizens," which group is viewed by the author as more important? How do you know?

2 Is the view of both authors relevant to world events today? Why or why not?

3 What is the author's purpose in writing "The Movement of Citizens"?

4 How does the first sentence of "The United States Moves West" hint at the author's purpose?

5 Reread this paragraph from "The United States Moves West." Underline **three** examples of text evidence that support the author's purpose.

Within a hundred years of Lewis and Clark's expedition, the Native American nations these men had met were all forced onto reservations. The reservations included only small portions of the lands on which they once lived. Lewis and Clark unwittingly opened up the West for one group of people and closed it for another.

Author's Purpose:

reflect

With a partner, compare the authors' purposes. Discuss how each author's position on westward expansion helps you to identify their purpose.

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Compare and contrast how two authors present evidence on the same topic

show me

What are some ways to present facts and evidence?

guide me

example

Read the claim below. Then circle the evidence an author would most likely use to support the claim.

CLAIM: Fossil fuels are slowly being replaced with alternative energy sources.

In 2015, fossil fuels made up the lowest U.S. fossil fuel share of energy in history.

Petroleum, natural gas, and coal are the three most popular fossil fuels in the United States.

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work time

Greener Living

by Kathy Furgang

1 Researchers are developing renewable forms of energy, such as solar energy, wind power, and biomass, or fuel developed from material such as crops. Renewable energy sources will reduce our need for harmful fossil fuels. But instead of simply waiting for the world's energy use to change, people can also do many things to live a more environmentally friendly life.

2 When you look around your home, for example, you may be able to find places where you can cut down on waste or pollutants. Switching to solar power, or power from the sun, can help lower carbon dioxide emissions. Making sure that windows are tightly sealed can prevent heat from escaping through tiny gaps.

3 Conserving water is also recommended. Although water is a renewable resource, it is often wasted. For example, a dripping faucet can waste more than a thousand gallons of water per year. Even turning off the tap while you're brushing your teeth can save hundreds of gallons of water per year.

4 Composting is another way to help the environment and save resources. When composting, food scraps are mixed with soil, leaves, and water instead of being thrown away. As the food decomposes, it creates nutrients that can later be added to the soil to grow more food. Composting food scraps also means less waste ends up in landfills.

5 In addition, many cleaning products we use every day in our homes are made with chemicals that are hazardous to the environment and human health, but homemade remedies and cleaners can easily be made. For example, baking soda can be used to get rid of odors and to clean drains, toilet bowls, ovens, and even laundry. Vinegar is also a useful substance, which can be used to clean surfaces, get rid of soap scum, and remove wallpaper.

6 If we want a greener world, we must start with changes in our own homes. It requires some effort, but saving the planet is worth it.

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check for understanding The argument that the author makes is that a greener world _____.

work time

Green Power

by Marika Jeffery

1 In the United States today, about 80% of our energy is produced from fossil fuels. Heavy use of fossil fuels damages Earth. However, many people and companies are developing renewable energy options, or "green power."

2 For example, scientists have found ways to convert the sun's energy into electricity. This process is known as photovoltaics, or PV for short. Chances are you've seen photovoltaics in action already on a solar-powered calculator. The small PV cells on the calculator collect light and convert it into electricity to run it.

3 People can also use PV cells to generate electricity for homes and businesses. These PV cells are often attached to roofs or placed in sunny areas. Using these cells does not pollute the environment or create any carbon emissions, making photovoltaics a cleaner, greener way to produce electricity. Solar panels also use heat from the sun to warm up water, which can then be stored in an insulated tank until it is needed for bathing, dishwashing, or laundry.

4 Wind power is another form of renewable energy that doesn't pollute the air or lead to negative environmental consequences. An area of land with many wind turbines working all at once is called a wind farm. Some wind farms produce enough electricity to power several city buildings.

5 A third form of renewable energy is biomass, which is any plant or animal material that can be used for energy, such as wood. Scientists are searching for biomass products that will not harm Earth. Already, they have developed transportation fuels made from corn, sugar, vegetable oils, and animal fats. The search is still on for biomass options that are easier to make, safer for the environment, and low on carbon emissions.

6 As pollution and climate change threaten our planet, we can turn to Earth's endless supply of renewable energy. As concerned citizens, all of us can make smarter, earth-friendly decisions and energy choices.

check for understanding What is the purpose of the description of PV in paragraphs 2 and 3?

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check for understanding

1 What prior knowledge does the reader need to have when reading "Greener Living"? Explain your answer.

2 What does "Green Power" suggest about modern society through its discussion of renewable energy? Why do you think so?

3 How does the word choice in paragraph 6 of "Greener Living" contribute to the author's purpose?

4 How does the author of "Greener Living" distinguish her position from the author of "Green Power"? Give one example from the text.

5 Use the T-chart below to cite three kinds of evidence the author of "Green Power" uses to support her claim.

Evidence	Example
Fact	
Example	
Opinion	

reflect

With a partner, compare and contrast how both authors incorporate evidence in their arguments. Are they successful?

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Compare and contrast how two authors present facts on the same topic

show me

What are some ways to present facts?

guide me

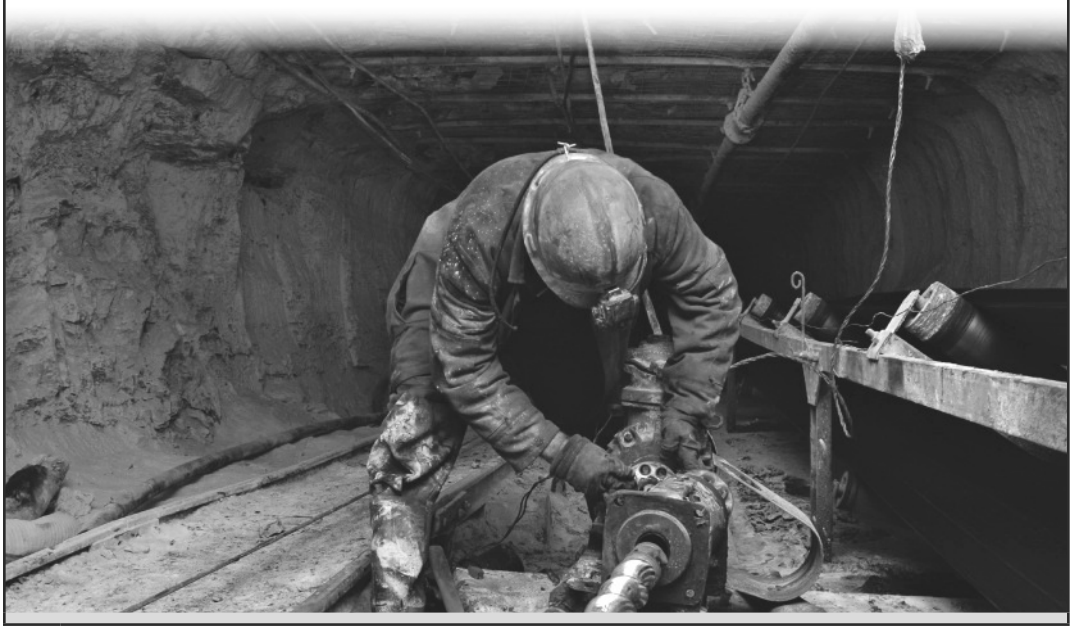
example

Read the fact and the three different ways authors presented it. Then answer the questions.

Fact	In the United States, there were 1,435 active coal mines in 2008 and 671 active coal mines in 2017.
Author 1	The number of active U.S. coal mines in 2017 was about half of what it was in 2008.
Author 2	The good news is that the U.S. had fewer coal mines in 2017 than it did in 2008.
Author 3	Unfortunately, as of 2017, there were still 671 coal mines that remain active.

Which author or authors are correct? _____

Which author presented the fact negatively? _____



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work time

The Mining Debate

by Kristin Cashore

1 The mining of coal and other minerals is a dangerous profession. Mining deaths still make up the majority of work-related deaths in the United States. Falling rocks, collapsing tunnels, fires, and other dangers still take their toll on miners in our nation and worldwide.

2 Mining often involves cutting and drilling through rock and metal, creating dust that can result in serious health problems. Sometimes, the cutting and drilling also releases noxious chemicals into the air, which is especially hazardous in an underground tunnel where proper ventilation is needed to keep the air clean and fresh.

3 Many miners around the world have gotten sick from breathing coal dust. Other miners have become ill from breathing quartz dust, which can cause a lung disease called silicosis. Miners of gold, lead, zinc, iron, and copper are particularly at risk for silicosis. In the history of mining, many miners have died young due to dust inhalation.

4 Air quality is not the only problem. Some gold mines in South Africa, for example, are so deep underground that the temperatures are very high. Miners working under these extreme heat conditions are at risk for high blood pressure.

5 Finally, mining also changes the environment. For example, a forest may be leveled to make way for a mine, which wipes out the plants and drives away animals that once lived in the forest. Some types of mining require the use of toxic chemicals such as cyanide or mercury. If these chemicals are released into the water, they can sicken or kill people and other living things that use this water.

6 However, we can improve mining practices and pass laws and stringent regulations to protect miners. We can educate people about the hazards of toxic materials. We can also encourage mining companies to avoid releasing toxic substances into the environment and to support and protect ecosystems near the mines.

7 All over the world, people are working to improve mining, and this is a struggle in which we all have a part to play.

check for understanding Complete the analogy: Quartz dust is to silicosis as high temperatures are to _____.

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work time

Riches from Our Earth

by C. Truman Rogers

1 People have used rock and the minerals found in them since ancient times. The ancient Romans, for example, learned to exploit valuable minerals, such as gold and silver, whenever they could find them. The wealth of the Roman empire was built by trading tin, copper, gold, silver and other minerals.

2 Often, minerals were scarce and hard to extract, but the Romans overcame this problem by building great bonfires inside the mine. The intense heat, melted the gold or silver within the rock, making it easier to collect. For the workers in the mines, however, the heat and fumes were dangerous and uncomfortable.

3 One solution the Romans devised to offset this problem was to install air shafts. The air shafts went deep into the mines, bringing in fresh air so that the workers would not choke or become overheated.

4 Today we have surface mines and deep, underground mines much like the Roman mines. Surface mines are used to extract minerals that lie close to Earth's surface, such as copper. Underground mines are generally for extracting precious metals, such as gold and silver, or nonmetallic minerals, such as diamonds.

5 Modern mines and processes are similar to those used in ancient mines, but today power-driven machinery extracts and transports ore. For example, the extraction of copper ore begins when holes are drilled into rock, which is then blasted with explosives. Next, huge mechanical shovels pick up the ore and load it into trucks that are taken to another part of the mine. There, the ore is crushed and exposed to chemicals that remove the copper. The copper is then melted and piped to a facility where it is made into pure copper. Gold and silver are also extracted from ore and made into bars.

6 There's a sense of mystery around minerals, perhaps because they are hidden deep within the Earth. Perhaps we also feel a historical connection to the generations of people who mined the planet long before our time.

check for understanding Why did the author include facts about air shafts?

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check for understanding

1 Whose interest does "The Mining Debate" support? Explain using details from the text.

2 How does each text provide information that is missing from the other text?

3 How do the body paragraphs of "The Mining Debate" contribute to the author's development of ideas?

4 How do the facts about ancient Rome and different types of mines support the author's purpose in "Riches from Our Earth"?

5 Match each fact from "The Mining Debate" with the phrase the author uses to interpret the fact.

____ Mines have high temperatures.	**A** "especially hazardous"
____ Mines change the environment.	**B** "at risk for high blood pressure"
____ Mines have noxious chemicals.	**C** "drives away animals"

reflect

With a partner, discuss why facts about modern methods were included in "Riches from Our Earth" but not included in the "The Mining Debate."

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Compare and contrast story elements to determine how they contribute to meaning

show me

How does an author reveal meaning in fiction?

guide me

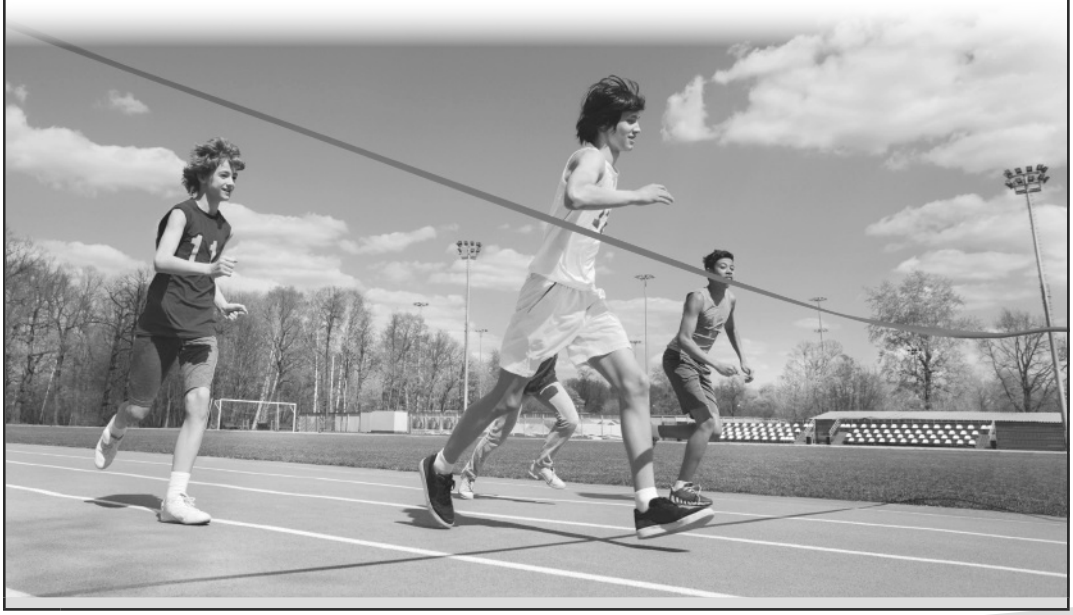
example

Read the story below. Then complete the sentences.

A Race to Regret

Armand looked behind him to see that the rest of the runners were closing in fast. Gasping for breath, he searched for every ounce of strength he had left to make his legs move more quickly, but they simply wouldn't. A memory from last week flashed through his mind of all those days that he should have been practicing instead of doing something else. "Don't you have to train for the race next week?" His mother's voice echoed in his head as the runners overtook him just before the finish line.

The story includes a flashback, so events are told out of _____. The author reveals the conflict later in the text, which adds _____ to the story.



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work time

From Sea to Shining Sea

by Michele Spirn

1 *August 31, 1803.* Today heralds the start of my adventure with Captain Lewis, Captain Clark, and the Corps of Discovery to explore the West, or more specifically, the land just purchased by President Jefferson. Though it was heartbreaking to leave my family, nobody knows what exists in this new territory, so I am quite excited to be a part of this enterprise.

2 *January 24, 1805.* We made the acquaintance of a trapper and his wife, a Shoshone woman named Sacagawea. She will serve as a translator for us as we trek westward. On another note, I am astonished by the sheer multitudes of buffalo on the grasslands, where they appear as a vast black sea.

3 *April 29, 1805.* Today we killed an enormous grizzly bear, a ferocious creature that terrified the majority of us as we had never before encountered such a giant. I took care to keep well away from the proceedings.

4 *September 9, 1805.* On this day we embark upon a climb over a magnificent chain of mountains, beyond which we believe the ocean lies. If our leaders are correct, it will require a day's journey.

5 *September 22, 1805.* The mountains proved to be a staggeringly difficult obstacle and required a journey of eleven days, yet we still have not clapped eyes upon the ocean. All grow weary of this grueling expedition.

6 *November 7, 1805.* Great joy pervades our camp as we have finally glimpsed the ocean. Now, throughout the night I can hear the ceaseless roar of waves breaking on the shore and crashing on the rocks.

7 *Fall 1806.* We have accomplished our goal and returned home. So I complete this journal with much joy as our captains, Lewis and Clark, have been revered as heroes, and we have each received double pay and 320 acres of land as a reward!

check for understanding How does the author structure this story?

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work time

Your New Class President

by Jody Pepperidge

1 Principal Sayer beamed at us from the stage. "The ballots have been counted," he stated enthusiastically, "and I'm pleased to announce that your new class president is—Franklin Mott!"

2 I blinked as it sank in that the cheers and applause were for me! As I walked toward the stage in a daze, I remembered the morning weeks ago when Principal Sayer had taken me aside on my way to class. "Franklin," he had said, "I know you've been frustrated about not getting onto a sports team, but maybe the way for you to get involved in school life is to run for class president."

3 I thought then that he had to be kidding, but here I was, about to make my acceptance speech. When I reached the stairs to the stage, Joe Waters the student I had run against, bounded over to shake my hand and congratulate me.

4 I was bowled over to hear this coming from the guy who had campaigned so hard against me for weeks! As soon as I had joined the race, his supporters had plastered the school with posters that said, "Franklin Mott? Franklin NOT!"

5 On feet made of taffy, I made my way up the stairs to the stage where Joe and I had debated each other so recently. Joe was always more civil during the debates than his negative posters suggested, but it was clear he was determined to be class president.

6 Striding across the stage, gaining confidence with every step, I shook hands with Principal Sayer. I had perfected my handshake over the course of the campaign as I had greeted countless students, taking their hand firmly, looking them in the eye, and listening to their needs and concerns.

7 And maybe it was that attitude that had won me the most votes and brought me to this moment. Now, at the podium, before a sea of my fellow classmates, I raised my hands in victory and tried to think of the right words to express my gratitude.

check for understanding What is the purpose of the multiple flashbacks in the story?

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check for understanding

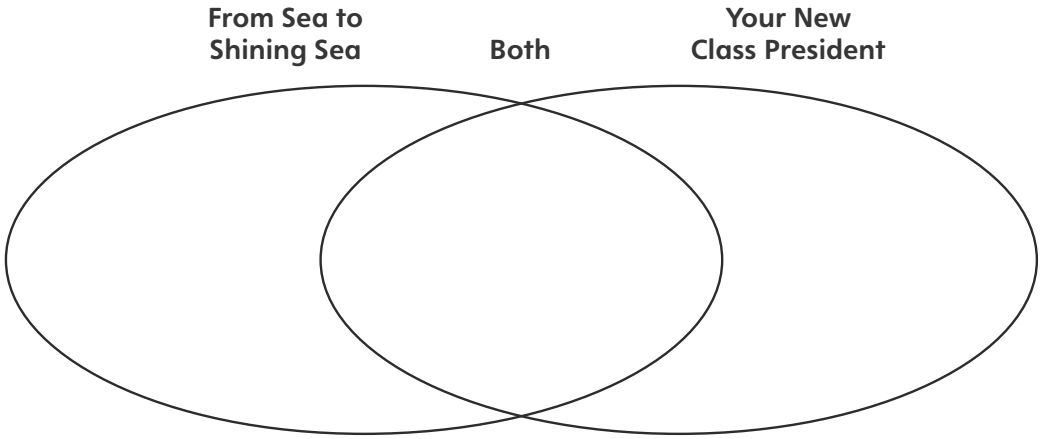
1 Suppose "From Sea to Shining Sea" were told from the viewpoint of Sacagawea. How might the story be different?

2 The events in each passage are organized differently. After reading the passages, which organization do you prefer? Explain why.

3 In paragraph 5 of "Your New Class President," what idea does the narrator express with the use of the phrase "on feet made of taffy"?

4 Which organization of events does a better job at supporting the setting and plot? Give details to explain your answer.

5 Use the Venn diagram to compare and contrast the organization of events. Fill in each section with at least **two** details.



reflect

With a partner, use the Venn diagram above to discuss how the organization of events contributes to the meaning of each text.

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Compare and contrast story elements to determine how they contribute to meaning and style

show me

How does one author's style differ from another?

guide me

example

The way an author uses words makes up the author's style. Read the story below. Then follow the directions.

Finn was belly up when I found him. Sleeping with the fishes as they say. I didn't know what to do. Or, what I would I tell his six-year-old owner? Then, I had a flash of brilliance. I put Finn in a plastic sandwich bag, high-tailed it to Pet City, and grabbed the first sales clerk I saw. "I need a fish just like this one," I pleaded.

Underline the sentences tell what happened to Finn. Draw two lines under the sentence that c reates a sense of urgency.

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work time

Spiderman Saves the Day

by R. Davies

1 The police sirens woke me up as I stood in front of the jewelry store, in my pajamas, feeling the sting of broken glass on my bare feet! As I rubbed the sleep from my eyes, I heard the squeal of tires and saw a white van screeching away from the scene.

2 My name is Sam Weller, and I'm a sleepwalker, which is not an unusual thing to be except that when I sleepwalk, I don't just walk around the house but wander about town!

3 When the police arrived, they were surprised to find a thirteen-year-old boy in his pajamas. The store's front window was shattered, and it appeared that I had set off the alarm when I threw a brick through it. Sergeant Webber had just begun lecturing me when a policewoman pulled him aside. As they talked, they kept glancing at me until finally Sergeant Webber beckoned me closer and asked, "Did you see anything unusual when you woke up?"

4 It turns out that thieves had accessed the jewelry store via the roof to avoid the alarm, but they hadn't anticipated that a sleepwalker would trigger it.

5 "Sleepwalker Foils Heist!" blared the headline in our local newspaper, and though I was embarrassed by the accompanying photo, which showed that I was wearing Spiderman pajamas, I enjoyed the fame.

6 Two nights later, I woke up to flashing red lights and Sergeant Webber standing over me, scowling. Apparently, I was reciting Lincoln's Gettysburg Address at the top of my lungs on the front steps of the Riverside Library.

7 I was about to get into the squad car so Sergeant Webber could escort me home when he noticed smoke curling up from the library's roof! The fire department arrived so quickly, they were able to save the books and the building. Once again, I was a hero. Sergeant Webber looked at me suspiciously, but I shrugged and thought, *This is getting weird*.

check for understanding How does the author choose to narrate the story?

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work time

Try, Try Again

by Angela Baez

1 It was late at night, and Sasha was still in her driveway shooting baskets. Finally, her dad opened a window to remind her of the time. "Sorry, Dad," Sasha replied, making a basket, "but tryouts are tomorrow!"

2 Her dad shook his head and shut the window, concerned about Sasha trying out for the boys' basketball team again. She had tried out the previous year but was cut in the final round when the coach chose Ben Davis, who couldn't make a basket even if he'd had a six-foot ladder!

3 Some boys, including Ben Davis, felt Sasha should play on the girls' team, but her friends disagreed and planned to attend the tryouts to show their support. "I don't ever recall Lincoln School being so excited about basketball tryouts," Principal Smith commented to Coach Bill, who didn't reply.

4 On the big day, Sasha kept glancing at the clock, where the second hand crept at a snail's pace. When the dismissal bell finally rang, Sasha sprinted to her locker to grab her shoes and shorts, only to find her locker door wide open and her basketball shoes missing.

5 In the gym, the boys shot baskets under the appraising eye of Coach Bill, and crowds of students held up signs that proclaimed, "Let Sasha Play!" When Sasha entered, the students cheered, and the boys stopped shooting as she marched onto court, wondering why she looked so angry and determined.

6 Sasha was about to start dribbling when Coach Bill blew his whistle and shouted, "Time out! Sasha, you can't try out wearing street shoes." Sasha froze, her face reddening, and was about to leave when Ben Davis tapped her on the shoulder, handed her his shoes, and said, "Use mine."

7 Ben gave Sasha a high-five before shuffling off the court in his white tube socks. The shoes were a little big, but Sasha didn't miss a single shot.

check for understanding Why do you think the author included details about last year's tryouts?

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check for understanding

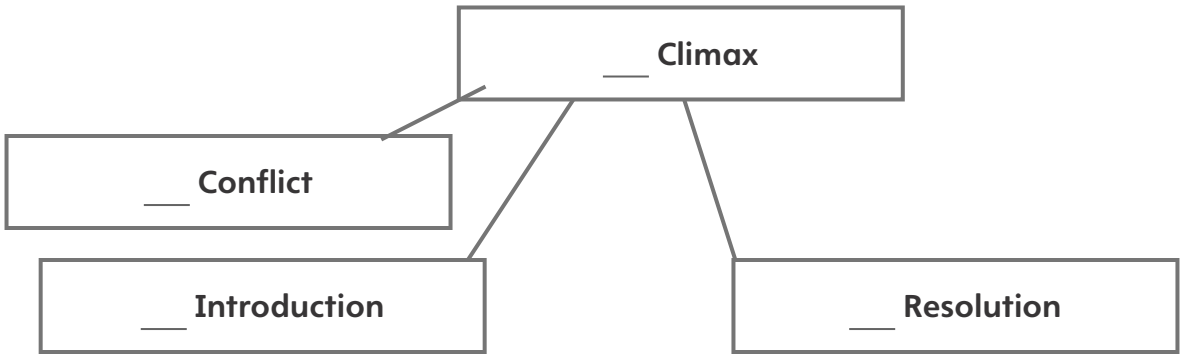
1 Do you think Sam Weller of "Spiderman Saves the Day" is a believable character? Why or why not?

2 What contemporary issue does the author of "Try, Try Again" address? What do you think her viewpoint of this issue is?

3 In "Try, Try Again," what does the author imply happened to Sasha's basketball shoes? Why do you think this?

4 Which author had a more direct style, the author of "Spiderman Saves the Day" or "Try, Try Again."

5 Complete the Plot Structure diagram for "Try, Try Again." Label the parts of the plot with the appropriate paragraph number.



reflect

With a partner, discuss how the traditional plot structure of "Try, Try Again" contributes to the author's style. Then compare this with the episodic structure of "Spiderman Saves the Day" and how it contributes to style.

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Compare and contrast conflicting information from two texts on the same topic

show me

How do we resolve conflicting information?

guide me

example

Read the statements below. Underline the statements that are opinions.

Statement 1: The gray wolf preys on ungulates much larger than itself, such as elk, deer, or moose.

Statement 2: Gray wolves that roam outside of national parks should be killed.

Statement 3: Gray wolves typically hunt within territories.

Statement 4: Gray wolves are magnificent creatures that should be protected at all costs.

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work time

Speaking for the Wolves

by Delia Chesterton

1 Will wolves survive in North America? The battle rages over whether the wolf should be taken off the Endangered Species List in certain areas of the country. In areas where protections have been lifted, wolves are targeted for "aggressive management." Aggressive management means keeping animal numbers down by hunting, poisoning, and trapping. These actions hurt the wolf and endanger entire ecosystems. In response, more people are speaking out for wolves.

2 Shaun Ellis, for example, is a wolf expert who has spent many years living among wolves, including a seven-year stay on the Nez Percé reservation near Yellowstone National Park while studying the howls of wolves. National Geographic filmed Ellis as he raised wolf cubs that had been abandoned at birth to create a television series called *Living with Wolfman*.

3 Other advocates, such as Tonya Littlewolf, maintain wolf sanctuaries that provide shelter for abandoned and injured wolves. Many of these sanctuaries are nonprofit operations, supported by visitor admission fees or monetary donations from interested citizens. There are also organizations that track wolf populations, work on legislation, and run educational campaigns.

4 In 1947, an organization called Defenders of Wildlife was formed to protect native wildlife and habitat. It focuses on the protection of wolves and other endangered predators, such as bears and jaguars, and believes that restoring wolf populations will help conserve both wildlife and habitat.

5 In 2008, Defenders of Wildlife helped prevent the Navy from building an airstrip near Pocosin Lakes National Wildlife Refuge in North Carolina. This refuge is home to the world's only wild population of red wolves. If a noisy airstrip were built, the wolves and other animals would most likely be forced out of their habitats. After people petitioned and wrote letters, the proposed airstrip was cancelled, and the animals on the refuge were given a reprieve.

6 Even though wolves are making a comeback in many areas, they remain in constant danger. Will you help speak for wolves?

check for understanding What is the author's position on removing wolves from the endangered species list?

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work time

Protecting Our Livestock

by Chandler Beal

1 While most ranchers in the United States love nature, they fear that bringing wolves back to the western United States poses a serious threat to their sheep, cattle, and other livestock. Even though a 2008 study showed that bears and coyotes killed more sheep than wolves did, the fact remains that 1,300 sheep were killed by wolves that year. Ranchers can't afford to lose livestock due to the return of an old problem.

2 Back in 1906, the U.S. Forest Service and Bureau of Biological Survey gave permission to clear cattle ranges of gray wolves. To help kill the wolves, the bureau hired professional wolf hunters who used steel traps and poison-laced meat. Fifty years later, the extermination program had wiped out nearly all of the gray wolves in the 48 contiguous states.

3 What many people don't know is that wolves in the West live in national forests and on public lands, which are also used for grazing livestock. With wolves making a comeback, ranchers now have to keep vigilant watch over their sheep and cattle. The financial loss from predators like wolves is a hardship that many ranchers can't afford.

4 Most western states have programs that compensate ranchers for livestock losses. However, this doesn't lessen the burden of moving animals from one area of land to another to avoid wolves. Ranchers are also spending more money on guard dogs and fencing.

5 Killing wolves can mean a fine of thousands of dollars or even jail time. In some states, ranchers can kill wolves only when they threaten their livestock. In 2012 and 2013, it is estimated that hunters killed more than 500 wolves in Montana, Idaho, and Wyoming. The problem is that once the number of wolves gets too low, the wolves receive more protection. Ranchers, however, are running out of ways to protect their livestock.

check for understanding In paragraph 1, what does the author mean by the return of an old problem?

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check for understanding

1 In "Speaking for Wolves," what threat to wolves is missing from the passage? Why do you think this is so?

2 What fact in paragraph 1 of "Protecting Our Livestock" weakens the author's position against wolves?

3 How does the author's position in "Speaking for Wolves" affect the facts included in the passage?

4 In "Protecting Our Livestock," what details does the author provide to support the financial loss the rancher's face?

5 Complete the T-chart to compare and contrast similar information.

Speaking for Wolves	Protecting Our Livestock
The battle rages over whether the wolf should be taken off the Endangered Species List. Restoring wolf populations will help conserve both wildlife and habitat.	

reflect

With a partner, compare and contrast how the information in the T-chart above was used by the author.

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Compare and contrast conflicting information from two texts on the same topic

show me

How do we interpret information when authors disagree?

guide me

example

Read the claims below. Underline the claim you would use to justify playing a video game.

Claim 1: Excessive screen time, such as playing video games, contributes to eye strain.

Claim 2: Studies have shown that playing video games can significantly improve hand-eye coordination.

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work time

The Hidden Benefits of Video Games

by Peter Mummert

1 Welcome to the world of video games! Most young people in the United States play video games, as do many adults. However, many people are also concerned that video games are potentially harmful to young people.

2 Scientists have studied the effects of video gaming on young people for many years, and a number of studies show that playing video games may actually confer some benefits.

3 Some parents, for example, worry that kids who play violent video games may act out violently in real life, but many studies have demonstrated that violent content in video games does not appear to cause people to behave violently. In fact, researchers have discovered that some violent games help players improve their overall grades because the games train players to concentrate and solve problems quickly.

4 Other studies also demonstrate that video games can be beneficial to a player's emotional and general sense of well-being. Games that encourage this benefit tend to be brightly colored and easy to play, resulting in a calming effect that improves a player's mood. Researchers speculate that engaging in these games can help relieve stress.

5 In addition, video games may help with social skills. Many games have online communities that include players from all over the world. These communities encourage players to talk with each other and, on occasion, assist each other in accomplishing challenging tasks. This experience can help young people learn how to work in groups.

6 Despite these potential benefits, it's important to monitor your own gaming. If a game feels too violent, don't play it. Be sure to take plenty of breaks from gaming, and don't let gaming take you away from other activities you enjoy, such as playing sports with friends. Make time to start an art project or read a book, because video games are just one way to have fun!

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check for understanding Online gaming can improve _____ and help players learn to _____.

work time

Video Games: The Limits of Fun

by Gerold Porter

1 Video games have been a popular form of entertainment with kids and adults since the early 1980s. Becoming lost in an action-packed video game adventure can be fun. However, many adults worry about the effects of video games on the physical and mental well-being of young people. Researchers who have studied these concerns have found that overindulgence in playing video games can lead to a number of problems.

2 For example, studies have shown that excessive game play can result in physical problems. Looking at a screen for hours can damage a player's eyesight and playing for too long can result in hand and thumb strain. Similarly, sitting in the same position for long periods can cause backaches. In addition, some players have a tendency to consume large amounts of unhealthy snack foods as they play.

3 Video games threaten to dominate kids' free time because some kids play games for hours without stopping, causing them to ignore homework and spend less time with friends and family.

4 Many parents also worry about the violence in some video games, and a few studies have demonstrated that kids who play violent games may become violent themselves. They may get into fights in real life and show less concern for others. As a result, some adults want to place restrictions on who has access to these games. For example, many adults want rules about how old you have to be to play or purchase such games, while others want a tax placed on violent games.

5 Studies suggest that limiting playing time or access to video games can help with these issues. Parents can consult a game's rating to see the suggested age range for its intended audience to determine if it is too violent for their child. Setting specific time limits on gaming will also encourage kids to spend time engaging in more physically oriented activities. Simple limits can keep video games fun without letting them become a health problem.

check for understanding What recommendation is made by both authors?

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check for understanding

1 Which author's argument best relates to your own gaming experiences? Explain your answer.

2 What surprised you most in the passage "The Hidden Benefits of Video Games"? Why were you surprised?

3 How would you describe the overall text structure of "Video Games: The Limits of Fun"? How does this structure suit the author's purpose?

4 Which argument does the author of "Video Games: The Limits of Fun" make that is not addressed in "The Hidden Benefits of Video Games"?

5 Complete the T-chart to compare and contrast conflicting information.

The Hidden Benefits of Video Games	Video Games: The Limits of Fun
Violent games train players to become quick problem solvers.	
Monitor your gaming so it doesn't take time away for other activities, such as sports with friends.	

reflect

With a partner, discuss whether the conflicting information is based on fact or is based on misinterpretation.

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Compare and contrast conflicting information from two texts on the same topic

show me

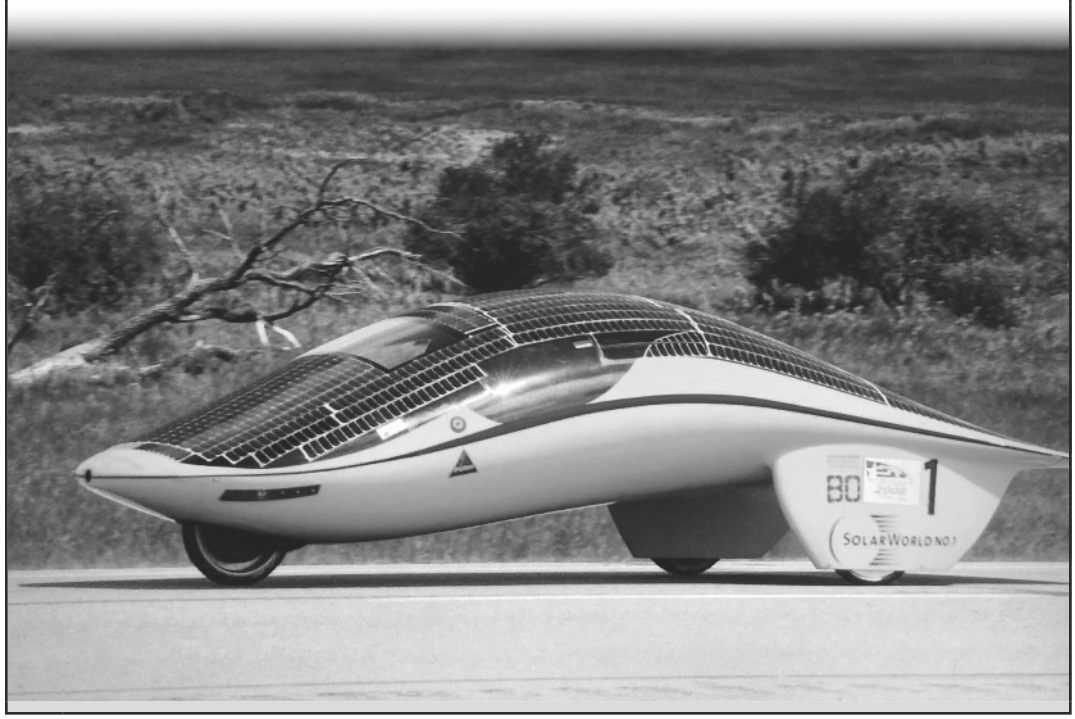
What does it take to change our minds?

guide me

example

Complete the Anticipation Guide. Discuss your ideas with a partner.

	Agree	Disagree
Oil companies prevent individuals from exploring alternate energy sources.		
Solar power is an inexpensive, renewable resource.		
Advancing technology will make solar cars possible.		
Fossil fuels are the only energy sources that emit greenhouse gases.		



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work time

Biofuels to the Rescue

by Maria Tejeda

1 We all need a safe, clean, and healthy world to live in, but we might not have one if we continue to depend on fossil fuels for transportation. Every day, people burn billions of gallons of gasoline and diesel fuel to power their vehicles, creating tons of pollution that harms people and wildlife and is even changing the world's climate.

2 Almost all of this fuel is obtained by pumping crude oil out of the ground, often ruining beautiful, wild places in the process. For example, many oil rigs are erected just offshore in the ocean. In the event of an accident or leakage of oil into the water, fish, seabirds, and other marine animals are harmed. In addition, the skilled workers who operate these oil rigs are at great risk for devastating accidents.

3 For example, on April 20, 2010, an oil rig called *Deepwater Horizon* caught fire off the Louisiana coast in the Gulf of Mexico. It burned for over a day before it collapsed and sank into the ocean. Eleven people were killed, and seventeen others were sent to trauma centers. In addition, millions of gallons of crude oil poured into the ocean, killing wildlife and causing massive oil slicks that fouled shorelines. Similar disasters have occurred when oil tankers have run aground and split open.

4 The good news is that an alternative to fossil fuels does exist. This fuel is called biodiesel, which is produced from oily plants, such as soybeans. Biodiesel can even be made from vegetable oil, including oils that were first used for cooking.

5 In the United States, some biofuels are made from crops, such as corn and sugarcane. They are much more efficient than fossil fuels and produce less air pollution. Moreover, compared to fossil fuels, biofuels emit less greenhouse gas so using biofuels is a better way to fuel the country.

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check for understanding Complete the analogy. Oil is to _____ as corn is to _____.

work time

Sun-Powered Speed

by Venessa Ricci

1 Every year, a group of strange-looking vehicles, more akin to spaceships than to cars, zip through the Australian desert. These vehicles and their drivers are competing in the World Solar Challenge, a race that covers 1,878 miles from Darwin in the Northern Territory to Adelaide in South Australia.

2 A solar car runs on sunlight instead of gasoline. The vehicle's exterior is lined with flat solar panels, which catch sunlight and convert it into electricity to power the cars' engines. Using this converted power, solar cars can travel up to 74 miles per hour.

3 In 2001, 22 teams from 11 countries competed. The winning car, which hailed from the Netherlands, finished the race in about 30 hours. In 2017, there were 42 participants in the solar race, which has become so popular that there are now new categories for different types of solar cars. The Challenger class consists of the most advanced cars, which boast the latest technology and travel at faster speeds. The Adventurer class features non-competitive drivers, while the Cruiser class is designed for efficiency.

4 Could solar power fuel the vehicles of tomorrow? Right now, most of the world's cars run on gasoline, which is made from crude oil extracted from underground reserves. The world has a limited amount of crude oil, and oil prices are always going up, making gasoline expensive.

5 To combat our dwindling supply of fuels made from oil, many car manufacturers have started using biofuels. However, this type of fuel is made from crops, such as soybeans, corn, and sugarcane, and growing these crops to produce biofuel has an environmental impact. Crops require land, water, fertilizers, and pesticides to grow, which generates greenhouse gases that harm the atmosphere.

6 In contrast, solar power is free and renewable, which means it won't run out, and solar cars create less pollution than gas-guzzling cars. Though solar cars are not yet advanced enough to replace gas-powered cars, the race in Australia demonstrates that the future looks bright.

check for understanding According to the author, the best reason to switch to solar power is _____.

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check for understanding

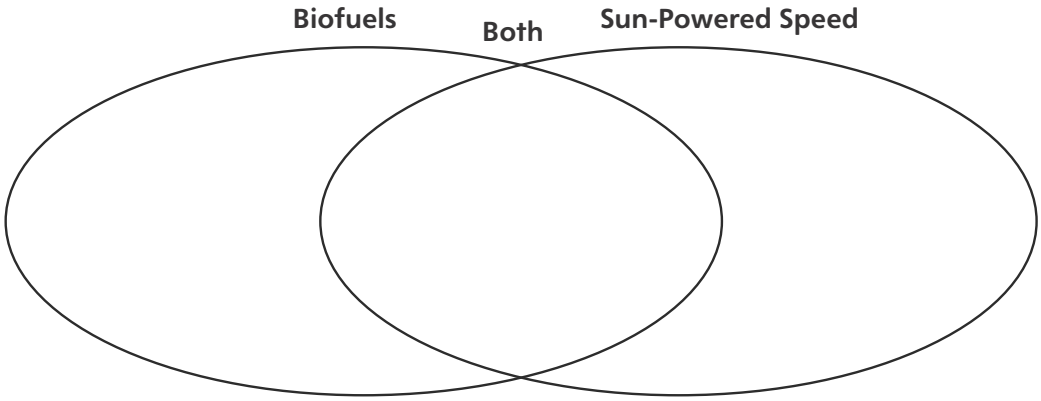
1 Consider the author's position in "Sun-Powered Speed." What do you think it would take to get people to use solar cars?

2 What does the author of "Biofuels to the Rescue" want readers to believe?

3 How does the author of "Sun-Powered Speed" dispute the advantages of using biodiesel fuels?

4 In "Biofuels to the Rescue," how does the author's choice of words in paragraph 3 affect your opinion of fossil fuels?

5 Use the Venn diagram to compare and contrast information from the two passages. Fill in each section with at least **one** detail.



reflect

With a partner, discuss which passage presented a better argument and way.

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