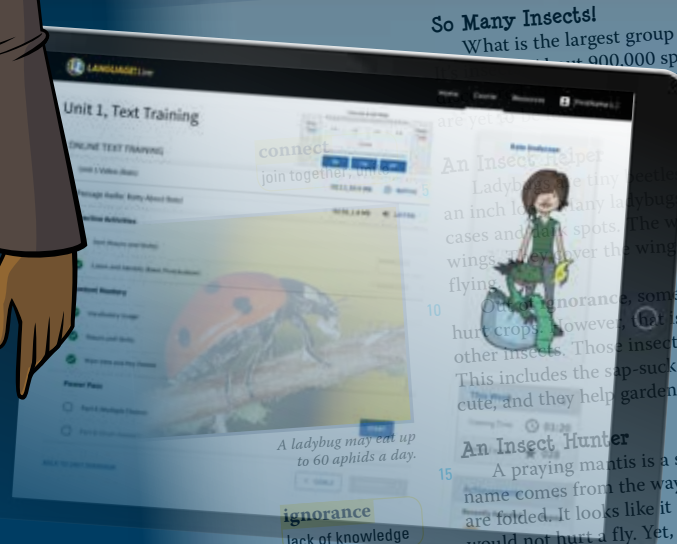


Florida LANGUAGE! Live[®]

STUDENT BOOK

Louisa Moats, Ed.D., Author

REVIEWER'S DRAFT



Mosquitoes can live in very cold places.

So Many Insects!

What is the largest group of animals in the world? There are over 900,000 species of insects have been identified. Do you think that millions more species are out there? There are a few interesting insects.

An Insect Helper

Ladybugs are tiny insects. They are less than half an inch long. Many ladybugs have red or orange wing cases and black spots. The wing cases **connect** to two wings. They cover the wings when the ladybug is not flying.

10 **Ignorance** is a lack of knowledge. Some people think ladybugs hurt crops, however, this is not true. Ladybugs eat other insects. Those insects would destroy plants. This includes the sap-sucking aphids. Ladybugs are cute, and they help gardeners!

An Insect Hunter

15 A praying mantis is a strong, clever insect. Its name comes from the way it holds its front legs. They are folded. It looks like it is praying. It looks like it would not hurt a fly. Yet, it is a strong predator. It has sharp spines on its front legs. These spines stick and
20 hold its prey.

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 in spaces
 to the left as
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ISSUED TO	Year Used	CONDITION	
		ISSUED	RETURNED
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PUPILS to whom this textbook is issued must not write on any page or mark any part of it in any way, consumable textbooks excepted.

- Teachers should see that the pupil's name is clearly written in ink in the spaces above in every book issued.
- The following terms should be used in recording the condition of the book: New; Good; Fair; Poor; Bad.

Florida

LANGUAGE! Live®

STUDENT BOOK

Level 1
Units 1–6

Louisa Moats, Ed.D., Author



Interesting Insects

Mosquitoes can live in very cold places.

So Many Insects!

What is the largest group of animals in the world? Insects. There are over 1 million species of insects. There are over 1 million species of insects. There are over 1 million species of insects.

An Insect Hunter

Ladybugs are small insects that have red or orange wing cases and black spots. They are less than half an inch long. They are found in many places, including gardens and lawns. They eat other insects, such as aphids. This includes the green aphids. Ladybugs are cute, and they help farmers!

An Insect Hunter

A praying mantis is a strong, clever insect. Its name comes from the way it holds its front legs. They are folded, it looks like it is praying. It looks like it would eat you! It is a strong predator. It has sharp spines on its front legs. These spines stick and hold its prey.

ignorance
lack of knowledge

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Personal Narrative

You will present a short narrative to the class about a memorable experience. Choose one of the following topics:

- A time you learned how to do something new
- A time you struggled and then improved

Write what you remember about the event. Include the context surrounding the event (when, where, and what came before to lead to it). Identify why the event was memorable and important. How did it impact you?

Personal Goals

Record two goals for this class, the steps you will take to meet the goals, and how you will monitor your achievements.

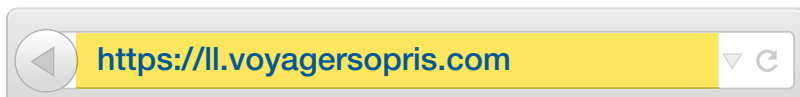
Goal 1:			
Step 1:		How I will monitor:	
Step 2:		How I will monitor:	
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Goal 2:			
Step 1:		How I will monitor:	
Step 2:		How I will monitor:	
Step 3:		How I will monitor:	

Getting Started

Open an Internet browser from your desktop. This could be Google Chrome, Internet Explorer, or Apple Safari.



Type this into the address bar at the top of the screen. (Make sure to type two L's where it shows ll—they stand for *LANGUAGE! Live!*)



Enter your username and password.

USERNAME *

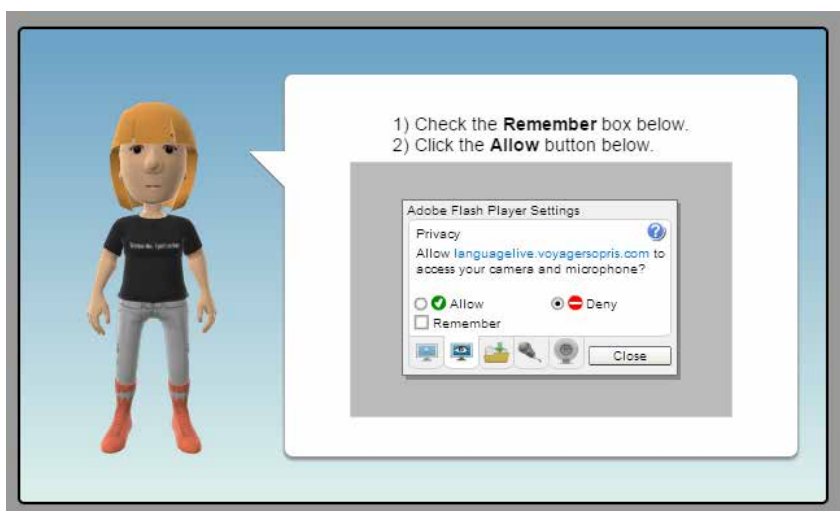
PASSWORD *

* [Forgot your Username or Password?](#)

Log In!

Messages and Settings

When you are working in lessons, you may see this pop up:



Make sure to click Allow (and check Remember if the option is available) so that the activity will work correctly.

Netiquette Agreement

Netiquette is short for “Internet etiquette.” It is a list of guidelines that promote proper behavior online. These are the do’s and don’ts of social communication. We will all be sharing the online space together. Your online experience will be fun, collaborative, and safe if we all follow these rules.

1. **Ask for help and give help.** One of the core rules of socializing online is to offer help to your peers and to ask for help when you need it. You will build trust and community by helping others, and by being open to help yourself.
2. **Be respectful.** You are allowed to have your own opinion, but you must express that opinion respectfully. No bullying of other students or insulting them will be tolerated.

You did a good job on your pronunciations, but some of them need a little more work.

not

Your pronunciations are so bad, they make me laugh.

If someone disrespects you, talk to your teacher and flag the post. **Do not reply to it.** It is easy to have misunderstandings online.

3. **Use proper language.** Inappropriate, suggestive, or explicit language will not be allowed.

Discuss with your teacher what language is not acceptable.

Also, avoid texting language, abbreviations, and bad spelling. Take your time to check what you are sharing before you send it out. Don’t use all CAPS because that implies that you are yelling.

4. **Stay on topic.** Only post relevant comments or questions.
5. **Keep personal information private.** Do not share your name and password with anyone. You are in a safe and secure environment in *LANGUAGE! Live*, but we all have to be aware to keep it that way.

I, _____, *print name*, agree to the guidelines above and promise to follow them to the best of my ability. I will ask my teacher if there are any places I am confused.

Date _____ Class _____

Signature _____

Let's Focus: "Interesting Insects"

Content Focus

insects

Type of Text

informational



Big Ideas

Consider the following Big Idea questions. Write your answer for each question.

What is special about insects?

How do different types of insects survive?

Reading for a Purpose

1. Have scientists discovered all the insects on Earth?
2. Are ladybugs helpful to plants?
3. Are praying mantises named for how they look?
4. Are praying mantises able to trick other insects?
5. Are colonies where ants live?
6. Are all ants the same?
7. Are any insects in danger?

Text Features

Informational text gives facts or information. Writers of **informational text** use **text features** to provide clues to the topic and other important information.

The image shows a sample page from a book titled "Interesting Insects". The page features a large photograph of a mosquito on a white, frosty surface. Below the photo, there are several sections of text with callouts pointing to specific text features:

- Title:** "Interesting Insects"
- Headings:** "So Many Insects!", "An Insect Helper", and "An Insect Hunter"
- Pictures and Captions:** A photograph of a ladybug with the caption "A ladybug may eat up to 60 aphids a day."
- Margin Information:** A yellow box with the word "connect" and the definition "join together; unite".
- Other text features:** A yellow box with the word "ignorance" and the definition "lack of knowledge".

At the bottom of the page, it says "4 Unit 1" and "© 2021 Voyager Sopris Learning, Inc. All rights reserved."

Other
text features
include:

- Maps
- Charts
- Graphs
- Bold words
- Highlighted words

Key Passage Vocabulary: "Interesting Insects"

Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

Vocabulary	Knowledge Rating	Definition	Picture
connect	0 1 2 3		
ignorance	0 1 2 3		
vision	0 1 2 3		
sonar	0 1 2 3		
colony	0 1 2 3		
danger	0 1 2 3		
interfere	0 1 2 3		
negligence	0 1 2 3		

Interesting Insects



Mosquitoes can live in very cold places.

So Many Insects!

What is the largest group of animals in the world? It's insects! About 900,000 species of insects have been discovered so far. Scientists think that millions more are yet to be found. Here are a few interesting insects.

connect

join together; unite



A ladybug may eat up to 60 aphids a day.

ignorance

lack of knowledge

An Insect Helper

5 Ladybugs are tiny beetles. They are less than half an inch long. Many ladybugs have red or orange wing cases and dark spots. The wing cases **connect** to two wings. They cover the wings when the ladybug is not flying.

10 Out of **ignorance**, some people think ladybugs hurt crops. However, that is not true. Ladybugs eat other insects. Those insects would destroy plants. This includes the sap-sucking aphids. Ladybugs are cute, and they help gardeners!

An Insect Hunter

15 A praying mantis is a strong, clever insect. Its name comes from the way it holds its front legs. They are folded. It looks like it is praying. It looks like it would not hurt a fly. Yet, it is a strong predator. It has sharp spines on its front legs. These spines stick and
20 hold its prey.

Some praying mantises look like leaves. Some look like flowers. When they want to catch an insect, they hold still on a stem or stick. Crickets, flies, and other insects are fooled. They come close. Then *snap!* They
 25 become food.

Praying mantises can also be prey. For example, bats eat them. Bats have poor **vision** at night when they hunt. They use **sonar** to find their prey. Sonar is a way of finding things using sound waves. Many praying
 30 mantises have special ears. They can detect the bat's sonar. They then dive out of the way. These skills help them survive.

An Insect Society

Ants live in colonies. A **colony** is a group that works and lives together. Three kinds of ants live
 35 in a colony. They are the queen, the males, and the workers. They have different jobs. The queen lays eggs. The males mate with the queen. The workers gather food. They clean the nest. They also care for the eggs. Some workers are soldier ants. They protect the queen
 40 from **danger** if another ant colony tries to **interfere**. Sometimes, a colony is destroyed. If possible, the ants will rebuild. A colony is like a large, busy family.

The world is filled with ants and other interesting insects. But many insects are harmed by people's
 45 **negligence**. How can people help? They can make changes. They can keep Earth clean. This will help ants, ladybugs, and praying mantises. It will also help the millions of interesting insects yet to be discovered.



A queen ant lays thousands of eggs. Most will become worker ants.



This praying mantis is waiting to catch some food.

vision

the act of seeing; sight

sonar

a way of locating objects using sound

colony

group of animals or people living together

danger

a condition in which something bad or harmful could happen

interfere

to get in the way of; disturb

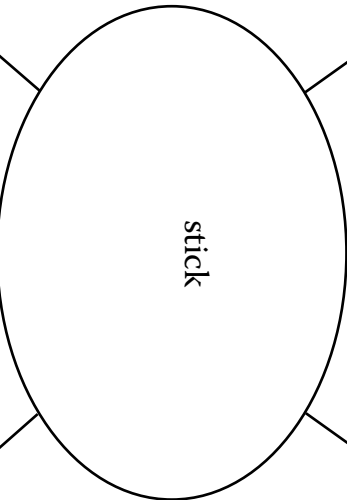
negligence

lack of care

Multiple-Meaning Map

Determine the meanings of the word *stick*. Write the definitions in the boxes. Use the word in a sentence on the lines below the boxes.

to fasten or attach with something like glue



Nouns

When we understand words and their meanings, we can use them in sentences. Words have different functions in sentences. Sometimes, the same word can have different functions depending on how it is used.

What Is a Noun?

A **noun** is the naming part of a sentence. It answers the question *who* or *what*.



The **cat** sat.

The **man** dreams.

The **fish** swims.

Sam hops.

Sally thinks.

The **pants** are green.

The **sun** is hot.

The **bat** flies.

The **player** hits.

Identifying Nouns

Part A

Read the excerpt. Find the nouns—words that name *who* or *what*.
Underline the nouns.

Based on “Interesting Insects”

Ladybugs help. Ladybugs eat insects like aphids. The aphids eat plants in gardens. People like ladybugs.

Ants work together. Ants live in a colony. The colony has the queen, the males, and the workers. The queen lays eggs. The males mate with the queen. The workers get food. The workers clean the nest.

Part B

Sort the nouns into the correct columns.

Who	What

Basic Punctuation

Part A

Read the sentences. Circle all punctuation marks. Underline all capital letters.

1. Three kinds of ants live in a colony. They are the queen, the males, and the workers.
2. Ladybugs eat other insects. Those insects would destroy plants. Ladybugs are cute, and they help gardeners!
3. Praying mantises can also be prey. For example, bats eat them.
4. Many insects are harmed by people's negligence. How can people help? They can make changes.
5. Some workers are soldier ants. They protect the queen from danger if another ant colony tries to interfere. Sometimes, a colony is destroyed.

Part B

Read the paragraph. Add the missing punctuation marks to the end of the sentences as well as inside the sentences. Triple underline the first letter of a word that needs capitalizing.

ants live in a colony did you know that ants have
 different jobs ants can be the queen males or
 workers worker ants are very busy after the queen
 lays eggs the workers take care of them they clean
 the nest and they gather food for the colony no
 insect on earth works as hard as a worker ant



Word Fluency

Read the words fluently.

	Correct	Errors
1st Try		
2nd Try		

pan	fat	man	tap	map	sat	mat	can	pat	tan	10
man	mat	pat	map	tap	fat	sat	tan	can	pat	20
mat	map	tap	sat	can	tan	pat	fat	pat	man	30
sat	tap	mat	fat	pat	man	tan	pan	map	can	40
can	map	tan	pat	mat	tap	fat	can	sat	pan	50
pat	pan	can	fat	map	mat	tan	tap	man	sat	60
tan	pat	man	fat	pan	can	map	sat	mat	tap	70
man	pan	fat	sat	pat	tan	tap	map	can	mat	80
fat	sat	tap	man	map	sat	pat	mat	pat	pan	90
map	tap	sat	mat	map	fat	can	pan	tan	man	100

Meaning Categories

Sort these words into categories. Some words fit in two categories.

Word Bank

boy	plant	man	map	cat
stick	stamp	plan	raft	ran
you	pant	Sam	jam	pan
I	mat			

Living Things	Actions	Things That Are Flat
boy	plant	
plant		

Verbs

Verbs are the doing part of a sentence. Verbs describe actions.



We **can see** some actions:
jump, walk, and clap



Some actions we **can't see**:
think, wish, and dream



The boy **runs**.
Pat **plans** a trip.
The girl **reads**.
Sam **bats**.
The bug **flies**.
The man **hopes**.
The dog **eats**.
The bear **hunts**.
Stan **thinks**.

Identifying Verbs

Part A

Read the sentences. Find the verb—the word that answers: *What did they (he, she, it) do?*

Circle the verbs.

1. Ladybugs fly.
2. Sam sticks tape on boxes.
3. Insects catch food.
4. Insects sit on sticks.
5. Sticks fall from trees.
6. Ants live in a colony.
7. Cats stand.
8. Bats eat bugs.
9. Ladybugs help crops.
10. The ants clean the nest.

Part B

Copy the words into the correct columns.

Can See the Action	Can't See the Action

Question Words

How to Answer Questions

Use these steps to answer a short-answer question with a complete sentence:

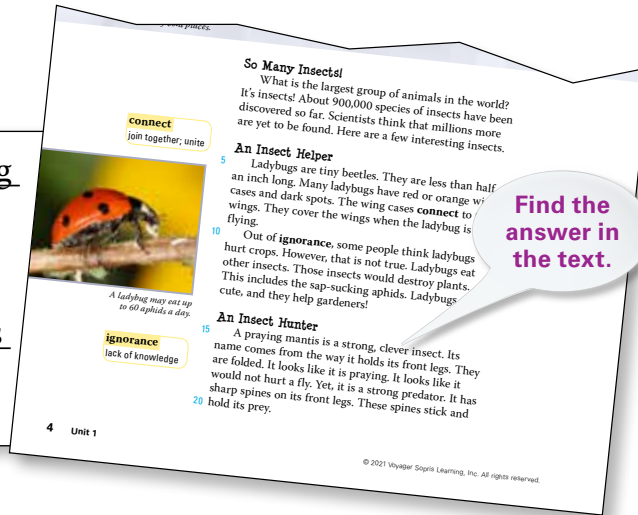
- 1 Look for a question word to know what the question is asking.
- 2 Find information in the text to answer the question.
- 3 Plan and write the answer.
- 4 Check the answer.

Example question:

What things do praying mantises look like?

Look for the question word.

Some praying mantises look like leaves or flowers.



Find the answer in the text.

Question words help you know how to answer the question.

Question Words	How to Answer
If the question asks . . .	Your answer must include . . .
Who	information about a person or group
What	an action or name of a thing
When	a specific time, date, or event
Where	a general location or specific place

Question Words	How to Answer
If the question asks . . .	Your answer must include . . .
Is/Are	a "yes" or a "no" answer plus explanation
Do/Does	a "yes" or a "no" answer plus explanation

Question Words	How to Answer
If the question asks . . .	Your answer must include . . .
Why	a reason or explanation
How	the way something is done

Question Words

Determine the question word and write it above the picture.
Then, write a question on the lines below the picture.







Phrase Fluency

Read each phrase fluently.

Correct		
	Errors	
1st Try		
	2nd Try	

at the bat	3	my pal Pam	75
have a tan	6	on the cap	78
Sam sat	8	one fat cat	81
Sal sat	10	have a nap	84
on the mat	13	on the map	87
am last	15	by the cab	90
on the lap	18	have a sip	93
tap the sap	21	by the van	96
have a pan	24	in the cab	99
a man	26	by the rim	102
ran a lap	29	is a fan	105
cap the can	32	in the van	108
can nap	34	by the man	111
I am	36	sat by Jim	114
on the mat	39	in the bin	117
have a cap	42	on the mat	120
can I have	45	a cat nap	123
can I pat	48	in the can	126
the tan cat	51	fan the man	129
the fat cat	54	in a jam	132
ran a lap	57	pat the man	135
by my fan	60	the tan man	138
jab at the rat	64	a cat pin	141
the one on the mat	69	the can rim	144
my tan bat	72	on the tan mat	148

Sentence Morphs

Read the phrases. Scoop them in the complete sentences.

<p>• the mats • • are • • in the cab •</p> <p>The mats are in the cab.</p>	<p>• Tam • • has • • a fat cat •</p> <p>Tam has a fat cat.</p>	<p>• Sam • • is • • at bat •</p> <p>Sam is at bat.</p>
<p>• the cat • • is fat •</p> <p>The cat is fat.</p>	<p>• I • • am • • at bat •</p> <p>I am at bat.</p>	<p>• I • • am Tam •</p> <p>I am Tam.</p>
<p>• Sal • • has the bats • • in the cab •</p> <p>Sal has the bats in the cab.</p>	<p>• Sal • • has the mat •</p> <p>Sal has the mat.</p>	<p>• Tam • • sat • • in the cab •</p> <p>Tam sat in the cab.</p>

Ask and Answer Questions

Question words help you know how to ask and answer a question.

Question Words	How to Answer
If the question asks . . .	Your answer must include . . .
Who	information about a person or group
What	an action or name of a thing
Where	a general location or specific place
When	a time, date, or event
Is/Are/ Do/Does	a “yes” or a “no” answer plus explanation

Ask About It!

Write questions for each section of the passage “Interesting Insects.” Use the question words to help you.

So Many Insects!



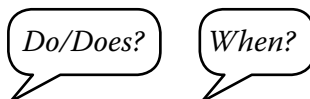
1. _____

An Insect Helper



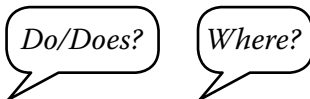
2. _____

An Insect Hunter



3. _____

An Insect Society



4. _____

Passage Comprehension

Underline the question word in each question. Then, answer each question using a complete sentence. Underline the part of the answer that replaces the question word. Write the evidence from the text.

1. Is a ladybug a beetle?

Text Evidence: _____

2. Are ladybugs large insects?

Text Evidence: _____

3. Are ladybugs helpful in gardens?

Text Evidence: _____

4. Are praying mantises food for bats?

Text Evidence: _____

5. Are colonies where ants work and live?

Text Evidence: _____

6. Are workers the only ants in a colony?

Text Evidence: _____

7. Are many insects in danger?

Text Evidence: _____

Spelling

Write the words your teacher dictates.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Define It

Determine the category and attributes of each word. Then, write the definition.

Word		Category		Attributes
crops	=	plants	+	grown on farms or in gardens; used for food

Definition:

Crops are plants that are grown on farms or in gardens and are used for food.

Word		Category		Attributes
aphids	=		+	

Definition:

Word		Category		Attributes
predator	=		+	

Definition:

Word		Category		Attributes
prey	=		+	

Definition:

Masterpiece Sentences

Use the pictures to write Stage 1 sentences.



What did it?

What did they do?

Sentence:



Who did it?

What did she do?

Sentence:



Who did it?

What did he do?

Sentence:



Who did it?

What did he do?

Sentence:

Masterpiece Sentences (*cont.*)



What did it?

What did it do?

Sentence:



Who did it?

What did he do?

Sentence:



What did it?

What did it do?

Sentence:



What did it?

What did it do?

Sentence:

Masterpiece Sentences Tic-Tac-Toe

For each topic, place two sentence parts in the square. Read the complete sentence to claim the square. Try to claim three squares in a row.

Ladybug	Soldier ants	Groups of ants
Praying mantis	Scientists	Gardeners
Worker ants	Bats	Aphids

Masterpiece Sentences Tic-Tac-Toe (cont.)

Cut out the strips and use them with the Masterpiece Sentences Tic-Tac-Toe board.

Who or What did it?	What did they do?
the ladybug	ate the fly
the soldier ants	live in colonies
groups of ants	like ladybugs
the praying mantis	discover insects
scientists	ate a lot of aphids
gardeners	protect the queen
worker ants	destroy plants
bats	clean the nest
aphids	hunt at night

Close Reading

Read the text and complete the tasks.

Interesting Insects

So Many Insects!



What is the largest group of animals in the world? It's insects! About 900,000 species of insects have been discovered so far. Scientists think that millions more are yet to be found. Here are a few interesting insects.

- What is the section mostly about? Finish the sentence below.

So Many Insects! tells about _____
_____.

An Insect Helper



Ladybugs are tiny beetles. They are less than half an inch long. Many ladybugs have red or orange wing cases and dark spots. The wing cases **connect** to two wings. They cover the wings when the ladybug is not flying.



Out of **ignorance**, some people think ladybugs hurt crops. However, that is not true. Ladybugs eat other insects. Those insects would destroy plants. This includes the sap-sucking aphids. Ladybugs are cute, and they help gardeners!

- What is the section mostly about? Finish the sentence below.

An Insect Helper explains _____
_____.

An Insect Hunter



A praying mantis is a strong, clever insect. Its name comes from the way it holds its front legs. They are folded. It looks like it is praying. It looks like it would not hurt a fly. Yet, it is a strong predator. It has sharp spines on its front legs. These spines stick and hold its prey.

Close Reading (*cont.*)



Some praying mantises look like leaves. Some look like flowers. When they want to catch an insect, they hold still on a stem or stick. Crickets, flies, and other insects are fooled. They come close. Then *snap!* They become food.



20 Praying mantises can also be prey. For example, bats eat them. Bats have poor **vision** at night when they hunt. They use **sonar** to find their prey. Sonar is a way of finding things using sound waves. Many praying mantises have special ears. They can detect the bat's sonar. They then dive out of the way. These skills help them survive.

- **What is the section mostly about?** Finish the sentence below. (Hint: What do they look like? How do their appearance and body parts affect them?)

An Insect Hunter describes _____

 _____.

An Insect Society



25 Ants live in colonies. A **colony** is a group that works and lives together.

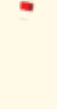


Three kinds of ants live in a colony. They are the queen, the males, and the workers. They have different jobs. The queen lays eggs. The males mate with the queen. The workers gather food. They clean the nest. They also care for the eggs. Some workers are soldier ants. They protect the

30 queen from **danger** if another ant colony tries to **interfere**. Sometimes, a colony is destroyed. If possible, the ants will rebuild. A colony is like a large, busy family.



The world is filled with ants and other interesting insects. But many insects are harmed by people's **negligence**. How can people help?



35 They can make changes. They can keep Earth clean. This will help ants, ladybugs, and praying mantises. It will also help the millions of interesting insects yet to be discovered.

- **What is the section mostly about?** Fill in the blanks to answer the question. Ants _____ and _____ together in _____. Ants have different _____. Ants and other insects can be harmed by _____. People can help by keeping _____ clean.

Word Fluency

Read the words fluently.

	Correct	Errors
1st Try		
2nd Try		

pan	fat	man	tap	map	sat	mat	can	pat	tan	10
man	mat	pat	map	tap	fat	sat	tan	can	pat	20
mat	map	tap	sat	can	tan	pat	fat	pat	man	30
sat	tap	mat	fat	pat	man	tan	pan	map	can	40
can	map	tan	pat	mat	tap	fat	can	sat	pan	50
pat	pan	can	fat	map	mat	tan	tap	man	sat	60
tan	pat	man	fat	pan	can	map	sat	mat	tap	70
man	pan	fat	sat	pat	tan	tap	map	can	mat	80
fat	sat	tap	man	map	sat	pat	mat	pat	pan	90
map	tap	sat	mat	map	fat	can	pan	tan	man	100

Sentence Morph Tic-Tac-Toe

Read the chunks, then read the sentence. Once read correctly, claim the square. Try to claim three squares in a row.

<p>I slam the last mat</p> <p>I slam the last mat.</p>	<p>the tam is on Sal</p> <p>The tam is on Sal.</p>	<p>Sam has a cat</p> <p>Sam has a cat.</p>
<p>I slam it on the mat</p> <p>I slam it on the mat.</p>	<p>I am on the mat</p> <p>I am on the mat.</p>	<p>Sal is on the mat</p> <p>Sal is on the mat.</p>
<p>that mat is last</p> <p>That mat is last.</p>	<p>Sam sat on the mat</p> <p>Sam sat on the mat.</p>	<p>I am last</p> <p>I am last.</p>

Identifying Main Idea

Read each group of sentences below. Identify one sentence that tells what all of the sentences are about. Circle that sentence. That is the main idea.

1. Bats have fur.

Bats have wings.

Bats have pointy ears.

Bats look very strange.

Bats have teeth like rats.

2. Cats are very smart.

A cat is a good pet.

A cat can do tricks.

It is easy to care for a cat.

3. Tigers live in the jungle.

Tigers eat other animals.

Tigers sleep on the ground.

Tigers are wild!

4. Apes use sticks to find food.

Koko the ape knows many words in sign language.

Apes are smart.

Apes avoid predators by living in the trees.

5. Bears have sharp claws.

Bears have sharp teeth.

Bears eat meat.

Bears are hunters.

Determining Main Idea

Read the sentence frame. Read each group of three key details. Then, complete the sentence frame to tell how the details are related. This sentence tells the main idea for the group of key details.

1. Casey is _____.

Casey can run fast.

Casey can hit a ball very far.

Casey can pitch and catch.

2. A dog is _____.

A dog will fetch the newspaper.

A dog will protect you from harm.

A dog is always happy to see you.

3. My cat is _____.

My cat has pretty green eyes.

My cat moves with grace.

My cat is as black as night!

4. Kayla is _____.

Kayla likes to draw.

Kayla's painting won a prize.

Kayla made a beautiful clay pot.

5. Corn is _____.

Corn is a plant.

Corn is grown on farms or in gardens.

Corn is used for food.

Four-Square

Write the definition of *interfere*. Then, write examples of the word in the appropriate box.

A graphic organizer for the word "interfere". It consists of a central oval containing the word "interfere" and the label "Definition:". Four lines radiate from the oval to four rectangular boxes. The top-left box is labeled "Synonyms:" and is shaded light gray. The top-right box is labeled "Antonyms:" and is shaded light gray. The bottom-left box is labeled "Examples:" and is white. The bottom-right box is labeled "Nonexamples:" and is shaded light gray.

Synonyms:

Antonyms:

interfere
Definition:

Examples:

Nonexamples:

Sentence Structure: Subject and Predicate

Fill in the diagrams using information from the pictures. Use the diagrams to say a complete sentence.



1. What did it? What did it do?

--	--



2. What did it? What did it do?

--	--



3. Who did it? What did he do?

--	--



4. Who did it? What did he do?

--	--



5. Who did it? What did she do?

--	--

Text Structure

Well-written text has organization. Informational text is organized using main ideas and supporting details.

The **main idea** tells what the paragraph is about.

The **key details** give more specific information about the main idea.

Ask yourself...

Which sentence tells what all of the sentences are about?

Ask yourself...

Which sentences support the main idea?

The number of insects in the world is huge. Insects are the largest group of animals on Earth. Scientists have found many different types of insects. They have discovered about 900,000 insect species. Scientists think millions more species are yet to be found.

Ladybugs are cute insects. They are tiny. They are less than half an inch long. Many ladybugs have red or orange wing cases. They have dark spots. The wing cases cover the wings when the ladybug is not flying.

Blueprint for Reading: Main Idea

Highlight the **main ideas** in green. Highlight the **key details** in yellow.

Based on "Interesting Insects"**So Many Insects!**

The number of insects in the world is huge. Insects are the largest group of animals on Earth. Scientists have found many different types of insects. They have discovered about 900,000 insect species. Scientists think millions more species are yet to be found.

An Insect Helper

Ladybugs are cute insects. They are tiny. They are less than half an inch long. Many ladybugs have red or orange wing cases. They have dark spots. The wing cases cover the wings when the ladybug is not flying.

Ladybugs help gardeners. Ladybugs eat other insects, like aphids. Aphids suck sap from plants. Aphids destroy plants. Many people think ladybugs hurt plants, but they are wrong.

Blueprint for Reading: Main Idea (cont.)**Based on “Interesting Insects”****An Insect Hunter**

A praying mantis is a strong, smart hunter. Some praying mantises look like leaves or flowers. When they want to catch an insect, they hold still on a stick or stem. This tricks other insects. They come too close, and the mantis catches them. The mantis holds them with the sharp spines on its front legs.

An Insect Society

Ants live and work together in colonies. Three kinds of ants live in a colony. They are the queen, the males, and the workers. Ants have different jobs. The queen lays eggs. The males mate with the queen. The workers gather food. They clean the nest. They also care for the eggs. A colony is like a large, busy family. The world is filled with ants and other interesting insects. People can help them survive by taking care of Earth.

Blueprint for Writing: Main Idea

Write the main ideas and key details to help you retell the passage and write a summary.

The form is a writing blueprint for a main idea. It features three rows of four wavy-edged rectangular boxes, each intended for a key detail. Below each row of four boxes is a single horizontal rectangular box for a summary. To the right of the entire grid is a vertical rectangular box for a final summary. On the left side, a large arrow-shaped outline points towards the grid of boxes.

Main Idea and Key Details

Use the Idea Bank at the bottom of the page to determine four main ideas from “Interesting Insects” and the key details that support each main idea.

Main Ideas	Details

Millions more species could be discovered.	Three kinds of ants live in a colony.	Ants live and work together.
About 900,000 species exist.	An ant group is called a colony.	The number of insects is huge.
Praying mantises have spines on their front legs.	Insects are the largest group of animals.	Praying mantises are strong hunters.
Ants have different jobs.	Ladybugs eat aphids.	Ladybugs help gardeners.
Praying mantises look like leaves or flowers.	Praying mantises trick other insects.	
Aphids suck sap from plants.	Aphids destroy plants.	

Let's Focus: "Africa Digs"

Content Focus
digging in Africa

Type of Text
informational

**Big Ideas**

Consider the following Big Idea questions. Write your answer for each question.

What can we learn from fossils?

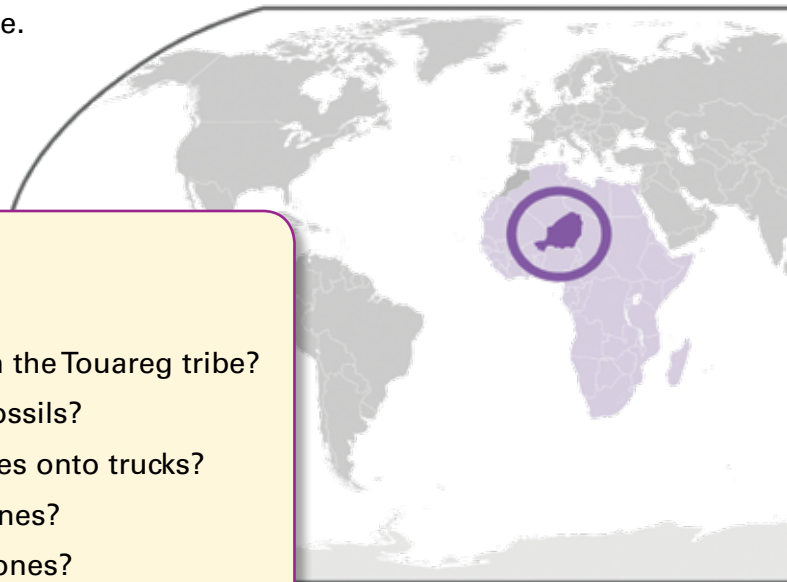
Why is it hard to recover fossils?

Work with your teacher to follow these instructions using the map.

- Place an X to mark where you live.
- Mark a C on Chicago.
- Label the Atlantic Ocean.

Reading for a Purpose

1. Who led the dig in Niger, Africa?
2. Why did Dr. Sereno need help from the Touareg tribe?
3. How did the dig team protect the fossils?
4. How did the dig team load the bones onto trucks?
5. How did the scientists clean the bones?
6. Why did Dr. Sereno's team make bones?
7. What did the team create to help build the skeleton?
8. How did they make the casts look like real fossils?



Key Passage Vocabulary: "Africa Digs"

Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

Vocabulary	Knowledge Rating	Definition	Picture
desert	0 1 2 3		
emerge	0 1 2 3		
pulley	0 1 2 3		
port	0 1 2 3		
precise	0 1 2 3		
create	0 1 2 3		
fragile	0 1 2 3		
display	0 1 2 3		

Africa Digs



Dr. Paul Sereno digs dinosaur bones. He gets a thrill when he digs up the bones of dinosaurs that lived millions of years ago. In 1997, Dr. Sereno led a dig in Niger, Africa. He took 18 scientists with him.

- 5 The Touareg tribe helped his team look for bones. The Touareg people live in Niger. They know their **desert** land best. They know where to look for bones.

The dig was a success. Dr. Sereno's team had a fantastic find. They found a new dinosaur. The

- 10 Touareg told them a legend about a very big animal. They call it *Jobar*. The Touareg showed them where to look for the bones. The scientists named the dinosaur *Jobaria*. It means "giant." How did they dig up the *Jobaria*? Dr. Sereno followed 10 steps to dig up *Jobaria*.

Step 1: We've Got Some!

- 15 The Touareg lead the team to a special place. Bones stick out of desert rock. The Touareg tell the scientists their legend. These bones belong to the giant beast, *Jobar*.

Step 2: Digging In

- 20 The dig begins. They use hammers, chisels, and drills. They work for 10 weeks. A huge skeleton **emerges**. It has been buried for 135 million years! Fifteen tons of rock cover it. The team carefully takes the
- 25 bones from the rock.

desert

dry place with few plants



emerge

to come out of or appear

The Touareg tribe helped the team.

Step 3: Wrap It Up

They have to make “jackets” to protect the fossils. They cover the bones with paper or foil. They cut burlap strips and dip them in plaster. They wrap each bone with the burlap strips. First, they cover one side.

- 30 The strip dries into a hard jacket. Then, they cover the other side. They number the jackets. They log each number in the dig’s log.

Step 4: Move It Out

The team must take the bones to their lab in Chicago. Twenty tons of bones have to be moved. Some

35 weigh more than 500 pounds. There is no easy way to move them. They use a tripod, **pulleys**, rope, and a chain. They load the bones onto trucks. They drive 1,000 miles to a **port** in Ghana. They put the bones on a ship, which takes them across the Atlantic. Then, the

- 40 bones are shipped to Chicago.

pulley

small wheel over which a rope moves to help lift or move objects

port

a place on the water where people load and unload ships

Step 5: Unwrap It

The team carefully opens each piece and cleans each bone. They match the numbers on the jackets to

45 the numbers in the dig’s log. The bones are put in the right order. Now it’s time to rebuild the skeleton.

Step 6: Clean ‘Em Up

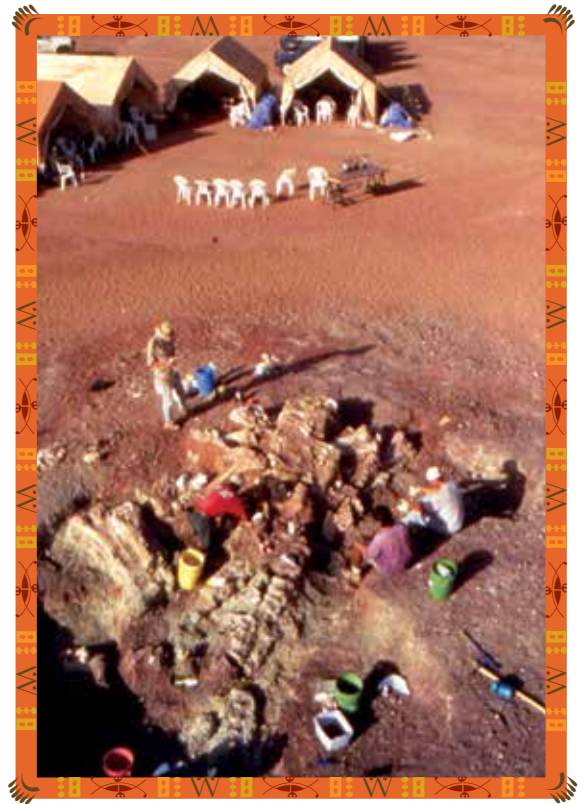
This step takes two

50 years and hundreds of hours. They use dental tools, tiny jackhammers, and chemicals. The work is careful and **precise**.

- 55 They have to clean more than 200 bones. These bones came from the adult *Jobaria*. But they have some other bones as well. These
- 60 are from young *Jobaria*. They clean these bones too.

precise

exact or paying attention to details



Dr. Paul Sereno and his team at the African dig site



Dr. Paul Sereno examines the dinosaur bones.

Step 7: And the Missing Pieces?

They have good luck! They have almost all of the adult's bones. What about the ones that are missing? They fill in the missing bones by making them out of

65 foam and clay.

Step 8: Make a Plan

All of the bones are clean. The missing bones are made. At last, they can make a model. From it, they **create** a blueprint. This is the plan to rebuild the skeleton. First, they lay out the tail bones. They place
70 them in order. Next, they study how to put the bones back together. Now, they can see the huge size of the dinosaur.

create

to make

fragile

easily broken or delicate

display

to show or put something in a place where others can see it

Step 9: Copy the Fossils

Jobaria's bones are too heavy and **fragile** to put together. Dr. Sereno's team wants to **display** 75 the dinosaur. What can they do? They copy the skeleton. They make molds. They create copies of the bones.

Step 10: Stack It Up

They attach the casts of the bones to a steel frame. The hard steel frame 80 is covered by the bones.

Finally: Share the Discovery!

They paint the casts to look like the real fossils. They are white with tints of green and red. These colors come from copper and iron in the 85 soil. At last, they pose the dinosaur. It looks so real! You can almost hear that dinosaur roar!

Adapted with permission from
"Finding the Pieces...
and Putting Them Back Together Again"
by Michelle Laliberte

Did You Know?

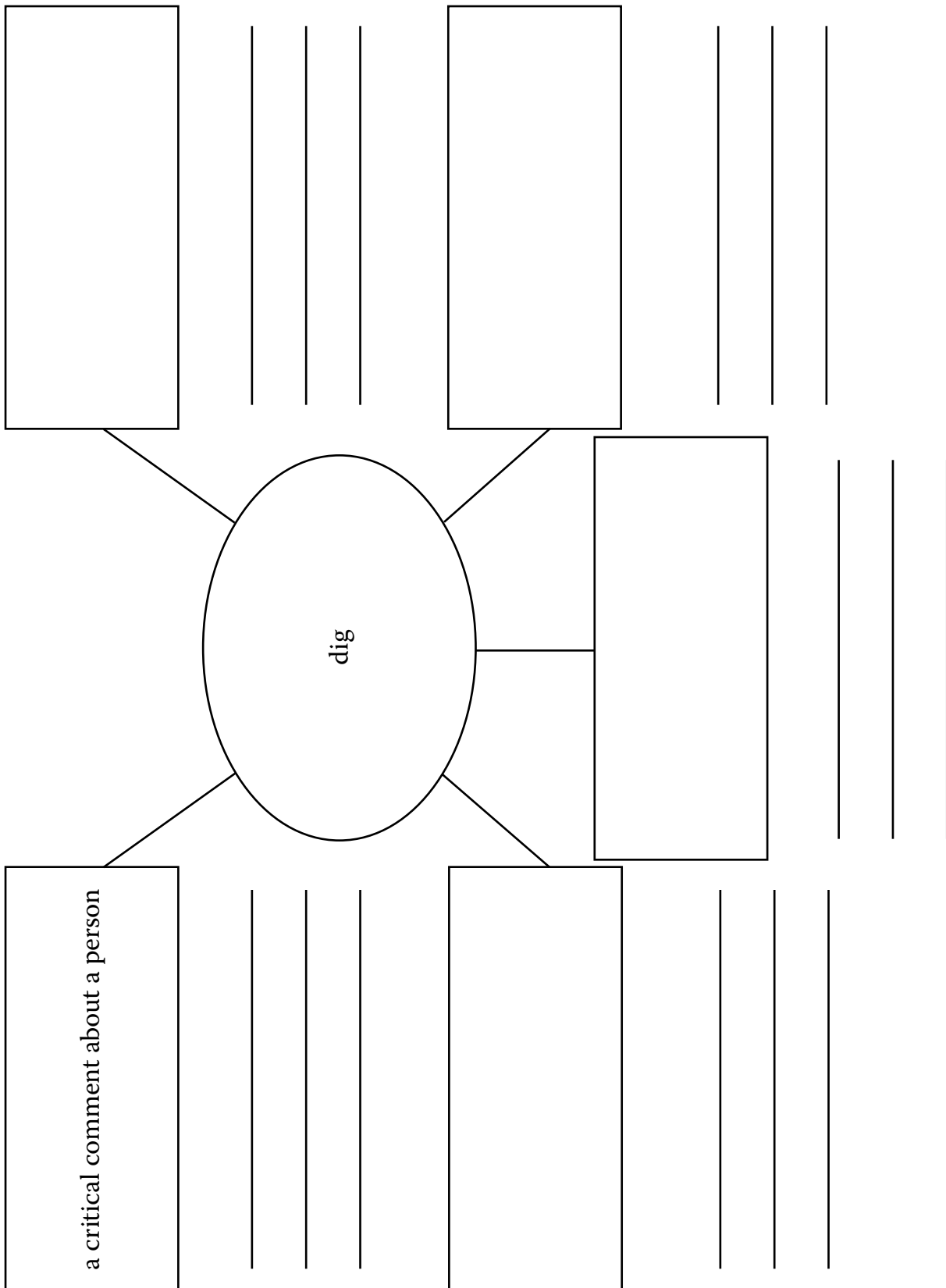
The ancient Greeks did not know about dinosaurs. But they had a word, *deinos*, that meant "terrible" or "monstrous" and a word, *saur*, that meant "lizard." In the 1800s, when scientists began to study fossilized bones of these beasts, they used the Greek words to name them and gave us the word *dinosaur*.

Why is "terrible lizard" a good name for these animals?



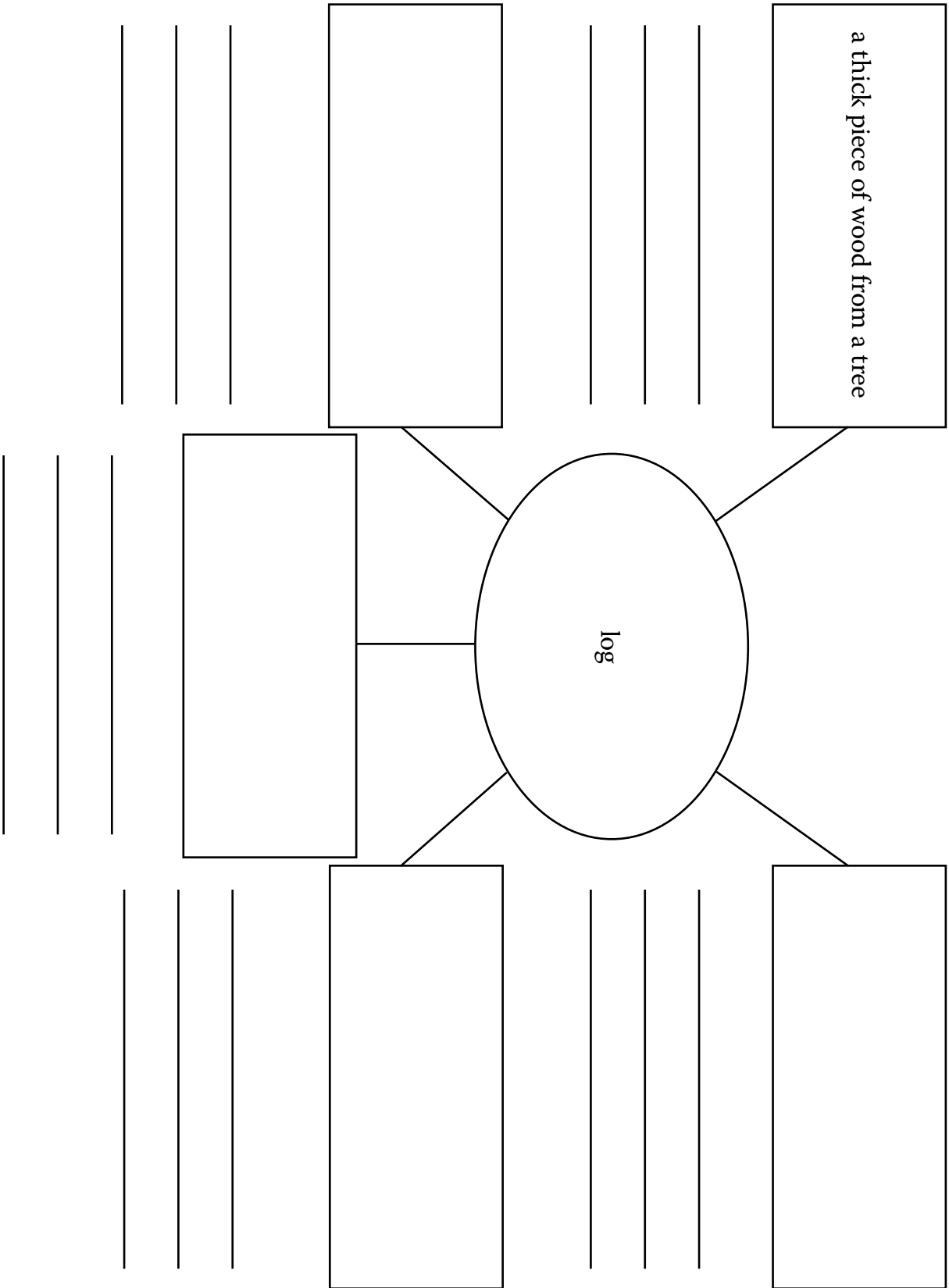
Multiple-Meaning Map

Determine the meanings of the word *dig*. Write the definitions in the boxes. Use the word in a sentence on the lines below each box.



Multiple-Meaning Map

Determine the meanings of the word *log*. Write the definitions in the boxes. Use the word in a sentence on the lines below each box.



Identifying Plural Nouns

Part A

Read the sentences. Underline the plural nouns in each sentence.

1. He took 18 scientists with him.
2. They knew where to look for bones.
3. They use hammers, chisels, and drills.
4. They have to make jackets to protect the fossils.
5. They wrap the bones with the burlap strips.

Part B

Sort the plural nouns according to the question they answer: *who* or *what*.

Who	What

Part C

Rewrite each plural noun from the sentences in Part A as a singular noun.

- | | | |
|----------|----------|----------|
| 1. _____ | 4. _____ | 7. _____ |
| 2. _____ | 5. _____ | 8. _____ |
| 3. _____ | 6. _____ | 9. _____ |

Definite and Indefinite Articles

Definite	Indefinite
the	a, an

Part A

Circle the article that works best in each sentence.

1. Katie sat in [a / an] chair.
2. Stuart got a new shirt. He wore [a / the] new shirt Tuesday.
3. Chris told [a / no article] sad story.
4. Kristy still has [a / the] necklace I lent her last year.
5. Jimmy loves [a / no article] pancakes.
6. Marco has [a / an] ugly dog.
7. Joel has [a / the] bad cold.
8. Kellan has been reading poems. He really likes [a / the] poems.
9. Cindy hates [a / no article] beans.
10. Ramon ate [a / an] egg.

Part B

Write articles on the lines to complete the story.

Malia was taking _____ trip to visit her brother Rob. She had been looking forward to _____ trip for weeks. She had bought _____ flight to his city. _____ flight was leaving today at 5:30 pm!

Malia drove to City West Airport. _____ attendant helped her check in her bag. Then, she went through _____ metal detector for security. She made it to _____ gate in plenty of time.

Then, however, Malia heard _____ announcement. _____ flight was delayed! _____ storm was brewing in Rob's city. It was not safe for _____ plane to land. Malia was disappointed.

Parts of a Sentence

Part A

Read each group of words. Place a check mark by the questions that can be answered. Identify the group of words by checking Phrase or Sentence.

	Who or What?	Did what?	Phrase	Sentence
1. mack sat in the fast cab				
2. the fast ram				
3. the man ran to the lab				
4. plans a nap				
5. taps the fan				

Part B

Correct the sentences in the paragraph. Insert missing end marks that match the sentence type. Draw three lines underneath the first letter of a word that needs to be capitalized.

jack digs he digs in the desert the desert is in africa look the
 man finds bones in the desert sand the bones are very old the
 old bones are sent to a museum the museum is far away
 have you been to a museum a museum is home to amazing
 things do you like history do you like animals and science
 you can learn about all these things at a museum visit one soon

Word Fluency

Read the words fluently.

	Correct	Errors
1st Try		
2nd Try		

yams	sick	back	gut	pass	wax	jam	mud	vans	luck	10
back	gut	pass	wax	jam	mud	vans	luck	fix	but	20
pass	wax	jam	mud	vans	luck	fix	but	zip	cuts	30
jam	mud	vans	luck	fix	but	zip	cuts	miss	fuss	40
vans	luck	fix	but	zip	cuts	miss	fuss	will	rugs	50
fix	but	zip	cuts	miss	fuss	will	rugs	kicks	hut	60
zip	cuts	miss	fuss	will	rugs	kicks	hut	sick	yams	70
miss	fuss	will	rugs	kicks	hut	sick	yams	gut	back	80
will	rugs	kicks	hut	sick	yams	gut	back	wax	pass	90
kicks	hut	sick	yams	gut	back	wax	pass	mud	jam	100

Antonyms

Listen to the word. Choose the antonym from the word bank and write it on the line.

1. _____ 5. _____ 9. _____
2. _____ 6. _____ 10. _____
3. _____ 7. _____ 11. _____
4. _____ 8. _____ 12. _____

Word Bank

fat	sad	full	up	big	pull
win	back	sun	sick	flat	bad

Noun Forms

Singular Noun

Singular means “one of something.”

Plural Noun

Adding **-s** changes a singular noun to a plural noun.

Adding the ending -s to a singular noun makes a plural noun.	
<ul style="list-style-type: none"> ■ map + s = maps ■ dig + s = digs ■ cat + s = cats 	<ul style="list-style-type: none"> ■ I had the maps in my bag. ■ The digs were fun. ■ The cats sat on the mats.

Singular Possessive Noun

Adding **-’s** to a noun shows possession.

Adding the ending -’s to a singular noun makes a singular possessive noun.	
<ul style="list-style-type: none"> ■ Stan + ’s = Stan’s ■ dig + ’s = dig’s ■ man + ’s = man’s 	<ul style="list-style-type: none"> ■ Stan’s maps are at camp. ■ The dig’s logbook is full. ■ The man’s cap is black.

The Owner: Singular Possessive Nouns

Part A

Read the sentences. Write words on the lines to show the meaning of the -'s in each sentence.

1. The **man's map** means the _____ that belongs to the _____.
2. **Ann's pan** means a _____ owned by _____.
3. The **cab's red mat** means one _____ that belongs in the _____.
4. **Sam's plant** means a _____ that belongs to _____.

Part B

Read the sentences. Underline each possessive noun. Draw an arrow to show what the noun owns or possesses.

1. The man's hat is on the cat.
2. Ann's big boat is at the port near town.
3. They found bones at Paul's dig.
4. Paul used clay to create the dinosaur's missing bones.
5. I have Stan's tools and Pat's paint.
6. Paul writes in the dig's logbook at camp.
7. The desert's land is dry.
8. They search Niger's desert for *Jobaria's* bones.
9. The team's work is precise.
10. The pulley's rope connects to the bones.

Answering *How* and *Why* Questions

Read the passage. Use the information to answer the questions.

Boston's Big Dig

Traffic is a big problem in cities. Millions of people use the roads to get to work and school. Municipal and city governments have the responsibility to maintain bridges, roads, and tunnels; but, as time passes, all structures suffer wear and tear. Sometimes, *everything* needs fixing. In Boston, Massachusetts, that is what happened. Road congestion in Boston was so fierce in the 1990s that for up to 10 hours of the day, traffic could only crawl. The city had a high accident rate, combined with heavy noise and air pollution. The metropolitan area needed new bridges, roads, and tunnels. The solution to the problem was to replace roads with a huge underground tunnel.

1. Why is traffic a problem in big cities? _____

2. Why do bridges, roads, and tunnels need fixing? _____

3. Why was it even worse in Boston? _____

4. Most of the time, how did traffic move? _____

5. How did Boston solve its traffic problem? _____

Phrase Fluency

Read each phrase fluently.

Errors			3	in a big bag	83
	Correct				
			6	Rick's pals	85
			10	the fizz in the cup	90
			13	of the van	93
			15	give him a mat	97
1st Try			18	Kip's big sick fox	101
2nd Try			21	the six kids in the wigs	107
			26	fix the van	110
			28	six big wigs	113
			32	rip the sacks and bags	118
			36	kids win	120
			38	zip the bags	123
			41	into the box	126
			47	the ruts on the hill	131
			50	the pig's mud	134
			53	fans in the cab	138
			55	tip the pan	141
			57	pack the sack	144
			61	give the hams and hats	149
			64	the duck's bill	152
			67	have Jack and Sam	156
			70	have his back	159
			74	has a big rip	163
			76	pick one kid	166
			79	my six sacks	169

Singular Possessives and Plural Nouns

Part A

Read the phrases. Circle all of the nouns in each phrase. Decide whether each noun is a singular noun, plural noun, or singular possessive noun. Write each noun in the appropriate column.

- | | |
|----------------------|-----------------------------|
| 1. Rick's pals | 4. the six kids in the wigs |
| 2. cans in the sacks | 5. fix the van |
| 3. fill the bill | 6. Sam's sack |

Nouns		
Singular	Plural	Singular Possessive

Part B

Read the sentence frames. Circle the word that correctly completes each sentence. Write the word on the line. Read the sentence again.

- The raft is at _____ camp.
Stans or Stan's
- _____ logbook is at her camp by the dig.
Anns or Ann's
- Fran has _____ in her bag.
hats or hat's
- _____ plans are good.
Sams or Sam's
- The man's _____ sat on his tools.
cats or cat's

Sentence Morphs

Read the phrases. Scoop them in the complete sentences.

<ul style="list-style-type: none"> • He has • • a bag of rags • • in the cab • <p style="text-align: center;">He has a bag of rags in the cab.</p>	<ul style="list-style-type: none"> • The man • • will tag the bag • • for the win • <p style="text-align: center;">The man will tag the bag for the win.</p>	<ul style="list-style-type: none"> • The tan wig • • on the rack • • is • • for Jan • <p style="text-align: center;">The tan wig on the rack is for Jan.</p>
<ul style="list-style-type: none"> • Will • • has • • a fat tick • • on his back • <p style="text-align: center;">Will has a fat tick on his back.</p>	<ul style="list-style-type: none"> • Jack and Jill • • live • • by the dam • <p style="text-align: center;">Jack and Jill live by the dam.</p>	<ul style="list-style-type: none"> • Give Zack • • the bibs and mats • • for the kids • <p style="text-align: center;">Give Zack the bibs and mats for the kids.</p>
<ul style="list-style-type: none"> • The lid of the bin • • has a rat • • on it • <p style="text-align: center;">The lid of the bin has a rat on it.</p>	<ul style="list-style-type: none"> • Fill the bun • • and pack it • • in the bag • <p style="text-align: center;">Fill the bun and pack it in the bag.</p>	<ul style="list-style-type: none"> • Max hid • • the bag of yams • • for his pal • <p style="text-align: center;">Max hid the bag of yams for his pal.</p>

Generating Questions: *How and Why*

Look at the following pictures. Write a *how* question on the first pair of lines. Write a *why* question on the second pair of lines. Use all of the clues in the picture and be creative.



1. _____

2. _____



1. _____

2. _____



1. _____

2. _____



1. _____

2. _____



1. _____

2. _____



1. _____

2. _____

Ask and Answer Questions

Reread “Africa Digs.” After each section, write a question for your partner to answer using question words that you have learned so far. Try not to use the same question word twice. Be prepared to answer your question orally. Use the Question Words chart on page 14 to help you.

Introduction



1. _____

Step 1: We’ve Got Some! and Step 2: Digging In



2. _____

Step 3: Wrap It Up and Step 4: Move It Out



3. _____

Step 5: Unwrap It and Step 6: Clean ’Em Up



4. _____

Step 7: And the Missing Pieces? and
Step 8: Make a Plan



5. _____

Lines 73–87:



6. _____

Passage Comprehension

Underline the question word in each question. Then, answer each question using a complete sentence. Write the evidence from the text.

1. Who led the dig in Niger, Africa?

Text Evidence: _____

2. Why did Dr. Sereno need help from the Touareg tribe?

Text Evidence: _____

3. How did the dig team protect the fossils?

Text Evidence: _____

4. How did the dig team load the bones onto trucks?

Text Evidence: _____

Passage Comprehension (cont.)

5. How did the scientists clean the bones?

Text Evidence: _____

6. Why did Dr. Sereno's team make bones?

Text Evidence: _____

7. What did the team create to help them build the skeleton?

Text Evidence: _____

8. How did they make the casts look like real fossils?

Text Evidence: _____

Spelling

Write the words your teacher dictates.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Define It

Determine the category and attributes of each word. Then, write the definition.

Word		Category		Attribute(s)
legend	=	story	+	takes place long ago; can't be proven

Definition:

A legend is a story from long ago that is thought to be true but that can't be proven.

Word		Category		Attribute(s)
scientist	=		+	

Definition:

Word		Category		Attribute(s)
dinosaur	=		+	

Definition:

Word		Category		Attribute(s)
tint	=		+	

Definition:

Masterpiece Sentences: Stages 1 and 2

Use the information in the chart to build four sentences. Remember to use capital letters and punctuation marks for each sentence.

Subject	Predicate	Direct Object
Who or What did it?	What did they do?	What did they do it to?
scientists	tagged	the bones
the dig team	cleaned	the fossils
Dr. Sereno	led	the dig
the fabric strips	protected	each bone

1. _____
2. _____
3. _____
4. _____

Close Reading

Read the text and complete the tasks.

Africa Digs



Dr. Paul Sereno digs dinosaur bones. He gets a thrill when he digs up the bones of dinosaurs that lived millions of years ago. In 1997, Dr. Sereno led a dig in Niger, Africa. He took 18 scientists with him. The Touareg tribe helped his team look for bones. The Touareg people live in Niger. They
5 know their **desert** land best. They know where to look for bones.



The dig was a success. Dr. Sereno's team had a fantastic find. They found a new dinosaur. The Touareg told them a legend about a very big animal. They call it *Jobar*. The Touareg showed them where to look for the bones. The scientists named the dinosaur *Jobaria*. It means "giant." How did they
10 dig up the *Jobaria*? Dr. Sereno followed 10 steps to dig up *Jobaria*.

- What will the rest of the passage be about? Write a topic sentence.



Step 1: We've Got Some!

The Touareg lead the team to a special place. Bones stick out of desert rock. The Touareg tell the scientists their legend. These bones belong to the giant beast, *Jobar*.



Step 2: Digging In

The dig begins. They use hammers, chisels, and drills. They work for
15 10 weeks. A huge skeleton **emerges**. It has been buried for 135 million years! Fifteen tons of rock cover it. The team carefully takes the bones from the rock.



Step 3: Wrap It Up

They have to make "jackets" to protect the fossils. They cover the bones with paper or foil. They cut burlap strips and dip them in plaster. They
20 wrap each bone with the burlap strips. First, they cover one side. The strip dries into a hard jacket. Then, they cover the other side. They number the jackets. They log each number in the dig's log.

Close Reading (*cont.*)



Step 4: Move It Out



The team must take the bones to their lab in Chicago. Twenty tons of bones have to be moved. Some weigh more than 500 pounds. There is no
25 easy way to move them. They use a tripod, **pulleys**, rope, and a chain. They load the bones onto trucks. They drive 1,000 miles to a **port** in Ghana. They put the bones on a ship, which takes them across the Atlantic. Then, the bones are shipped to Chicago.

- **What is the section mostly about? Write words on the lines to complete the sentences.** Without machines, 20 tons of bones need to be moved from _____, across the _____ Ocean by _____. Next, the bones are shipped across land to _____.



Step 5: Unwrap It



The team carefully opens each piece and cleans each bone. They match the
30 numbers on the jackets to the numbers in the dig's log. The bones are put in the right order. Now it's time to rebuild the skeleton.

- **Read the IVF summary sentence for this section.** Step 5: Unwrap It describes how the team prepares the bones before rebuilding the skeleton.



Step 6: Clean 'Em Up



This step takes two years and hundreds of hours. They use dental tools, tiny jackhammers, and chemicals. The work is careful and **precise**. They have to clean more than 200 bones. These bones came from the adult
35 *Jobaria*. But they have some other bones as well. These are from young *Jobaria*. They clean these bones too.

- **Finish the IVF summary sentence for this section. Use the word *precise* in your sentence.**
 Step 6: Clean 'Em Up explains how _____

 _____.

Close Reading (*cont.*)



Step 7: And the Missing Pieces?

They have good luck! They have almost all of the adult's bones. What about the ones that are missing? They fill in the missing bones by making them out of foam and clay.

- Complete the sentence frame to write an IVF summary sentence for this section. Identify the Item. Select a Verb. Finish your thought.

Step 7: And the Missing Pieces? tells how _____

_____.



Step 8: Make a Plan

40 All of the bones are clean. The missing bones are made. At last, they can make a model. From it, they **create** a blueprint. This is the plan to rebuild the skeleton. First, they lay out the tail bones. They place them in order. Next, they study how to put the bones back together. Now, they can see the huge size of the dinosaur.



Step 9: Copy the Fossils

45 *Jobaria*'s bones are too heavy and **fragile** to put together. Dr. Sereno's team wants to **display** the dinosaur. What can they do? They copy the skeleton. They make molds. They create copies of the bones.



Step 10: Stack It Up

They attach the casts of the bones to a steel frame. The hard steel frame is covered by the bones.



Finally: Share the Discovery!

50 They paint the casts to look like the real fossils. They are white with tints of green and red. These colors come from copper and iron in the soil. At last, they pose the dinosaur. It looks so real! You can almost hear that dinosaur roar!

Word Fluency

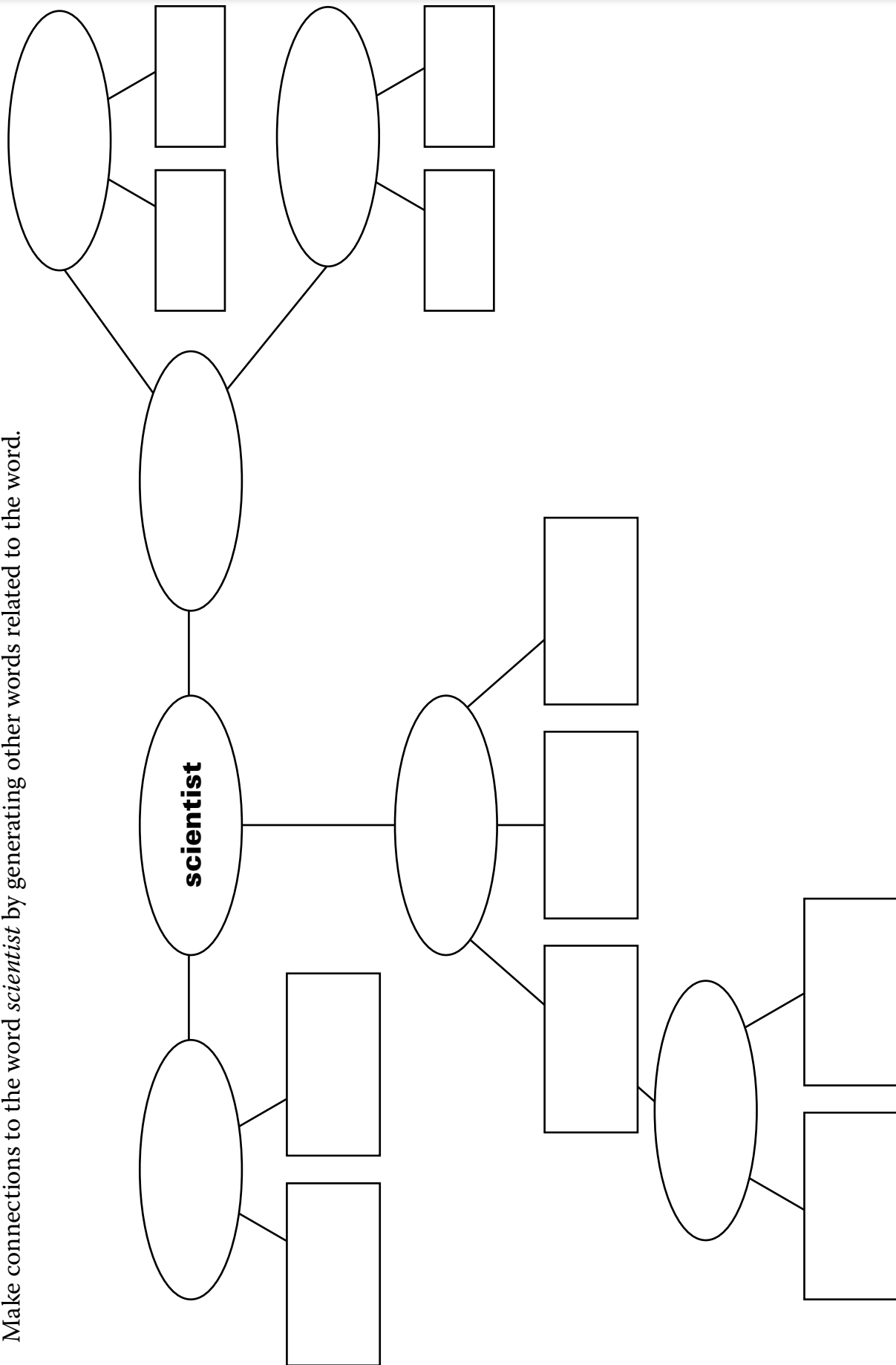
Read the words fluently.

	Correct	Errors
1st Try		
2nd Try		

yams	sick	back	gut	pass	wax	jam	mud	vans	luck	10
back	gut	pass	wax	jam	mud	vans	luck	fix	but	20
pass	wax	jam	mud	vans	luck	fix	but	zip	cuts	30
jam	mud	vans	luck	fix	but	zip	cuts	miss	fuss	40
vans	luck	fix	but	zip	cuts	miss	fuss	will	rugs	50
fix	but	zip	cuts	miss	fuss	will	rugs	kicks	hut	60
zip	cuts	miss	fuss	will	rugs	kicks	hut	sick	yams	70
miss	fuss	will	rugs	kicks	hut	sick	yams	gut	back	80
will	rugs	kicks	hut	sick	yams	gut	back	wax	pass	90
kicks	hut	sick	yams	gut	back	wax	pass	mud	jam	100

Making Connections

Make connections to the word *scientist* by generating other words related to the word.



Parts of a Paragraph

Topic sentence tells what the paragraph is about.

Supporting details give facts or reasons about the topic.

Transition words link one supporting detail to the next.

Elaborations add interest for the reader. **Elaborations (Es)** are explanations, examples, and evidence.

Conclusion restates the topic sentence or big idea.

Read the paragraph. Highlight the parts of the paragraph. The topic sentence is green. Supporting details and transition words are yellow. The elaborations are pink, and the conclusion is green. Circle the transition words, and label each part of the paragraph.

The Benefits of Exercise

_____ { Regular exercise benefits people's health in two important ways. One benefit is that exercise improves people's physical health. }

_____ { It makes the heart, lungs, bones, and muscles stronger and keeps people at a healthy weight. Exercise is also good for the mind. }

_____ { It makes people feel better about themselves and calms them down when they are angry or stressed. When people regularly do physical activities they enjoy, their bodies and minds stay fit, happy, and healthy. }

Identify Parts of a Paragraph

Read the paragraph. Highlight the topic sentence green. Highlight the supporting details yellow. Highlight elaborations pink. Highlight the conclusion green. Circle the transitions, and label the parts of the paragraph.

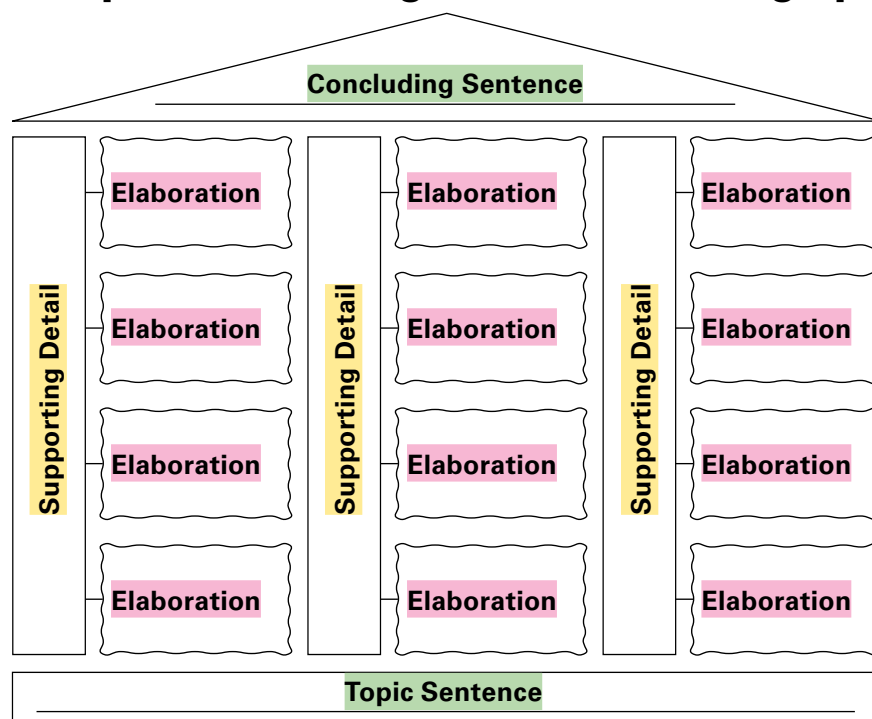
_____ { Millions of years ago, two kinds
of giant animals lived in the area
that is now Northern Africa. One
animal was a dinosaur known as
Jobaria. This dinosaur was huge. } _____

_____ { It probably looked terrifying to
other animals, but it ate only plants.
The other giant animal was a huge } _____

_____ { crocodile. Scientists named the
animal SuperCroc. SuperCroc
weighed about as much as an
elephant and grew as long as 40 feet.
That's about as long as a city bus!
Today, bones of both dinosaurs are } _____

_____ { on display for the whole world to see. }

Blueprint for Writing + Parts of a Paragraph



Number Topic Sentence

Part A

Read each topic sentence and underline the words that tell about the topic. Circle the number word. Answer the questions orally for each topic sentence.

1. Three cities have serious pollution problems.
2. Maps have multiple layers of information.
3. In winter, I watch two high school sports.
4. I enjoy several kinds of music.
5. At our school, the band raises money in three ways.

What is the topic? What will the writer need to tell about the topic?

Part B

Write a number topic sentence using the topic and supporting details provided.

1. Topic: what makes bats unusual

Supporting Details:

can fly

use sonar

Topic Sentence: _____

2. Topic: mammals

Supporting Details:

warm-blooded

breathe air

have hair

live births

Topic Sentence: _____

3. Topic: main phases in the dig for *Jobaria*

Supporting Details:

collecting the dinosaur bones

putting the dinosaur bones together

displaying the dinosaur bones

Topic Sentence: _____

Four-Square

Write the definition of *fragile*. Then, write examples and antonyms of the word in the appropriate boxes.

Synonyms:

Antonyms:

fragile
Definition:

Examples:

Nonexamples:

Noun as a Direct Object

A noun can be the direct object—the person, place, or thing that receives the action.

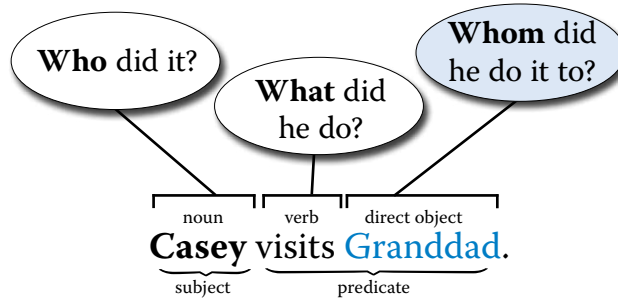
The direct object:

- Is in the predicate part of the sentence
- Answers *What (whom) did they (he, she, it) do it to?*

Ask yourself...

To find the **direct object**, ask yourself the following questions: *Who did it?* *What did he do?* Then ask: *Whom did he do it to?*

Casey visits Granddad.



Copy the sentences from class on the lines. Remember to include proper punctuation for each sentence. Underline the direct object in both sentences.

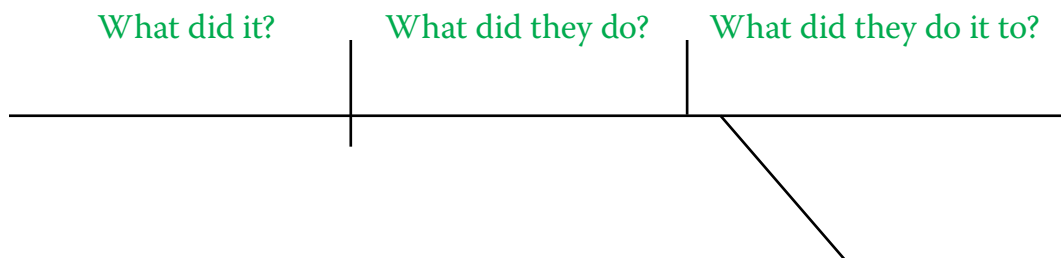
1. _____

2. _____

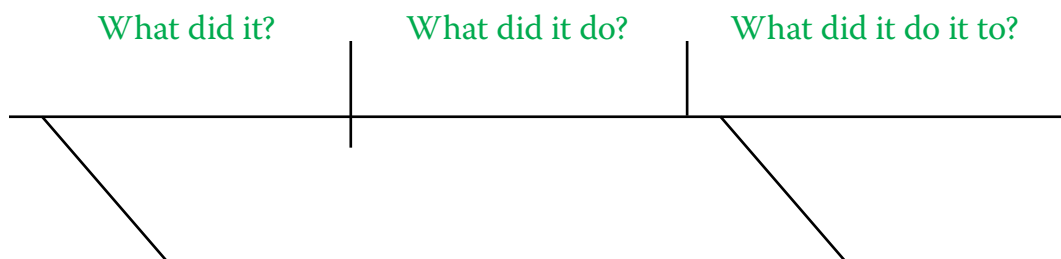
Diagramming Subject/Predicate/Direct Object

Write each sentence in the diagram below it. Use the questions to help you fill in the diagram correctly.

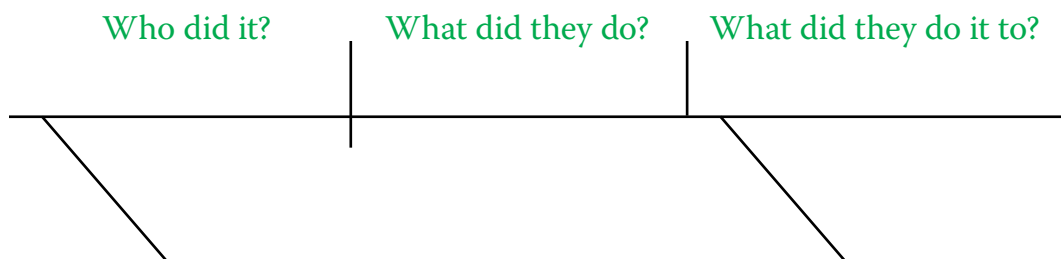
1. Jackets protected the fossils.



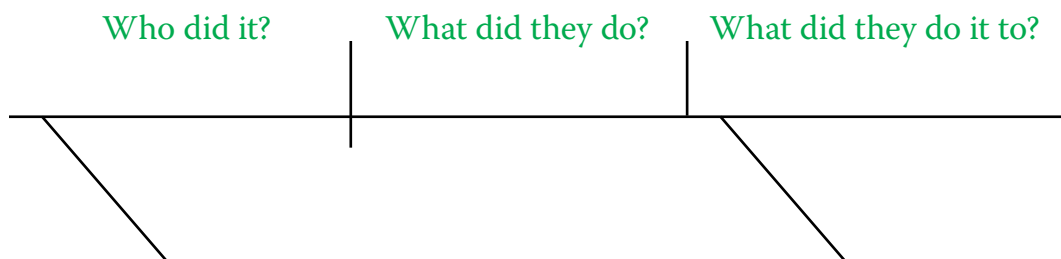
2. The ship crossed the Atlantic.



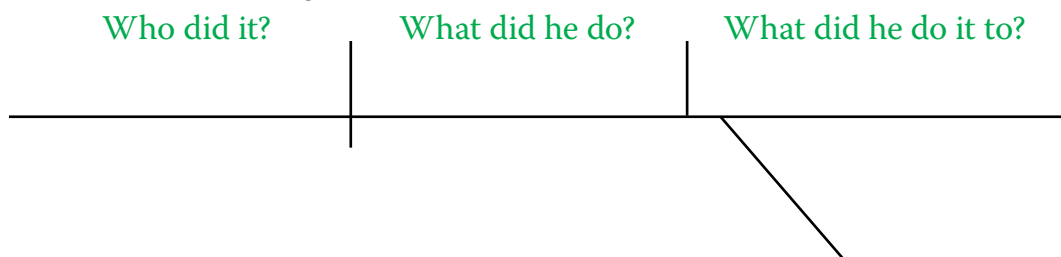
3. The scientists built a dinosaur.



4. The team took the bones.



5. Dr. Sereno led the dig.



Take Note: Writing a Log of Events

Take notes for each step of the dig. Start each note with a strong verb or action word.

Phase 1:

Phase 2:

Logbook	
Step 1:	<hr/> <hr/> <hr/>
Step 2:	<hr/> <hr/> <hr/>
Step 3:	<hr/> <hr/> <hr/>
Step 4:	<hr/> <hr/> <hr/>
Step 5:	<hr/> <hr/> <hr/>
Step 6:	<hr/> <hr/> <hr/>
Step 7:	<hr/> <hr/> <hr/>

Take Note: Writing a Log of Events (cont.)

Phase 3:

Logbook

Step 8: _____

Step 9: _____

Step 10: _____

Finally, _____

Let's Focus: "Gemini: The Twins"

Content Focus
constellations

Type of Text
informational

**Big Ideas**

Consider these Big Idea questions. Write your answer for each question.

Why are constellations important?

How have various cultures explained the constellation Gemini?

Informational Preview Checklist: "Gemini: The Twins" on pages 83–85.

- Title: What clue does it provide about the passage?
- Pictures and Captions: What additional information is added here?
- Headings: What topics will this text include?
- Margin Information: What vocabulary is important to understand this text?
- Maps, Charts, Graphs: Are additional visuals present that will help me understand?

Reading for a Purpose

1. What is Gemini?
2. How were constellations helpful?
3. Why did the idea of constellations begin?
4. Where can Gemini be seen?
5. What do different cultures say about the Gemini Twins?
6. How were Castor and Pollux alike?
7. What constellation is attacking another constellation in the sky?
8. Is the North Star a constellation? Are the Twins a constellation?

Key Passage Vocabulary: “Gemini: The Twins”

Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

Vocabulary	Knowledge Rating	Definition	Picture
constellation	0 1 2 3		
pattern	0 1 2 3		
ancient	0 1 2 3		
poet	0 1 2 3		
devoted	0 1 2 3		
mortal	0 1 2 3		
expert	0 1 2 3		
brilliant	0 1 2 3		

Gemini: The Twins



On a dark night, turn your eyes up to the sky. The **constellation** Gemini is a sight to see. It has two very bright stars called the Twins. People have known about them for thousands of years. They have been in the sky
5 as long as anyone can remember.

What Are Constellations?

Constellations are fascinating and helpful to many people. They are **patterns** of stars that people see in the sky. These star patterns were invented by people fascinated with the stars. **Ancient poets** of different
10 cultures made up stories about them. Sailors used the stars to navigate across the oceans. Farmers used the stars to tell them when to plant and when to harvest because the same patterns appear in the sky during the same season every year. How long have we been seeing
15 patterns in the night sky? We have done it for at least 6,000 years.

constellation

a group of stars that form a shape

pattern

a picture, image, or design made by repeated items

ancient

very old

poet

a person who writes stories in lines with emotion and rhythm

Why Did the Idea of Constellations Begin?

Constellations are groups of stars with a purpose. Why were star groups made up? There are so many stars! How could we remember them all? We could put
 20 them in groups. The groups break the sky into parts. The stars in the sky are divided into 88 constellations. They help us remember which stars are which. How many stars can we see? On a dark night, we see 1,000 to 1,500 stars. Where can we see the Twins? We can
 25 see them in the northern hemisphere in November through April. We can see them in the southern hemisphere in December through March.

The Ancient Stories of Gemini

Ancient people invented stories about the Gemini Twins. The Egyptians called them twin plants. The
 30 Hindus called them twin gods. Arabs called them twin peacocks. What is the ancient Greek story of Gemini? The Greeks said they were the sons of the Greek god Zeus and the woman Leda. They said that Zeus and Leda had twin sons. Their names were Castor and
 35 Pollux. They were **devoted** and loving brothers. They looked alike. But they were not alike. Castor was **mortal** like his mother. He became a horseman. Pollux was immortal like his father. He became a boxer. Both became **expert** soldiers. Castor was killed in battle.
 40 Pollux could not bear to be without his twin. Pollux asked his father, Zeus, for help. He asked for Castor to come back to life. Zeus let them be together side by side forever. They are the Twins that shine brightly in the sky. They are the two **brilliant** stars in Gemini.

devoted

loyal; deeply caring

mortal

subject to death;
will not live forever

expert

skilled or
knowledgeable

brilliant

very bright; giving
off lots of light

Look Up

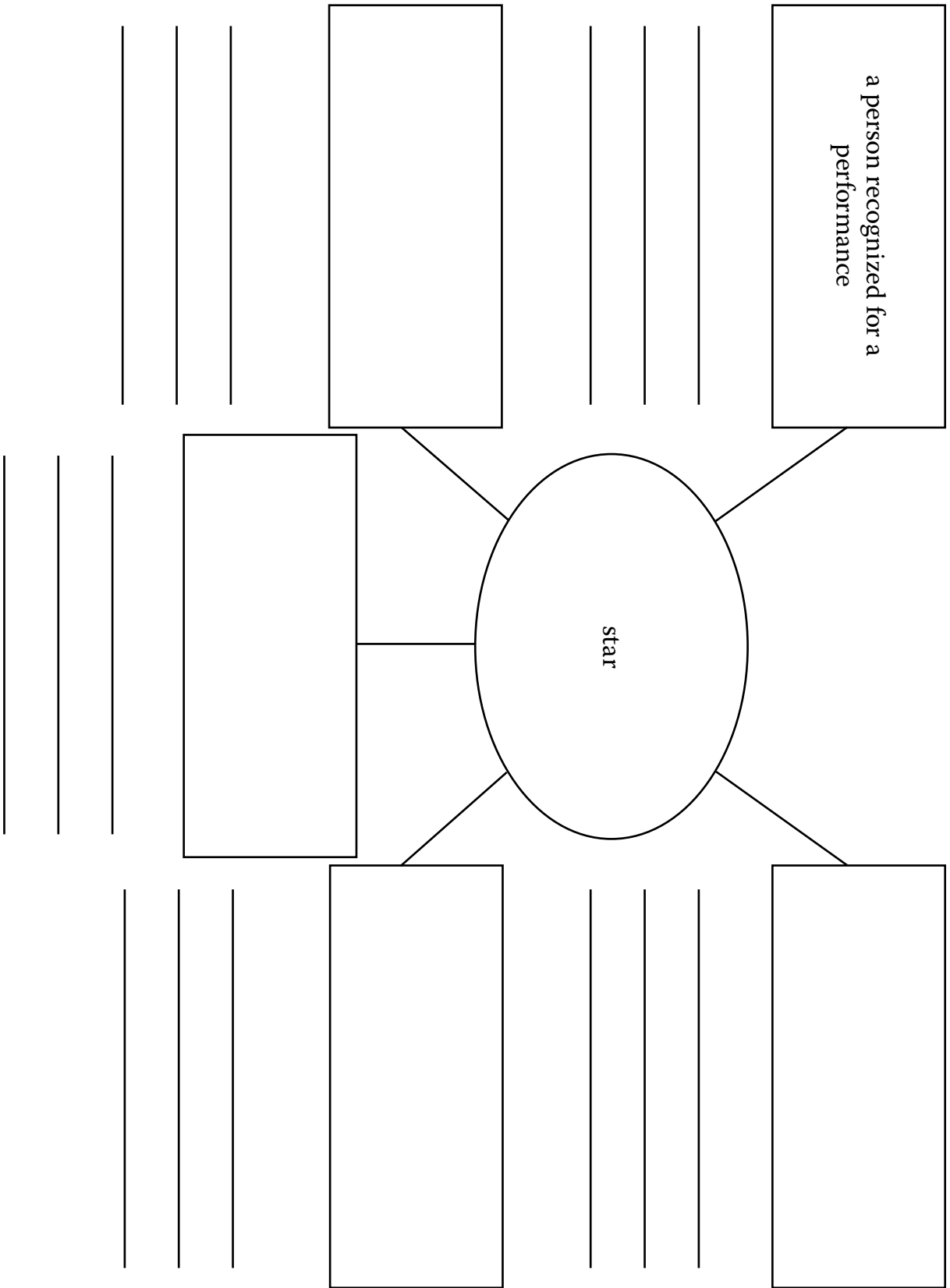
- 45 When you look up on a dark night, the sky is flooded with star patterns that tell a story.
- Ursa Major (The Great Bear) is identified by the square of the Big Dipper, which forms the bear's body, and a chain of stars, which forms its tail.
- 50 Ursa Major can be seen in the northern sky throughout the year.
- Ursa Minor (Lesser Bear) is identified by the square of the Little Dipper, which forms the bear's body, and a chain of stars, which forms its tail. Ursa Minor can be seen in the northern sky. The North Star is part of this constellation. This bright star has been helpful to nighttime travelers for centuries.
- 55
- Orion (The Hunter) has some of the brightest stars. He is positioned in the sky to fight off a raging bull. Orion stands with his right arm holding a great club uplifted in the air, ready to strike. Over his left arm hangs a lion's skin that he holds up as a shield in front of him to stop the raging bull. Taurus the Mighty Bull is a constellation that is charging right for Orion. Orion is visible throughout the world. We can see this constellation between December and April.
- 60
- Leo (The Lion) is one of the easiest constellations to find. An easy way to spot Leo is to look for a backward question mark in the sky, which represents the head and front of the body. In the northern hemisphere, Leo can be located in spring, and in the southern hemisphere it can be located in autumn.
- 65
- Centaurus (The Centaur) has the greatest number of visible stars in it. It has 101 stars.
 - Hydra (The Water Snake) is the largest constellation. It covers more than 3% of the sky.
- 70
- 75



Constellations shown above
TOP: Ursa Major, MIDDLE: Orion,
BOTTOM: Leo

Multiple-Meaning Map

Determine the meanings of the word *star*. Write the definitions in the boxes. Use the word in a sentence on the lines below the boxes.



Prepositional Phrases

Read the sentences. Underline the prepositional phrase. Circle the preposition. Write the letter *N* over the nouns in the phrase. Write the prepositions on the bottom line.

1. The Greeks said the stars were the sons of Zeus and Leda.
2. Stories were written by poets.
3. Castor was killed in battle.
4. Pollux wanted Castor by his side.
5. The stars are in the vast sky.
6. They made a map of the stars.
7. In the past, people used the stars.
8. Kim sits by a map.
9. The stars are on the map.
10. The gods lived at home.

Prepositions: _____

Supporting Detail Sentences

Read the topic sentence and detail sentences in each set. Choose two sentences that provide supporting details for that topic sentence. Then, write a sentence that could be a third supporting detail.

1. **Topic Sentence:** Breakfast is an important meal for several reasons.

Possible Supporting Detail Sentences:

- ___ My favorite breakfast is cereal with bananas.
- ___ Dinner is also a very important meal.
- ___ Most people wake up hungry in the morning.
- ___ People's bodies have been working overnight as they were sleeping.

2. **Topic Sentence:** Team sports teach kids several helpful lessons.

Possible Supporting Detail Sentences:

- ___ Kids learn about working together.
- ___ Baseball and soccer are team sports.
- ___ My favorite team sport is football.
- ___ Kids learn that playing is about having fun, not just winning.

3. **Topic Sentence:** Smoking causes a number of problems.

Possible Supporting Detail Sentences:

- ___ I don't like the smell of smoke.
- ___ Smoking pollutes the air for others to breathe.
- ___ Smoking can be a fire hazard.
- ___ People cannot smoke in most restaurants.

IVF Topic Sentences

Fill in the missing elements in the IVF topic sentences below. Use the verb bank to choose a different verb for each topic sentence.

I (Identify the item)	V (select <u>V</u> erb)	F (<u>F</u> inish your thought)
"Interesting Insects"	tells	
		the lengthy process of digging up dinosaur bones and putting them on display.
"Gemini: The Twins"		

Verb Bank

explains	tells	shows	provides	presents
describes	gives	compares	lists	teaches

Word Fluency

Read the words fluently.

		Correct	Errors
1st Try			
2nd Try			

stuck	bull	smog	quacking	got	gum	snip	slit	yarns	cabs	10
smog	quacking	got	gum	snip	slit	yarns	cabs	mix	bugs	20
got	gum	snip	slit	yarns	cabs	mix	bugs	pulling	spots	30
snip	slit	yarns	cabs	mix	bugs	pulling	spots	smack	span	40
yarns	cabs	mix	bugs	pulling	spots	smack	span	rock	still	50
mix	bugs	pulling	spots	smack	span	rock	still	skins	fox	60
pulling	spots	smack	span	rock	still	skins	fox	bull	stuck	70
smack	span	rock	still	skins	fox	bull	stuck	quacking	smog	80
rock	still	skins	fox	bull	stuck	quacking	smog	gum	got	90
skins	fox	bull	stuck	quacking	smog	gum	got	slit	snip	100

Synonyms

Listen to the word. Choose the synonym from the word bank and write it on the line.

1. _____ 5. _____ 9. _____
2. _____ 6. _____ 10. _____
3. _____ 7. _____ 11. _____
4. _____ 8. _____ 12. _____

Word Bank

mad	slim	sack	snip	big	pull
cap	odd	pick	pal	small	sick

Answering *When, Where, or How*

Read the passage. Decide whether the underlined words and phrases tell *when, where, or how*. Write the words or phrases in the correct column.

Earthly Twins

Elvis Presley was born a twin in 1935 in Mississippi. Unfortunately, his twin Jesse died at birth. Elvis became famous. He went on to make music history. He got his start in music when he got a guitar for Christmas in 1946. From that beginning, Elvis went on to sell more records than anyone.

Kim and Kari Baker are also twins. These twins are ranchers and photographers. Born in Montana, they lived there until their teens, when they moved to Florida. There they developed a love for horses. In 1988, they returned to Montana and became ranchers. Their love of horses continues. Remarkably, horses can tell them apart, but people often can't!

When	Where	How

Phrase Fluency

Read each phrase fluently.

Correct	Errors				
		1st Try	2nd Try		
		the sad man	3	up the big hill	80
		the bad smog	6	Rick and Sam's	83
		the hot yams	9	into the mix	86
		pulling the dog	12	in the fog	89
		by the rocks	15	the quacking ducks	92
		the sick ox	18	in the dim cab	96
		on the six mats	22	the full pack	99
		Max is not	25	from the van	102
		he was	27	for the cop	105
		the fat fox	30	by the dock	108
		Bob's big dog	33	in the pot	111
		smacks his lips	36	Mom and Rod's van	115
		at a stop	39	the full cup	118
		into the pit	42	the dull bag	121
		at the bus stop	46	the tan pup	124
		on the box	49	a big bat	127
		the fun gal	52	the sick kid's cup	131
		from the pan	55	has six bills	134
		the dull socks	58	the rats and cats	138
		the bucking bull	61	by the fan	141
		in the tin can	65	will snip the buds	145
		the bad bugs	68	by his dad's box	149
		on the spot	71	in the big sack	153
		one box	73	in the mud	156
		the quick dogs	76	at the dock	159

Phrase Dictation: Prepositional Phrases**Part A**

Listen to each prepositional phrase and repeat it. Write the phrase on the line. Circle the preposition. If the phrase is acting as an adverb, write the question that it answers on the line to the right.

1. _____
2. _____
3. _____
4. _____
5. _____

Part B

Choose two phrases from Part A and add to them to make them complete sentences. Write them below.

1. _____
2. _____

Sentence Morphs

Read the phrases. Scoop them in the complete sentences.

<ul style="list-style-type: none"> • the rag doll • • was • • in the tan box • <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">The rag doll was in the tan box.</p>	<ul style="list-style-type: none"> • Did you spot • • the bugs • • in the pot • <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">Did you spot the bugs in the pot?</p>	<ul style="list-style-type: none"> • When I hit it • • the lock • • got stuck • <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">When I hit it, the lock got stuck.</p>
<ul style="list-style-type: none"> • The cop • • at the dock • • is standing • • by the cabs • <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">The cop at the dock is standing by the cabs.</p>	<ul style="list-style-type: none"> • Bob and Bill • • will jog • • up the hill • • in the smog • <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">Bob and Bill will jog up the hill in the smog.</p>	<ul style="list-style-type: none"> • The gulls • • nab the ham • • from the sack • <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">The gulls nab the ham from the sack.</p>
<ul style="list-style-type: none"> • Did the dog • • duck • • in the back • • of the van • <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">Did the dog duck in the back of the van?</p>	<ul style="list-style-type: none"> • The man • • is filling • • the hot dog buns • <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">The man is filling the hot dog buns.</p>	<ul style="list-style-type: none"> • Mom's tan van • • was pulling • • into the lot • <p style="text-align: center; background-color: #e0e0e0; padding: 5px;">Mom's tan van was pulling into the lot.</p>

Question Words

Read the questions. Circle the question word. Write what the answer must include.

Question Words	How to Answer
If the question asks . . .	Your answer must include . . .
who	information about a person or group
what	an action or name of a thing
when	a specific time, date, or event
where	a general location or specific place

Question Words	How to Answer
If the question asks . . .	Your answer must include . . .
is/are	a yes or a no answer plus explanation
do/does	a yes or a no answer plus explanation

Question Words	How to Answer
If the question asks . . .	Your answer must include . . .
why	a reason or explanation
how	the way something is done

1. Is the sky divided?

2. When can we see Gemini?

3. Why do people group stars?

4. How are are constellations named?

5. Where can we see Gemini: The Twins?

Generating Questions

Read the sentences. Determine what question each sentence answers. Write the question and include necessary punctuation.

1. Sarah went to the store because she needed sugar and chocolate chips.

2. The test is on Friday.

3. They played tag in the park.

4. No, I am not going with you.

5. Dan is on the phone.

6. Mary jogged slowly.



7. Yes, Bill has a cat.



8. Sam watched his favorite show.



Ask and Answer Questions





Reread “Gemini: The Twins.” After each section, write a question for your partner to answer using question words that you have learned so far. Try not to use the same question word twice. Be prepared to answer your question orally. Use the chart on page 14 to help you.

Introduction  
1. _____

What Are Constellations?  
2. _____

Why Did the Idea of Constellations Begin?  
3. _____

The Ancient Stories of Gemini  
4. _____

Look Up (Write two questions for this section.)    
5. _____

Passage Comprehension

Underline the question word in each question. Then, answer each question using a complete sentence. Write the evidence from the text.

1. What is Gemini?

Text Evidence: _____

2. How were constellations helpful?

Text Evidence: _____

3. Why did the idea of constellations begin?

Text Evidence: _____

4. Where can Gemini be seen?

Text Evidence: _____

Passage Comprehension (*cont.*)

5. What did different cultures say about the Gemini Twins?

Text Evidence: _____

6. How were Castor and Pollux alike?

Text Evidence: _____

7. What constellation is attacking another constellation in the sky?

Text Evidence: _____

8. Is the North Star a constellation? Are the Twins a constellation?

Text Evidence: _____

Spelling

Write the words your teacher dictates.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Define It

Determine the category and attributes of each word. Then, write the definition.

Word		Category		Attributes
shield	=		+	

Definition:

Word		Category		Attributes
battle	=		+	

Definition:

Word		Category		Attributes
square	=		+	

Definition:

Word		Category		Attributes
god	=		+	

Definition:

Turn a Prompt into a Topic Sentence

Read each prompt. Circle the words that define the topic. Underline the direction words and then write a topic sentence that addresses the prompt.

1. Prompt: Write a paragraph that explains how scientists dig for dinosaur bones.

Digging for dinosaur bones involves _____

2. Prompt: Pretend that you could be mayor of your town or city for a day. In a paragraph, explain what you would do as mayor for a day.

As mayor for a day, _____

3. Prompt: Write a paragraph that describes a fair way to divide a group of students into two sports team.

4. Prompt: Think of your best friend. In a paragraph, describe what makes your best friend special.

5. Prompt: Write a movie review that explains to others what your favorite movie is and why.

Close Reading

Read the text and complete the tasks.

Gemini: The Twins



On a dark night, turn your eyes up to the sky. The **constellation** Gemini is a sight to see. It has two very bright stars called the Twins. People have known about them for thousands of years. They have been in the sky as long as anyone can remember.

What Are Constellations?



5 Constellations are fascinating and helpful to many people. They are **patterns** of stars that people see in the sky. These star patterns were invented by people fascinated with the stars. **Ancient poets** of different cultures made up stories about them. Sailors used the stars to navigate across the oceans. Farmers used the stars to tell them when to plant and
10 when to harvest because the same patterns appear in the sky during the same season every year. How long have we been seeing patterns in the night sky? We have done it for at least 6,000 years.

- Write an IVF topic sentence for the second paragraph. Refer to page 89 if needed. _____



Why Did the Idea of Constellations Begin?

Constellations are groups of stars with a purpose. Why were star groups made up? There are so many stars! How could we remember them all? We
15 could put them in groups. The groups break the sky into parts. The stars in the sky are divided into 88 constellations. They help us remember which stars are which. How many stars can we see? On a dark night, we see 1,000 to 1,500 stars. Where can we see the Twins? We can see them in the northern hemisphere in November through April. We can see them in the
20 southern hemisphere in December through March.

- Write an IVF topic sentence for this section. Refer to page 89 if needed. _____

Close Reading (*cont.*)



The Ancient Stories of Gemini

Ancient people invented stories about the Gemini Twins. The Egyptians called them twin plants. The Hindus called them twin gods. Arabs called them twin peacocks. What is the ancient Greek story of Gemini? The Greeks said they were the sons of the Greek god Zeus and the woman

25 Leda. They said that Zeus and Leda had twin sons. Their names were Castor and Pollux. They were **devoted** and loving brothers. They looked alike. But they were not alike. Castor was **mortal** like his mother. He became a horseman. Pollux was immortal like his father. He became a boxer. Both became **expert** soldiers. Castor was killed in battle. Pollux

30 could not bear to be without his twin. Pollux asked his father, Zeus, for help. He asked for Castor to come back to life. Zeus let them be together side by side forever. They are the Twins that shine brightly in the sky. They are the two **brilliant** stars in Gemini.

Retell the story about the Greek twins, Castor and Pollux, by completing the charts. Some sections have been completed for you.

How were Castor and Pollux the same?	

How were the twins different?	
Castor	Pollux
like his mother, Leda	like his father, _____
_____	immortal
horseman	_____

How did they become Gemini?	
Problem: _____	Solution: _____
_____	_____
_____	_____
_____	_____

Close Reading (*cont.*)

Look Up



When you look up on a dark night, the sky is flooded with star patterns that tell a story.

- Ursa Major (The Great Bear) is identified by the square of the Big Dipper, which forms the bear's body, and a chain of stars, which forms its tail. Ursa Major can be seen in the northern sky throughout the year.
- 40 ■ Ursa Minor (Lesser Bear) is identified by the square of the Little Dipper, which forms the bear's body, and a chain of stars, which forms its tail. Ursa Minor can be seen in the northern sky. The North Star is part of this constellation. This bright star has been helpful to nighttime travelers for centuries.
- 45 ■ Orion (The Hunter) has some of the brightest stars. He is positioned in the sky to fight off a raging bull. Orion stands with his right arm holding a great club uplifted in the air, ready to strike. Over his left arm hangs a lion's skin that he holds up as a shield in front of him to stop the raging bull. Taurus the Mighty

50 Bull is a constellation that is charging right for Orion. Orion is visible throughout the world. We can see this constellation between December and April.
- Leo (The Lion) is one of the easiest constellations to find. An easy way to spot Leo is to look for a backward question mark in the sky, which represents the head and front of the body. In the northern

55 hemisphere, Leo can be located in spring, and in the southern hemisphere it can be located in autumn.
- Centaurus (The Centaur) has the greatest number of visible stars in it. It has 101 stars.
- 60 ■ Hydra (The Water Snake) is the largest constellation. It covers more than 3% of the sky.

- **Write an IVF topic sentence for this section.** Refer to page 89 if needed. _____

Word Fluency

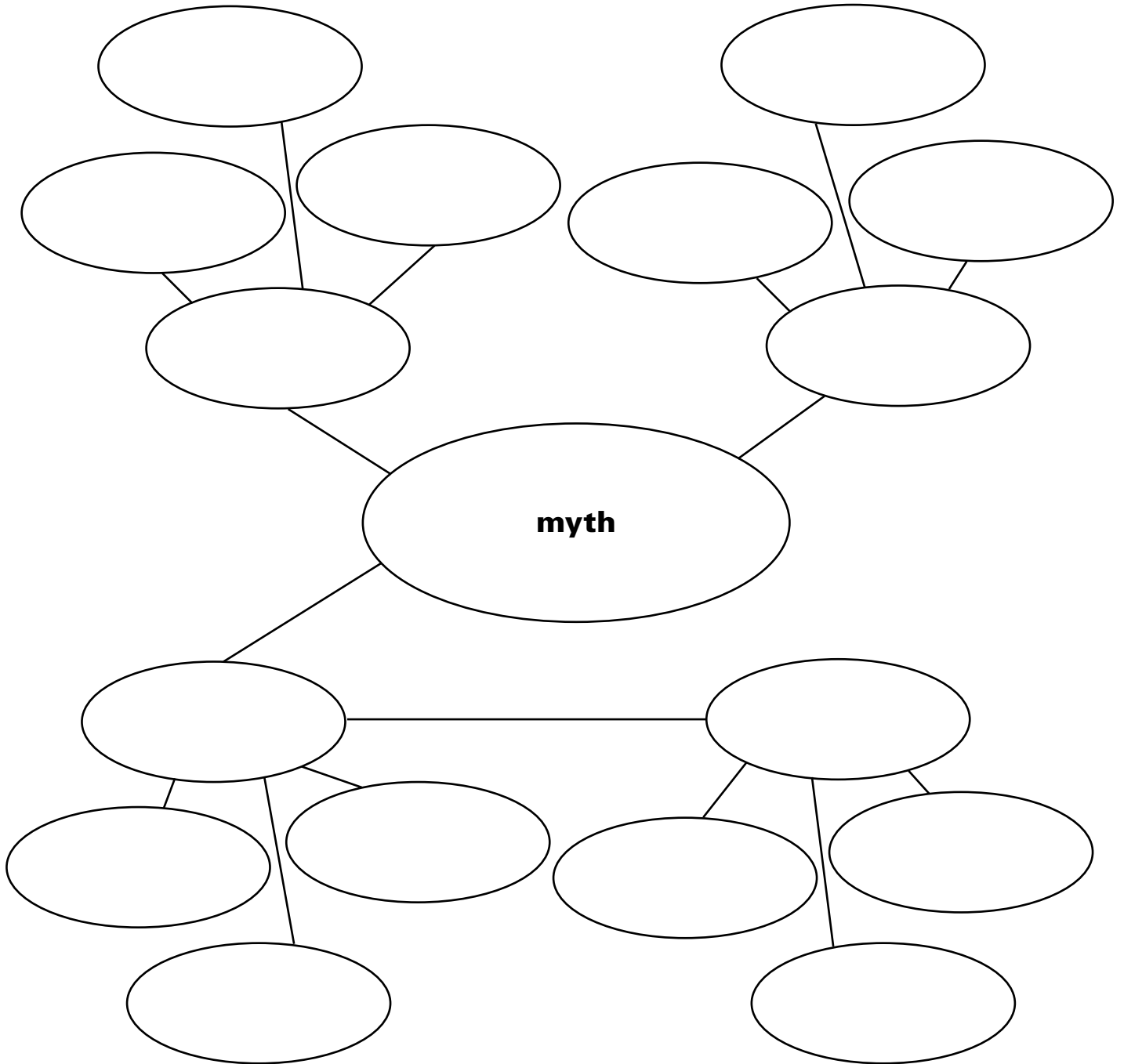
Read the words fluently.

Correct	Errors
1st Try	
2nd Try	

stuck	bull	smog	quacking	got	gum	snip	slit	yams	cabs	10
smog	quacking	got	gum	snip	slit	yams	cabs	mix	bugs	20
got	gum	snip	slit	yams	cabs	mix	bugs	pulling	spots	30
snip	slit	yams	cabs	mix	bugs	pulling	spots	smack	span	40
yams	cabs	mix	bugs	pulling	spots	smack	span	rock	still	50
mix	bugs	pulling	spots	smack	span	rock	still	skins	fox	60
pulling	spots	smack	span	rock	still	skins	fox	bull	stuck	70
smack	span	rock	still	skins	fox	bull	stuck	quacking	smog	80
rock	still	skins	fox	bull	stuck	quacking	smog	gum	got	90
skins	fox	bull	stuck	quacking	smog	gum	got	slit	snip	100

Making Connections

Make connections to the word *myth* by mapping other words related to the word.



Direct Objects

Part A

Fill in the chart for each sentence using the questions from Masterpiece Sentences. Write *subject*, *predicate*, or *direct object* to indicate the sentence element that was added to complete each sentence.

Who or What did it?	What did they do?	What did they do it to?	Sentence Element
ancient people	invented		
	used	the stars for planting	
people		the stars	
constellations	divide		
ancient poets	write		

Part B

Add a direct object to each sentence. The question after each sentence provides a clue.

- The boys played _____. (What did they play?)
- After dinner, we watched _____. (What did we watch?)
- Each morning, Bill and Beth run _____. (What do they run?)
- My mother painted _____. (What did she paint?)
- The students asked _____. (What did they ask?)

Word Functions

Part A

Read the sentences. Circle “Noun” or “Verb” for the underlined word.

1. He dips his hand into the damp sand. Noun or Verb
2. We had dips with our chips. Noun or Verb
3. Dan’s cat did tricks. Noun or Verb
4. Dan tricks his twin. Noun or Verb
5. The tracks are in the sand. Noun or Verb
6. The cat tracks sand in the house. Noun or Verb

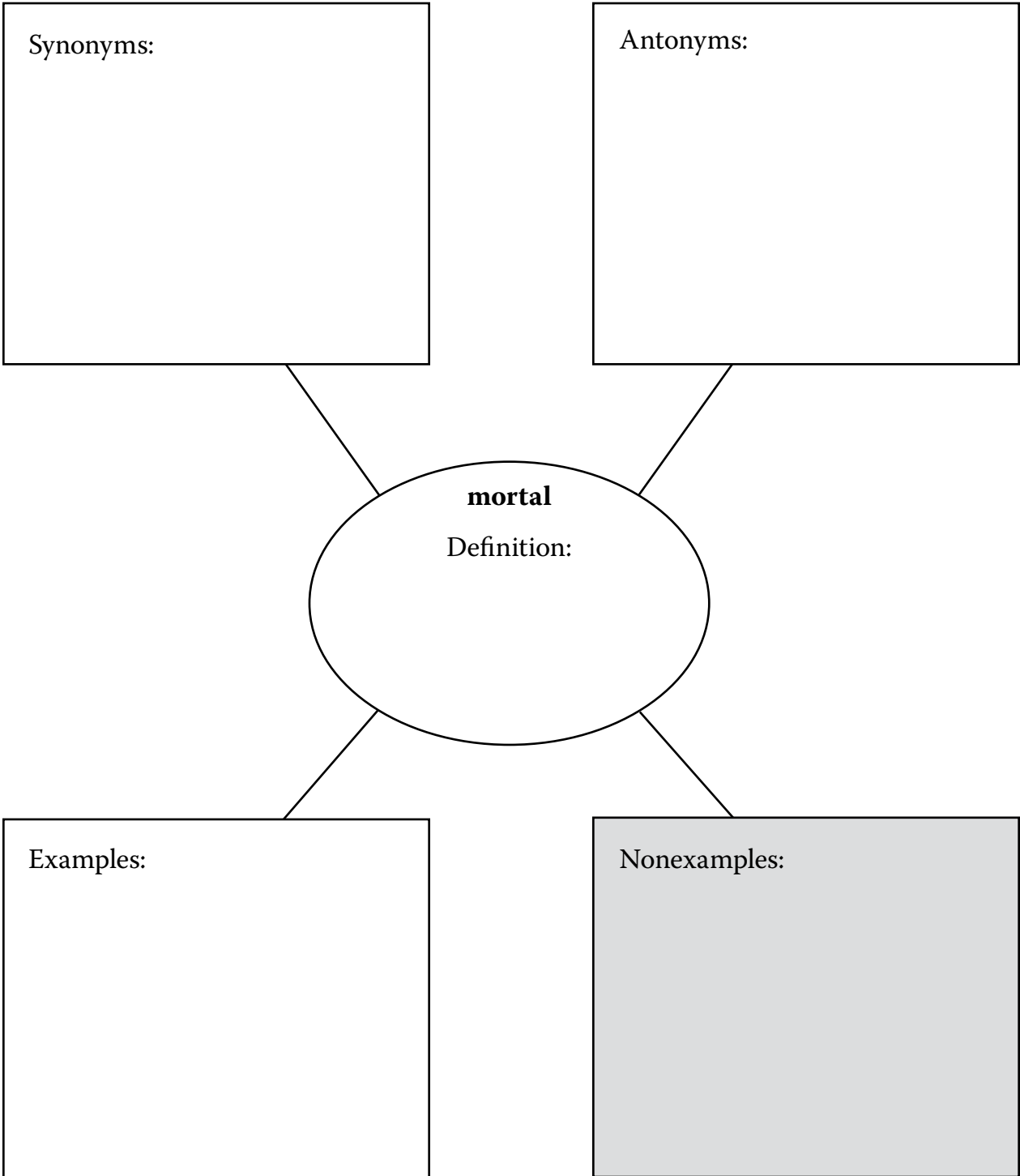
Part B

Write two sentences for each word. In the first sentence, use the word as a noun. In the second sentence, use the word as a verb.

1. cracks: _____
cracks: _____
2. kicks: _____
kicks: _____
3. snacks: _____
snacks: _____
4. backs: _____
backs: _____
5. packs: _____
packs: _____

Four-Square

Write the definition of *mortal*. Then, write examples, synonyms, and antonyms of the word in the appropriate boxes.



Blueprint for Reading: Main Idea

Highlight the **main ideas** in green. Highlight the **key details** in yellow.

based on "Gemini: The Twins"

On a dark night, turn your eyes up to the dark sky. The constellation Gemini is a sight to see. It has two very bright stars called the Twins. People have known about them for thousands of years. They have been in the sky as long as anyone can remember.

What Are Constellations?

Constellations are fascinating and helpful to many people. They are patterns of stars that people see in the sky. These star patterns were invented by people fascinated with the stars. Ancient poets of different cultures made up stories about them. Sailors use the stars to navigate. Farmers use the stars to tell them when to plant and when to harvest because the same patterns appear in the sky in the same seasons every year. How long have we been seeing patterns in the night sky? We have done it for at least 6,000 years.

Why Did the Idea of Constellations Begin?

Constellations are groups of stars with a purpose. There are so many stars! How could we remember them all? We could put them in groups. The groups break the sky into parts. The stars in the sky are divided into 88 constellations. They help us remember which stars are which. How many stars can we see? On a dark night, we see 1,000 to 1,500 stars. Where can we see the Twins? We can see them in the northern hemisphere in November through April. We can see them in the southern hemisphere in December through March.

Blueprint for Reading: Main Idea (cont.)**The Ancient Stories of Gemini**

Ancient people invented stories about the Gemini Twins. The Egyptians called them twin plants. The Hindus called them twin gods. Arabs called them twin peacocks. What is the ancient Greek story of Gemini? The Greeks said they were the sons of the Greek god Zeus and the woman Leda. They said that Zeus and Leda had twin sons. Their names were Castor and Pollux. They were devoted and loving brothers. They looked alike. But they were not alike. Castor was mortal like his mother. He became a horseman. Pollux was immortal like his father. He became a boxer. Both became expert soldiers. Castor was killed in battle. Pollux could not bear to be without his twin. Pollux asked his father, Zeus, for help. He asked for Castor to come back to life. Zeus let them be together side by side forever. They are the Twins that shine brightly in the sky. They are the two brilliant stars in Gemini.

Blueprint for Reading: Main Idea (cont.)**Look Up**

When you look up on a dark night, the sky is flooded with star patterns that tell a story. Ursa Major (The Great Bear) is identified by the square of the Big Dipper, which forms the bear's body, and a chain of stars, which forms its tail. Ursa Major can be seen in the northern sky throughout the year. Ursa Minor (Lesser Bear) is identified by the square of the Little Dipper, which forms the bear's body, and a chain of stars, which forms its tail. Ursa Minor can be seen in the northern sky. The North Star is part of this constellation. This bright star has been helpful to nighttime travelers for centuries. Orion (The Hunter) has some of the brightest stars. He is positioned in the sky to fight off a raging bull. Orion stands with his right arm holding a great club uplifted in the air, ready to strike. Over his left arm hangs a lion's skin that he holds up as a shield in front of him to stop the raging bull. Taurus the Mighty Bull is a constellation that is charging right for Orion. Orion is visible throughout the world. We can see this constellation between December and April. Leo (The Lion) is one of the easiest constellations to find. An easy way to spot Leo is to look for a backward question mark in the sky, which represents the head and front of the body. In the northern hemisphere, Leo can be located in spring, and in the southern hemisphere it can be located in autumn. Centaurus (The Centaur) has the greatest number of visible stars in it. It has 101 stars. Hydra (The Water Snake) is the largest constellation. It covers more than 3% of the sky.

Blueprint for Writing: Main Idea

Write the main ideas and key details to help you retell the passage and write an explanatory paragraph.

The form is a writing blueprint for a main idea paragraph. It consists of a large arrow on the left side pointing towards a grid of boxes. The grid is organized into three rows. Each row contains four small rectangular boxes with wavy borders. Below each of these four boxes is a vertical line that extends downwards to a larger, empty rectangular box. To the right of the entire grid is a vertical rectangular box with a horizontal line near the bottom, likely intended for a title or a final note.

Let's Focus: "Jazz: The Recipe"

Content Focus

jazz music

Type of Text

informational

Author's Purpose

to inform

Big Ideas

Consider the following Big Idea questions. Write your answer for each question.

Where did jazz music come from?

Why do people make music?

Informational Preview Checklist: "Jazz: The Recipe" on pages 119 and 120.

- Title: What clue does it provide about the passage?
- Pictures and Captions: What additional information is added here?
- Headings: What topics will this text include?
- Margin Information: What vocabulary is important to understand this text?
- Maps, Charts, Graphs: Are additional visuals present that will help me understand?

Reading for a Purpose

1. Where did workers sing work songs?
2. What did African Americans do to change church music?
3. What stories do ballads tell?
4. Why were the formerly enslaved people singing the blues?
5. Where did all the different music come together?
6. What were the ingredients that made up the jazz recipe?
7. Why is New Orleans considered the "Melting Pot of Sound"?

Key Passage Vocabulary: “Jazz: The Recipe”

Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

Vocabulary	Knowledge Rating	Definition	Picture
recipe	0 1 2 3		
steady	0 1 2 3		
simple	0 1 2 3		
plantation	0 1 2 3		
social	0 1 2 3		
demand	0 1 2 3		
combine	0 1 2 3		
express	0 1 2 3		

Jazz: The Recipe



Jazz began with a “**recipe**” that had many different ingredients. Different groups of people, including Africans and Europeans, were part of the recipe. Different kinds of music, including the blues and ragtime, were also a part of the recipe. All of these ingredients combined to make America’s own music, jazz.

Field hands sang songs during the long days of work. People sang while working on the railroads. The work song was an important part of their day. With tools in their hands, they worked to a **steady** beat. The songs made life bearable. There were many kinds of work songs, and these songs played a part in jazz.

Church music was important to jazz. African Americans made new kinds of church music. They had to start their own churches. They created songs to express their faith. They changed the words, the beat, and the tune to describe their experience. They used the African “call and response” when they sang. This music became an ingredient in the jazz recipe.

recipe

a list of the things needed and directions for making something

steady

not subject to change; constant

simple

having few parts;
easy to understand

plantation

a large farm where
crops are grown

social

friendly; involving
several people

demand

requirement; need

combine

to put together; to
join

express

to communicate in
words

Music of immigrant Americans added to jazz. The Scotch-Irish had ballads. Ballads tell stories of heroes and their bravery, and these stories are often sad.

The song is usually **simple**. In a ballad, the story is often more important than the music. Ballads became another ingredient in the jazz recipe.

In the early days of America, ballroom dance music provided popular entertainment. In the South, dances were held on **plantations**. They were big **social** events. There was a **demand** for musicians to play at the dances. Many enslaved people learned how to play fiddles and flutes. African Americans invented the banjo and played it too. Black musicians learned the dance songs and changed them. African and European music **combined** to make dance music. This music became another ingredient in the jazz recipe.

During the 1800s, a new kind of music called ragtime was born. It was loud and fun. Musicians pounded on their pianos. They made up songs to **express** their appreciation for music. They played in dance halls. The tunes were lively, and the rhythm was catchy. Everybody loved ragtime. It had a strong, irregular beat that was surprising. Ragtime became another ingredient in the jazz recipe.

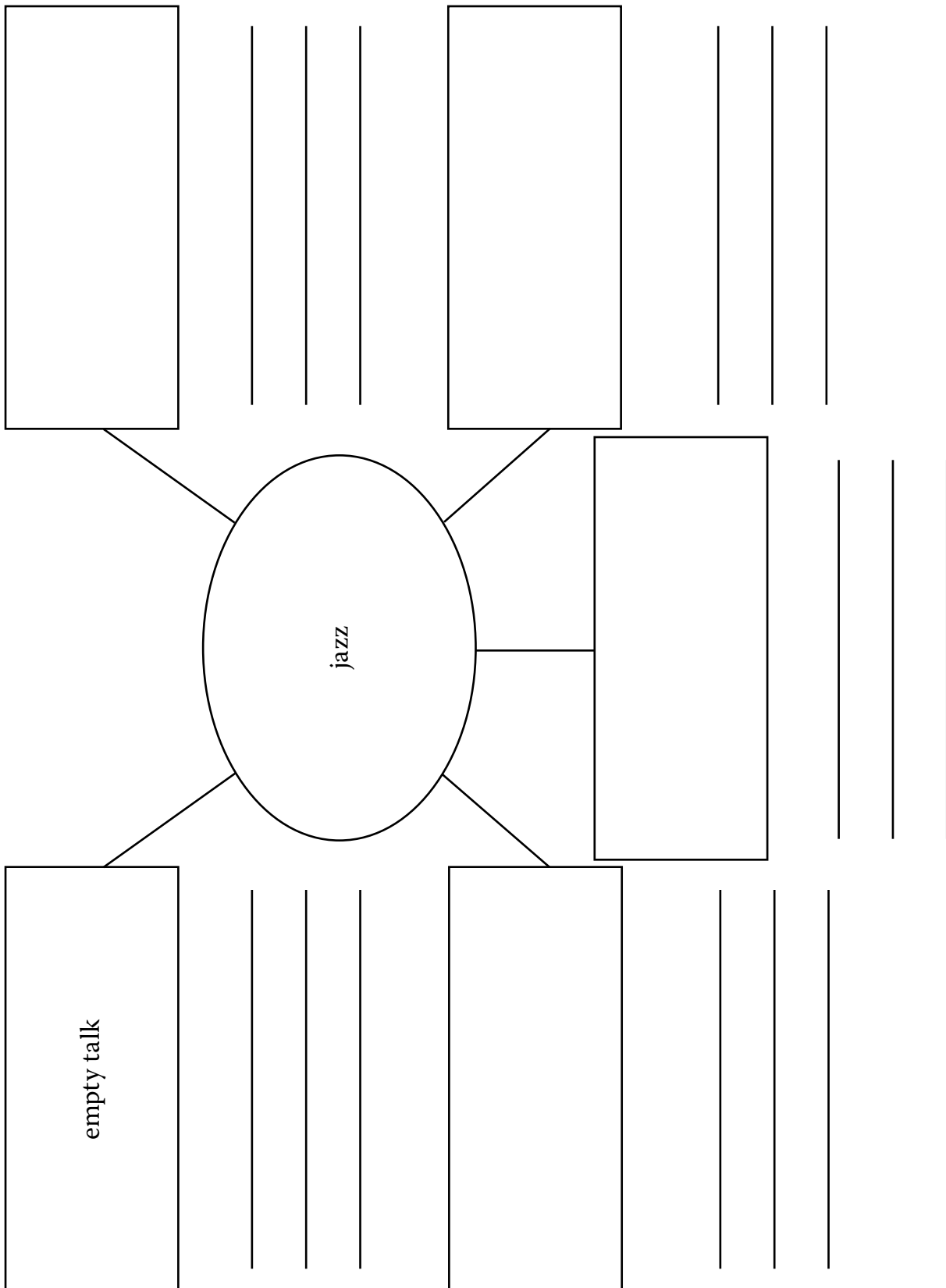
Sometime in the late 1800s, musicians began to play the blues. The enslaved people had been freed, but life was still hard. People were sad and frustrated. They expressed their feelings in music. They called it the blues. Today, people still sing the blues when they're sad. The blues became the final ingredient in the recipe.

The jazz recipe came together in New Orleans. By 1890, New Orleans was one of America's most musical cities. It had opera houses and concert halls. It had dance ballrooms and street parades. It had Mardi Gras! Many different people lived there. Africans and Native Americans lived in New Orleans. The French and Spanish also lived there. People from many places and cultures created America's own music, jazz.

Adapted with permission from "Jazz Ingredients"
by Heather Mitchell Amey

Multiple-Meaning Map

Determine the meanings of the word *jazz*. Write the definitions in the boxes. Use the word in a sentence on the lines below the boxes.



Choose the Function: Noun or Verb

Read each pair of sentences. Decide if the bold word is a noun or a verb. Then, place an X in the proper column.

	Noun	Verb
1. She licks the candy.		
It takes 20 licks to finish the candy.		
2. The car made two stops on the trip.		
The car stops at the corner.		
3. The rack of hats is full.		
They rack the hats at night.		
4. She blocks him.		
She has six blocks .		
5. The ships stop at the docks .		
The ship docks here.		
6. Dad grills hot dogs.		
The grills were hot.		
7. He spots the asp in the grass.		
There are spots on that asp.		
8. We have trick locks .		
She locks the gift in the attic.		

Adverbs and Prepositional Phrases that Answer *When*, *Where*, or *How*

Read the passage. Decide if the underlined words and phrases tell *when*, *where*, or *how*. Write the words or phrases in the correct column.

What a Wonderful World of Jazz

Jazz is a popular style of music in Louisiana. Thankfully, there are many local musicians who play. They play at clubs. They play in the streets. They play on the radio.

Jazz became a part of Louisiana culture in the late 1800s. From the beginning, jazz has entertained residents, visitors, and people from all cultures.

Louis Armstrong is possibly the most popular jazz musician in the world. Born in Louisiana, Armstrong grew up poor and troubled. He learned to play the cornet at school in his early teens. However, Armstrong was too poor to buy an instrument of his own. Luckily, after leaving school at the age of 14, he spent time with a jazz musician who taught him and gave him his first instrument. With hard work, Armstrong became a respected musician and began playing with bands in local clubs.

Armstrong lived in Louisiana until jazz music took him to St. Louis, Chicago, and all over the world. He recorded 12 albums and his song “What a Wonderful World” can be heard in countless movies, television shows, and commercials. Eventually, Armstrong died at the age of 70 in New York. Louis Armstrong’s music and influence on jazz cannot be matched.

When	Where	How

Elaborations: Examples, Explanations, and Evidence

The paragraph below has a topic sentence and supporting details. Use the elaborations provided to complete the paragraph.

Possible E's

Music creates bonds because as a wise person once said, "When words fail, music speaks."

Listening to music relieves stress and elevates moods.

For example, a study of cyclists found that, while riding stationary bicycles, the cyclists pedaled harder while listening to music.

A 2009 study found that children with autism socialized more when music was being played.

Athletes use music to motivate them to work hard and distract them from feeling pain and fatigue.

Research has also shown that listening to background music while taking tests can improve test scores.

<p>Music makes life better in many ways. First, music enhances physical abilities. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Second, music improves mental function. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Third, music provides the means for humans to connect with one another. _____</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>_____ Music makes people better.</p>

Word Fluency

Read the words fluently.

	Correct	Errors
1st Try		
2nd Try		

socks	fuzz	stuff	fast	yell	puffs	missing	spilled	pass	desk	10
stuff	fast	yell	puffs	missing	spilled	pass	desk	fixed	pulled	20
yell	puffs	missing	spilled	pass	desk	fixed	pulled	telling	off	30
missing	spilled	pass	desk	fixed	pulled	telling	off	gasp	snack	40
pass	desk	fixed	pulled	telling	off	gasp	snack	slots	quick	50
fixed	pulled	telling	off	gasp	snack	slots	quick	deck	boxing	60
telling	off	gasp	snack	slots	quick	deck	boxing	fuzz	socks	70
gasp	snack	slots	quick	deck	boxing	fuzz	socks	fast	stuff	80
slots	quick	deck	boxing	fuzz	socks	fast	stuff	puffs	yell	90
deck	boxing	fuzz	socks	fast	stuff	puffs	yell	spilled	missing	100

Nonexamples

Read the category. Then, read the list of words under the category. All of the words are examples, except for one. This word is a nonexample. Circle the nonexample in each set of words.

<p><u>mammals</u></p> <p>bat</p> <p>lizard</p> <p>tiger</p> <p>dog</p>	<p><u>constellation</u></p> <p>Big Dipper</p> <p>Orion</p> <p>Ursa Major</p> <p>Ursa Minor</p>
<p><u>fragile</u></p> <p>porcelain doll</p> <p>glass house</p> <p>coffee mug</p> <p>plastic cup</p>	<p><u>pattern</u></p> <p>quilt</p> <p>constellation</p> <p>songs</p> <p>circle</p>
<p><u>ancient</u></p> <p>dinosaur bones</p> <p>mp3 players</p> <p>fossils</p> <p>mummies</p>	<p><u>star</u></p> <p>LeBron James</p> <p>your teacher</p> <p>Megan Fox</p> <p>Tom Cruise</p>
<p><u>brilliant</u></p> <p>cave</p> <p>star</p> <p>lamp</p> <p>flashlight</p>	<p><u>expert</u></p> <p>doctor</p> <p>lawyer</p> <p>baby</p> <p>professional athlete</p>
<p><u>sturdy</u></p> <p>brick house</p> <p>steel house</p> <p>wood house</p> <p>straw house</p>	<p><u>mortal</u></p> <p>teacher</p> <p>mom</p> <p>Zeus</p> <p>dad</p>

Commas and Prepositional Phrases

When a sentence begins with an introductory element that answers when or where, a comma is used to separate the element from the rest of the sentence. Read each sentence. If the sentence begins with an introductory prepositional phrase, underline the phrase and circle the comma. Every sentence has a comma in it, but not every sentence begins with an introductory element. Write the prepositions from the underlined phrases on the line at the bottom of the page.

1. From the beginning of jazz, artists and photographers have tried to capture its spirit in art.
2. In the 1920s, there was a new spirit.
3. They did the Charleston, the most popular jazz dance.
4. By the 1940s, photography had improved.
5. Film was faster, and the flash became portable.
6. Over the years, artists and photographers have tried many ways to capture the look and feel of jazz.
7. The paintings and photographs are strong, alive, and free.
8. On August 4, 1901, Louis was born in New Orleans.
9. Within a year, he proudly led the band through his old neighborhood.
10. For the first time, he had regular meals and clean clothes.

Prepositions: _____

What's in a Question?

Read each question. Circle the correct answer. Pay close attention to what the question is asking.

1. What time does class begin?
 - a. Class begins with a warm-up exercise.
 - b. The class is very difficult.
 - c. Class begins at 9:00 a.m.
 - d. That is my last class of the day.

2. Where did they find the dinosaur bones?
 - a. It took a long time for them to find the bones.
 - b. They had to dig very carefully to preserve the bones.
 - c. The Touareg tribe helped them find the bones.
 - d. They found the bones in the desert.

3. Are you going on the field trip?
 - a. No, I have not been on a field trip.
 - b. Yes, I like going on field trips.
 - c. Yes, I am going on the field trip.
 - d. No, I do not want to go on the field trip.

4. What is tonight's homework assignment?
 - a. The assignment is written on the board.
 - b. Tonight's assignment is to read pages 99–121.
 - c. Tonight's assignment is going to be very time-consuming.
 - d. I have so much homework tonight!

5. Who won the contest?
 - a. Seventeen people entered the contest.
 - b. Sarah did not enter the contest.
 - c. Beth and Stan wanted Melissa to win the contest.
 - d. Jill won the contest and Hank came in second place.

6. How do I look?
 - a. It looks scary.
 - b. You look pretty.
 - c. They look sad.
 - d. We look carefully at the paper.

Phrase Fluency

Read each phrase fluently.

Correct	1st Try	2nd Try
	Errors	

at dusk	2	a buzz cut	83
as well as she can	7	a tan bell	86
to the back pen	11	by the buff men	90
Dad's full cup	14	for your mom	93
from the west	17	his wet socks	96
in my desk	20	into my spot	99
into the well	23	Jeff's pet cat	102
kicked well	25	less mess	104
off the deck	28	on his cell	107
one speck	30	onto his back	110
on top of the hill	35	not on his leg	114
not telling yet	38	past the nets	117
ran fast	40	Russ's big dog	120
Sam's best vest	43	she is not	123
sick of the smell	47	on six tests	126
still spilled	49	Tess's best stuff	129
ten tasks	51	the dim well	132
the duck's back	54	the fat hogs	135
the hot rocks	57	on the red steps	139
with the sad doll	61	the sick gal said	143
the fat duck's leg	65	to get a pen	147
to our sled	68	up your leg	150
up to the wet jet	73	was packing last	153
was spilling less	76	the wet pet's smell	157
with your fun pal	80	on the fat hog's back	162

Phrase Dictation: Prepositional Phrases

Part A

Listen to each phrase and repeat it. Write it on the line. Place an X to show which question the phrase answers.

Phrase	When	Where	How
1.			
2.			
3.			
4.			
5.			

Part B

Use the phrases to complete the following sentences:

1. Jill put the cat _____.
2. Sam left the park _____.
3. We ran _____.
4. The bug hopped _____.
5. Jan is packing her bag _____.

Sentence Morphs

Read the phrases. Scoop them in the complete sentences.

<ul style="list-style-type: none"> • Jim's stuff • • was spilling • • onto the steps • <p>Jim's stuff was spilling onto the steps.</p>	<ul style="list-style-type: none"> • The fat hogs • • will nap • • in the slop • <p>The fat hogs will nap in the slop.</p>	<ul style="list-style-type: none"> • He kicked • • his wet socks • • onto the bed • <p>He kicked his wet socks onto the bed.</p>
<ul style="list-style-type: none"> • As she fell • • off the deck • • Bess yelled • <p>As she fell off the deck, Bess yelled.</p>	<ul style="list-style-type: none"> • The red van • • did laps • • in the wet mud • <p>The red van did laps in the wet mud.</p>	<ul style="list-style-type: none"> • Ned and Ted • • sped by • • in the sled • <p>Ned and Ted sped by in the sled.</p>
<ul style="list-style-type: none"> • When he fell • • Jeff checked his leg • • for cuts • <p>When he fell, Jeff checked his leg for cuts.</p>	<ul style="list-style-type: none"> • The ten chicks • • were kicking up • • specks of dust • <p>The ten chicks were kicking up specks of dust.</p>	<ul style="list-style-type: none"> • The six kids • • were packing • • and missed the bus • <p>The six kids were packing and missed the bus.</p>

Questions and Answers

Use the picture to ask questions using *who*, *what*, *when*, *where*, *how*, and *why*. Answer the questions.



1. Who is involved in the recycling project? Students from Mrs. Jones's class are involved in the project.
2. What are they recycling? The students are recycling the newspapers they use in class.
3. When did they begin the project? They began the project when school started.
4. How are they collecting the newspapers? Each class has a special recycling bin and a representative to monitor the recycling.
5. Where do they take the paper? They take the paper to the local recycling center.
6. Why are they doing this project? The students wanted to help reduce waste and earn money at the same time.

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

Ask and Answer Questions

Reread “Jazz: The Recipe.” After each section, write a question for your partner to answer using question words that you have learned so far. Use the chart on page 14 to help you. Try not to use the same question word twice. Be prepared to answer your question orally.

Paragraph 1  

1. _____

Paragraph 2  

2. _____

Paragraph 3  


3. _____

Paragraph 4  

4. _____

Paragraph 5  

5. _____

Paragraph 6  

6. _____

Paragraph 7  

7. _____

Paragraph 8  

8. _____

Passage Comprehension

Underline the question word in each question. Then, answer each question using a complete sentence. Write the evidence from the text.

1. Where did workers sing work songs?

Text Evidence: _____

2. What did African Americans do to change church music?

Text Evidence: _____

3. What stories do ballads tell?

Text Evidence: _____

4. Why were the formerly enslaved people singing the blues?

Text Evidence: _____

5. Where did all the different music come together?

Text Evidence: _____

Passage Comprehension (cont.)

6. What were the ingredients that made up the jazz recipe?

Text Evidence: _____

7. *Melting pot* is a metaphor, or figure of speech, that describes how different people come together to form a common culture. Why is New Orleans considered the “melting pot of sound”?

Text Evidence: _____

Spelling

Write the words your teacher dictates.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Define It

Determine the category and attributes of each word. Then, write the definition.

Word		Category		Attributes
ballad	=		+	

Definition:

Word		Category		Attributes
musician	=		+	

Definition:

Word		Category		Attributes
banjo	=		+	

Definition:

Word		Category		Attributes
dance	=		+	

Definition:

Masterpiece Sentences: Stage 3

Use the picture to answer the questions. Then, write a sentence that uses all the answers.



Who or What did it?	What did they (he/she/it) do?	What did they (he/she/it) do it to?
	When?	
	Where?	
	How?	

Final Sentence

Sentence Four-Square

Determine synonyms for the words in the sentence. Then, write three sentences that restate the ideas in the model sentence.

<p>Everyone in our class likes listening to music.</p> <p>Synonyms</p> <p>everyone: _____</p> <p>_____</p> <p>likes: _____</p> <p>listening: _____</p> <p>music: _____</p>	<p>Sentence 1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence 2</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence 3</p> <p>_____</p> <p>_____</p> <p>_____</p>
---	--

<p>Many varieties of music inspire teens.</p> <p>Synonyms</p> <p>many: _____</p> <p>_____</p> <p>varieties: _____</p> <p>inspire: _____</p> <p>_____</p> <p>teens: _____</p> <p>_____</p>	<p>Sentence 1</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence 2</p> <p>_____</p> <p>_____</p> <p>_____</p> <p>Sentence 3</p> <p>_____</p> <p>_____</p> <p>_____</p>
--	--

Close Reading

Read the text and complete the tasks.

Jazz: The Recipe

Headings	
African and European Music Unite	Immigrant Americans Add to the Recipe
African Americans Add to the Recipe	Ragtime Surprise!
The Melting Pot of Sound	Birth of Jazz
Singing the Blues	Working Songs



Jazz began with a “**recipe**” that had many different ingredients. Different groups of people, including Africans and Europeans, were part of the recipe. Different kinds of music, including the blues and ragtime, were also a part of the recipe. All of these ingredients combined to make America’s own music, jazz.



5 Field hands sang songs during the long days of work. People sang while working on the railroads. The work song was an important part of their day. With tools in their hands, they worked to a **steady** beat. The songs made life bearable. There were many kinds of work songs, and these songs played a part in jazz.



10 Church music was important to jazz. African Americans made new kinds of church music. They had to start their own churches. They created songs to express their faith. They changed the words, the beat, and the tune to describe their experience. They used the African “call and response” when they sang. This music became an ingredient in the jazz recipe.



15 Music of immigrant Americans added to jazz. The Scotch-Irish had ballads. Ballads tell stories of heroes and their bravery, and these stories are often sad. The song is usually **simple**. In a ballad, the story is often more important than the music. Ballads became another ingredient in the jazz recipe.

Close Reading (*cont.*)



In the early days of America, ballroom dance music provided popular entertainment. In the South, dances were held on **plantations**. They were big **social** events. There was a **demand** for musicians to play at the dances. Many enslaved people learned how to play fiddles and flutes. African Americans invented the banjo and played it too. Black musicians learned the dance songs and changed them. African and European music **combined** to make dance music. This music became another ingredient in the jazz recipe.



During the 1800s, a new kind of music called ragtime was born. It was loud and fun. Musicians pounded on their pianos. They made up songs to **express** their appreciation for music. They played in dance halls. The tunes were lively, and the rhythm was catchy. Everybody loved ragtime. It had a strong, irregular beat that was surprising. Ragtime became another ingredient in the jazz recipe.



Sometime in the late 1800s, musicians began to play the blues. The enslaved people had been freed, but life was still hard. People were sad and frustrated. They expressed their feelings in music. They called it the blues. Today, people still sing the blues when they're sad. The blues became the final ingredient in the recipe.



The jazz recipe came together in New Orleans. By 1890, New Orleans was one of America's most musical cities. It had opera houses and concert halls. It had dance ballrooms and street parades. It had Mardi Gras! Many different people lived there. Africans and Native Americans lived in New Orleans. The French and Spanish also lived there. People from many places and cultures created America's own music, jazz.

Word Fluency

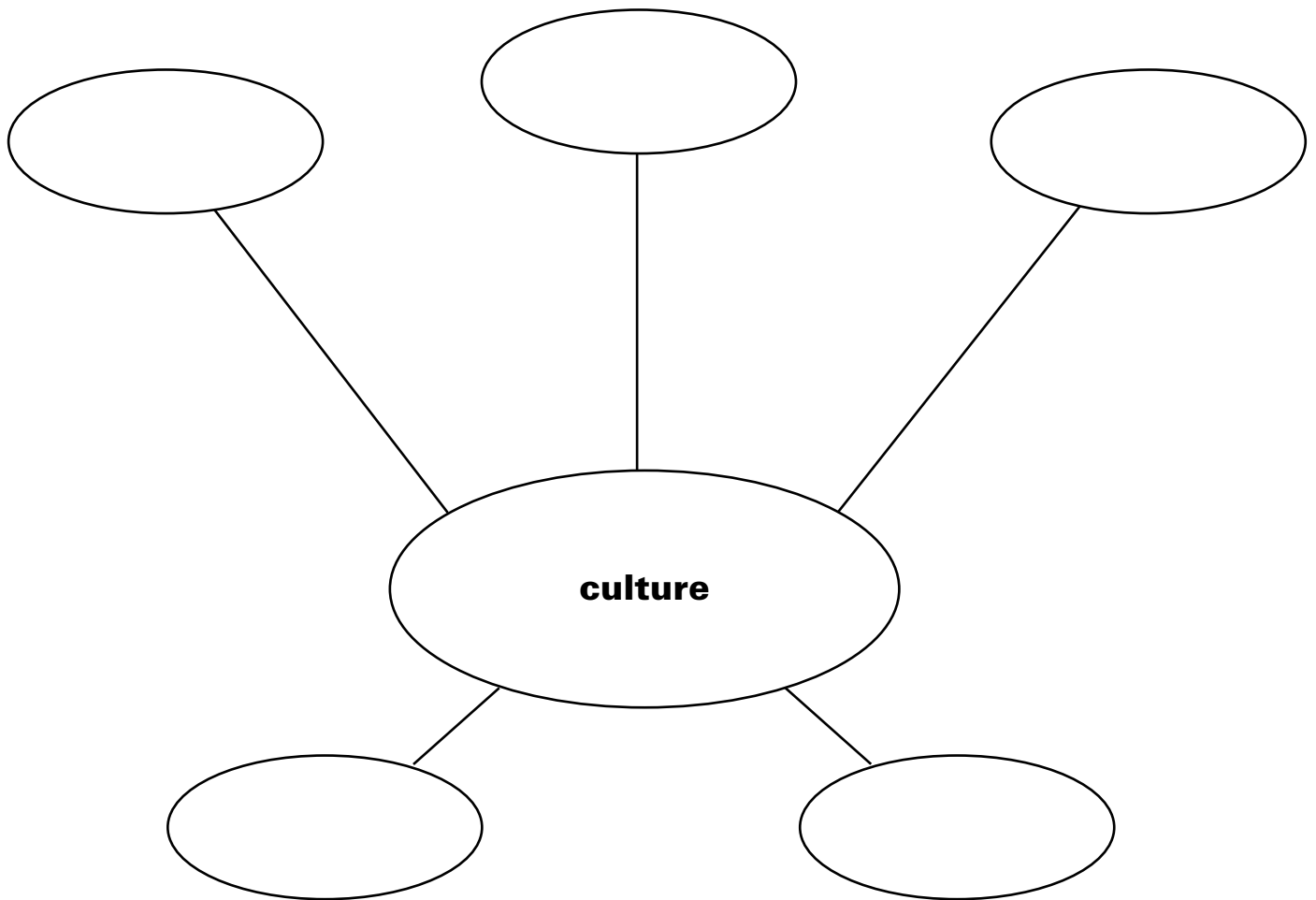
Read the words fluently.

Correct	Errors
1st Try	
2nd Try	

socks	fuzz	stuff	fast	yell	puffs	missing	spilled	pass	desk	10
stuff	fast	yell	puffs	missing	spilled	pass	desk	fixed	pulled	20
yell	puffs	missing	spilled	pass	desk	fixed	pulled	telling	off	30
missing	spilled	pass	desk	fixed	pulled	telling	off	gasp	snack	40
pass	desk	fixed	pulled	telling	off	gasp	snack	slots	quick	50
fixed	pulled	telling	off	gasp	snack	slots	quick	deck	boxing	60
telling	off	gasp	snack	slots	quick	deck	boxing	fuzz	socks	70
gasp	snack	slots	quick	deck	boxing	fuzz	socks	fast	stuff	80
slots	quick	deck	boxing	fuzz	socks	fast	stuff	puffs	yell	90
deck	boxing	fuzz	socks	fast	stuff	puffs	yell	spilled	missing	100

Making Connections

Make connections to the word *culture* by mapping other words related to the word.



Adverbs and Prepositional Phrases

Read the base sentence and add a predicate painter that answers the *how*, *when*, or *where* question. Move the predicate painter and rewrite the sentence.

1. The band played _____.
(when)

2. The twins jog _____.
(where)

3. The clock ticks _____.
(how)

4. The fans clapped _____.
(when)

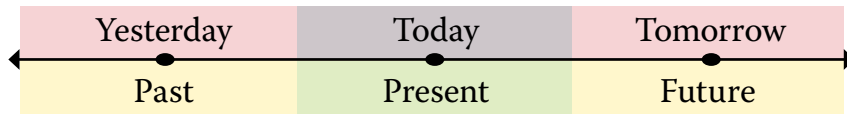
5. Jazz, rock, and hip-hop were classics _____.
(when)

Verb Forms

Verbs signal time, and some verbs show action.

Tense Timeline

A **tense timeline** shows three points in time—past, present, and future.

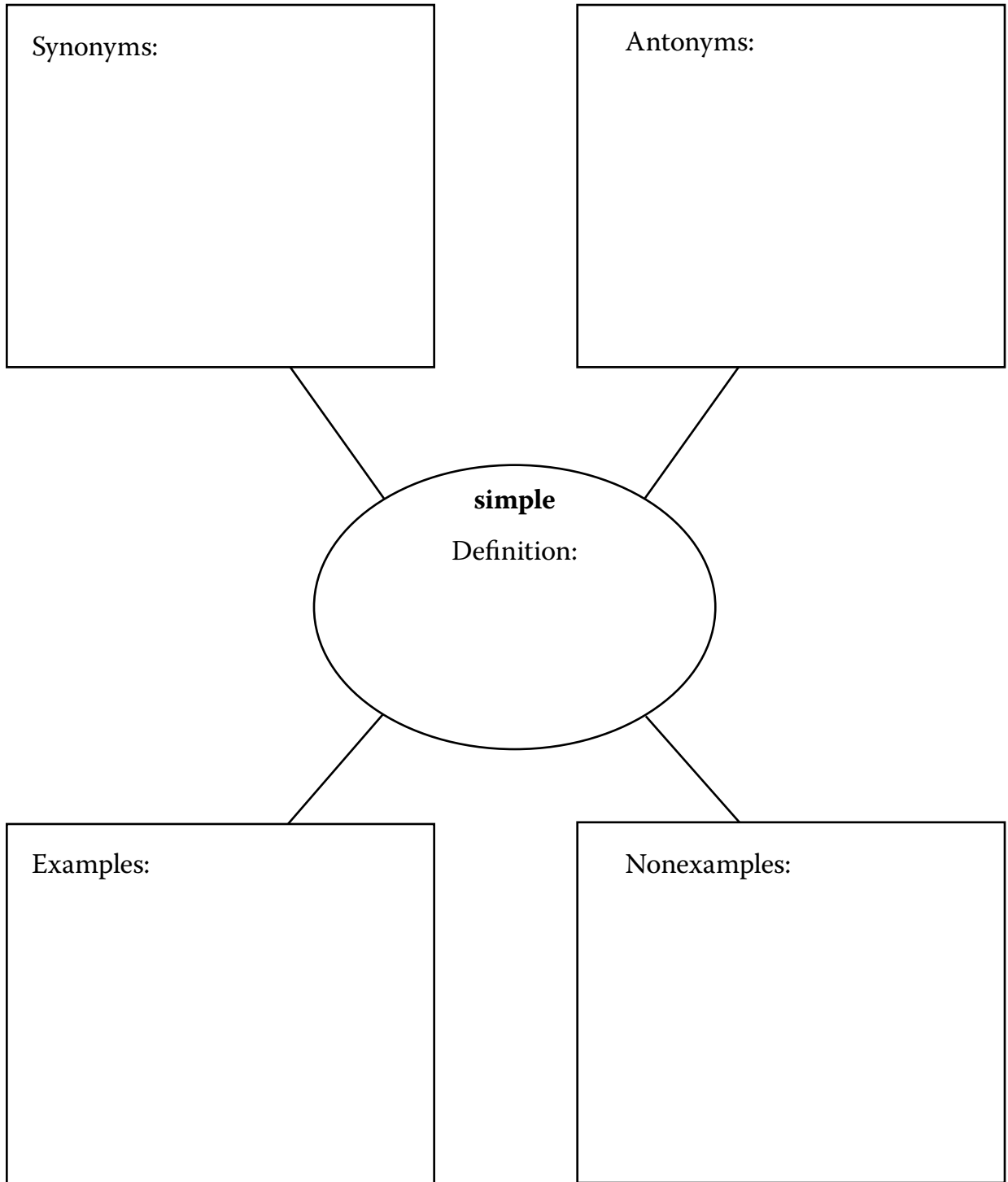


Rewrite each present tense sentence to show that it happened in the past. Then, rewrite each sentence to show that it will happen in the future.

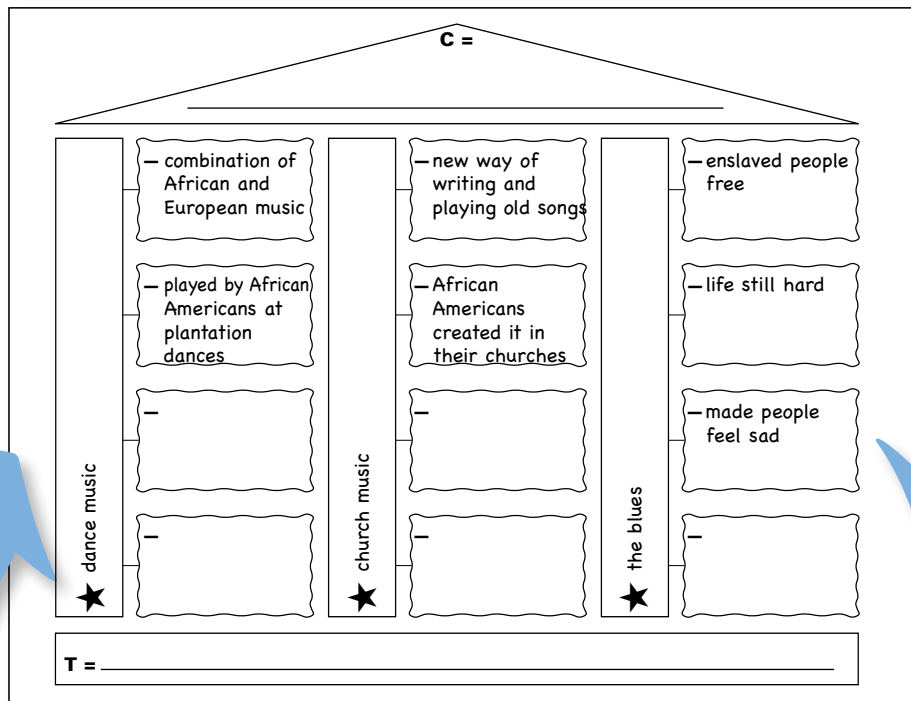
Yesterday Past	Today Present	Tomorrow Future
He _____.	-s	He _____.
She _____.	He bats.	She _____.
It _____.	She jogs.	It _____.
	It rests.	

Four-Square

Write the definition of *simple*. Then, write synonyms, antonyms, examples, and nonexamples of the word in the appropriate boxes.



Using Two-Column Notes



Both graphic organizers can organize the same information.

Informal (Two-Column) Notes

Topic: Foundation	
★ Wall: Supporting Detail	–Window: Elaboration –Window: Elaboration –Window: Elaboration –Window: Elaboration
★ Wall: Supporting Detail	–Window: Elaboration –Window: Elaboration –Window: Elaboration –Window: Elaboration
★ Wall: Supporting Detail	–Window: Elaboration –Window: Elaboration –Window: Elaboration –Window: Elaboration

Prepare to Write: From Prompt to Two-Column Notes

Part A

Read the prompt. Circle the topic. Underline the directions.

Identify three “ingredients,” or types of music, in the jazz recipe. Tell about them in a paragraph.

Part B

Turn the prompt into the topic sentence for a paragraph. Write the topic sentence.

Part C

As you read, take notes on the “ingredients” in jazz music.

Topic:	
★	— — —
★	— — —
★	— — —
★	— — —
★	— — —
★	— — —

Concluding Sentences

Read each topic sentence. Circle the topic in each sentence. Then, use synonyms and changes in word order to create a concluding sentence. Write your new sentence on the lines below the topic sentence.

1. Topic Sentence:

A library is a great place to find new things to enjoy.

Possible Concluding Sentence: _____

2. Topic Sentence:

A dancer creates moves to express a song's rhythm and feeling.

Possible Concluding Sentence: _____

3. Topic Sentence:

Riding a bike is a healthy, money-saving way to travel.

Possible Concluding Sentence: _____

4. Topic Sentence:

If someone gets hurt or lost, a cell phone can be a lifesaver.






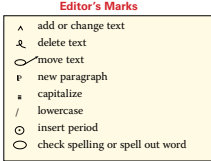
Possible Concluding Sentence: _____

5. Topic Sentence:

A good breakfast can make the whole day better.

Possible Concluding Sentence: _____

Six Traits of Effective Writing

Trait		What does this mean?
	Ideas and Content	<ul style="list-style-type: none"> • The writing meets the expectations of the assignment and answers the prompt. • The writing starts and ends in an interesting way. • Important ideas are fully developed, with enough elaborations and relevant details. • The content is strong, accurate, detailed, interesting, and appropriate to the audience.
	Organization	<ul style="list-style-type: none"> • The purpose of the writing is clearly stated in the introduction. • Ideas are presented in a clear order (which aligns with the plan), with varied transitions to connect them. • For narrative writing: There is a clear beginning, middle, and end. • For informational and argumentative writing: There is a clear introduction, body, and conclusion. • Varied transitions connect ideas, facilitating the flow.
	Voice and Audience Awareness	<ul style="list-style-type: none"> • The voice and style are appropriate to the purpose and audience. • The information is presented in the right tone and mood for the purpose and audience.
	Word Choice	<ul style="list-style-type: none"> • Rich, interesting, and precise words are used. • Word choice is appropriate for the topic and audience.
	Sentence Fluency	<ul style="list-style-type: none"> • Sentences are varied in structure and length. • There are no sentence fragments or run-on sentences.
	Conventions	<ul style="list-style-type: none"> • The text doesn't contain errors in capitalization, usage, punctuation, or spelling. • Paragraphs are properly formatted.

Let's Focus: "Coming Clean About Toxic Pollution"

Content Focus
toxic pollution

Type of Text
informational

Author's Purpose: _____

Big Ideas

Consider these Big Idea questions. Write your answer for each question.

How does toxic waste pollute air, land, and water?

How can we help prevent toxins from harming plants, animals, and people?

Informational Preview Checklist: "Coming Clean About Toxic Pollution" on pages 153–155.

- Title: What clue does it provide about the passage?
- Pictures and Captions: What additional information is added here?
- Headings: What topics will this text include?
- Margin Information: What vocabulary is important to understand in this text?
- Maps, Charts, Graphs: Are additional visuals present that will help me understand?

Reading for a Purpose

1. How does toxic waste spoil everything?
2. What are the results of air pollution?
3. What is smog and how is it made?
4. How does acid rain harm the environment?
5. Where do toxins come from?
6. How can we prevent land pollution?
7. Why does the author say, "It's time to come clean about toxic pollution"?



Key Passage Vocabulary: “Coming Clean About Toxic Pollution”

Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

Vocabulary	Knowledge Rating	Definition	Picture
spoil	0 1 2 3		
destroy	0 1 2 3		
substance	0 1 2 3		
pollution	0 1 2 3		
modern	0 1 2 3		
device	0 1 2 3		
variety	0 1 2 3		
support	0 1 2 3		



Toxic Waste

Toxic waste **spoils** everything. It **destroys** our land, water, air, plants, and animals. A toxic **substance**, even a small amount, can harm plant or animal life.

- Where does toxic waste come from? It can come from
- 5 factories that make a wide range of products. It can come from pesticides sprayed on the land. When we throw things away, toxic substances get buried in our landfills. When it rains, toxic pollutants in the ground are washed into rivers, lakes, and oceans. How do these
- 10 toxins impact our environment?

Air Pollution

Toxins impact the quality of our air. Air supplies the oxygen we need. When toxic substances fill the air, we breathe them into our lungs. When the air is polluted, we breathe in harmful gases and fumes. We

15 breathe in poison! We can't always see the **pollution**. Sometimes, we see it as a dirty mist called smog. Household products like lighter fluid and aerosol sprays contribute to smog. The fumes that come from cars and trucks also make smog. Most **modern** cars

20 have a **device** called a catalytic converter. This device treats the exhaust before the fumes leave the car, removing harmful substances. What can we do to help? Make simple changes in our daily lives. Avoid using lighter fluid. Replace aerosol deodorant and hairspray

- 25 with solids, gels, or liquids.

spoil

to harm or damage something

destroy

to damage, ruin, or harm beyond repair

substance

what something is made from

pollution

the waste or poisonous substances put into the air, water, or land

modern

having to do with present time

device

a machine or tool that has a special use



Emissions from power plants react with sunlight and moisture to create acid rain.



Land Pollution

Our land is also negatively impacted by toxins. In the 1960s, the average person created approximately 2.7 pounds of garbage each day. By 2007, that number had almost doubled to 4.6 pounds of garbage each day.

- 30 Where does all of this garbage go every day? Most of it goes into landfills, where toxic substances can seep into the soil. Pesticides and fertilizers used by farmers can also soak into the land, causing pollution. Poisons in the ground are absorbed by plants and any creature
- 35 that eats the plants. What can we do to help? Create less garbage by recycling. Drink water from the faucet instead of in plastic bottles. Look for foods grown without pesticides.

Acid Rain

- 40 Acid rain illustrates how pollution spreads and impacts all aspects of the environment. When air pollution combines with water in the air, acid rain is created. Gases that come from vehicles and power plants pollute the air, making acid rain possible.

Wherever acid rain falls, it damages the environment.

- 45 It can kill plants on land as well as creatures in lakes and streams. It is corrosive enough to damage stone structures. It eats away at stone, causing permanent damage to buildings and statues. What can we do to help? We can drive more fuel-efficient cars and reduce
- 50 our energy consumption.

River Pollution

Pollution threatens all of our water resources. There are many toxins in our homes. These include paint thinner, cleaning supplies, bug spray, and fertilizer.

When toxins are washed down the drain, they get into
 55 our sewers and eventually our rivers. If these toxins are buried in landfills, the rain can flush them into rivers. There, they harm the fish and other forms of life. What can we do to help? We can limit our use of water and discard household chemicals safely.

Dead Lakes

60 Our lakes are also damaged by pollution. It disturbs the balance between a **variety** of plants and living creatures. Pollution falls or seeps into the lake. Different types of pollution can make water plants like algae grow rapidly. The algae block the sunlight and
 65 use up all the water's oxygen. All living organisms in the lake, including fish, die. The lake is dead. A dead lake cannot **support** life. The animals that relied on the lake for food are also at risk. What can we do to help? We can remember that polluting the land means
 70 polluting the water! Stopping the litter that enters our lakes can make a difference.

variety

a number of different kinds or types

support

to have what is needed to maintain or keep something going

Ocean Pollution

In addition to polluting lakes and rivers, many of the toxic substances produced on land end up in our oceans. When waste pours into the sea, it may be
 75 eaten by small fish. When bigger fish and sea animals eat those fish, the toxins build up to dangerous levels. Mercury impacted tuna in this way. As creatures poisoned with mercury were eaten by other animals, the mercury levels rose to unsafe levels. Eventually, the
 80 mercury levels found in tuna made them unsafe for humans to eat. The effects of pollution on sea life and shore wildlife can be terrible. We cannot think of the ocean as a place to dump our waste. What can we do to help? Recycle and dispose of our trash responsibly. Get
 85 rid of pet waste properly so that it doesn't contaminate our water sources. Pick up after your dog. Flush the waste down the toilet or double wrap it and throw it in the trash. Composting the waste makes it safe and fertilizes your yard at the same time!

Your Responsibility

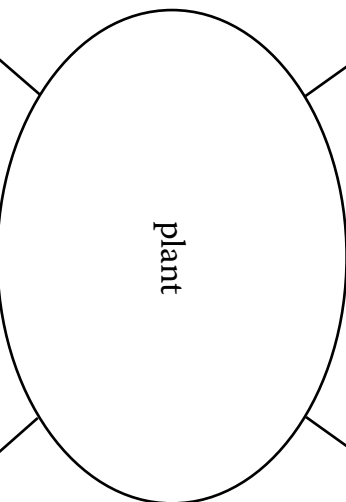
90 It's time to come clean about toxic pollution. Many industries pollute, but so do individuals. People drive cars, create waste, and litter. All of these actions have a negative impact on our environment. We all need to do our part to protect our air, land, and water from toxic
 95 waste. What else can you do to help?



Multiple-Meaning Map

Determine the meanings of the word *plant*. Write the definitions in the boxes. Use the word in a sentence on the lines below the boxes.

a place where something
is made



The Verb *be*

- *Am*, *is*, and *are* are all present tense forms of the verb *be*.
- Forms of *be* can be used to link the subject to the predicate without expressing an action.
- A linking verb can be used in a sentence when the subject is being called something or described.

- **Examples:** Maria is a dancer.
The party is fun.

- **Examples:** Maria is in the car.
The party is on Friday.

- Different forms of *be* are used with different personal pronouns to achieve subject-verb agreement in sentences.

Correct Use of Present Tense Forms of <i>Be</i>		
Person	Singular	Plural
First Person	I am	we are
Second Person	you are	you are
Third Person	he (she, it) is	they are

Function: Helping Verb

Add *-ing* to the verb and use the helping verb *am*, *is*, or *are* in front of the verb to show action happening right now. This form of present tense is called *present progressive*.

Person	Singular	Plural
First Person	I am sitting.	We are sitting.
Second Person	You are sitting.	You are sitting.
Third Person	He (She, It) is sitting.	They are sitting.

Forms of the Verb *be*

Part A

Write the correct form of *be* on the line. Circle the subject. Identify whether the subject is singular or plural. Write *singular* or *plural* on the line.

- Kelly and Sam _____ below the window. _____
- Jess, Dan, and I _____ behind the curtains. _____
- We _____ at the mall. _____
- They _____ on the mat. _____
- The dog _____ under the table. _____
- She _____ at the beach. _____
- You _____ in my chair. _____
- I _____ on my way. _____
- Sam _____ at the bank. _____

Part B

Change the underlined verb in each sentence to present progressive.

Present Tense	Present Progressive Tense
Examples: I <u>grill</u> fish. The men <u>lift</u> the table.	Examples: I <u>am grilling</u> fish. The men <u>are lifting</u> the table.
1. The cops <u>block</u> traffic. 2. I <u>kick</u> rocks off the dock. 3. Scott <u>rocks</u> to the jazz. 4. Lon-Ban <u>plants</u> yams. 5. The dog <u>sniffs</u> the trash.	1. The cops _____ traffic. 2. I _____ rocks off the dock. 3. Scott _____ to the jazz. 4. Lon-Ban _____ yams. 5. The dog _____ the trash.

Tense Timeline

Sort the following verbs and verb phrases according to their tenses. All verbs are past or present tense.

jump	blocked	fills	is batting
is filling	jumped	bats	filled
batted	is jumping	blocks	are blocking

Past (has already happened)	Present (is happening)	Future (has not happened yet)

Descriptive Writing

Sensory word choice is the key to descriptive writing. Word choice and the use of comparisons help the reader or listener create an image of what is being described. When writing descriptive compositions, ask the following questions:



What do you want the reader to **see**?

Hints: colors; shapes; weather; expressions on faces; gestures; people doing things alone or with others; objects; natural features



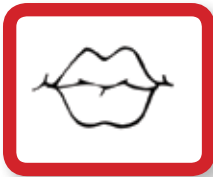
What do you want the reader to **hear**?

Hints: volume, tone, and expression of people's voices; music; rain; wind; trains; airplanes; traffic; animal sounds



What do you want the reader to **smell**?

Hints: flowers and trees; perfume; food; smoke; exhaust; rain



What do you want the reader to **taste**?

Hints: food or drink that is sweet, sour, salty, or bitter



What do you want the reader to **feel**?

Hints: surfaces of different temperatures and textures; liquids of different types and forms

Word Fluency

Read the words fluently.

	Correct	Errors
1st Try		
2nd Try		

smoke	rule	stuck	mask	eve	slush	stick	locked	tube	let	10
stuck	mask	eve	slush	stick	locked	tube	let	quite	cute	20
eve	slush	stick	locked	tube	let	quite	cute	shell	bikes	30
stick	locked	tube	let	quite	cute	shell	bikes	shake	shale	40
tube	let	quite	cute	shell	bikes	shake	shale	doll	sniffing	50
quite	cute	shell	bikes	shake	shale	doll	sniffing	less	quote	60
shell	bikes	shake	shale	doll	sniffing	less	quote	rule	smoke	70
shake	shale	doll	sniffing	less	quote	rule	smoke	mask	stuck	80
doll	sniffing	less	quote	rule	smoke	mask	stuck	slush	eve	90
less	quote	rule	smoke	mask	stuck	slush	eve	locked	tube	100

Related Words

Using the base word *cycle*, create words by adding prefixes and suffixes.
Write the new words on the lines.

cycle

Critical Understandings: Direction Words

Read the information in the chart.

	Prompt	How to Respond	Model
	If the prompt asks you to . . .	The response requires you to . . .	For example . . .
Recall	Define	tell or write the meaning or definition	Define the unknown word using a dictionary as a reference.
	List	state a series of names, ideas, or events	List key details from the text that support the main idea.
	Name	label specific information	Name the book that was published in 2008.
	State	say or write specific information	State the meaning of the title.
	Tell	say or write specific information	Tell the date that the book was published.
	Use	apply information or a procedure	Use text features to identify the topic of the text.
Conceptual Understanding	Categorize	create groups and place information into those groups based on shared characteristics	Categorize different types of mammals.
	Compare	state the similarities between two or more things	Compare whales and dolphins.
	Describe	state detailed information about a topic	Describe the relationship between the two topics.
	Explain	express understanding of an idea or concept	Explain how the major event impacted the situation.
	Infer	provide a logical conclusion using evidence and prior knowledge	Use the information in the text to infer the reason for the celebration.
	Interpret	make sense of or assign meaning to something	Interpret information from the text and the chart to explain the topic.
	Relate	explain the relationship between ideas or concepts	Relate whale songs to bird songs.
	Show	demonstrate understanding of information	Use the timeline to show how opinions have changed.
	Summarize	tell the most important ideas or concepts	Summarize the key details of the passage.

Critical Understandings

Read the prompts at the bottom of the page. Then, read the passage and respond to the prompts.

Rachel Carson

Rachel Carson's love of nature changed the world. Her book *Silent Spring* was published in 1962. What did the title mean? It predicted a terrible time. The book opened with a description of a beautiful town. When a fine, white powder was sprayed from the sky, the town fell silent. There were no birds singing. Carson warned that people should not try to control nature. Carson said that trying to have nature work for us could lead to trouble. We didn't know what could happen in the future. She said that the destruction of any part of the web of life could threaten the human race. Carson said, "We need to think of ourselves differently. The universe is vast. It is incredible. We are just a tiny part of it."

Fast Facts

- Born:** May 27, 1907, in Springdale, Pennsylvania
Died: April 14, 1964, in Silver Spring, Maryland
Books: *Under the Sea-Wind* (1941), *The Sea Around Us* (1951), *The Edge of the Sea* (1955), *Silent Spring* (1962), and *The Sense of Wonder* (posthumous, 1965)



1. **Tell** what Carson said could threaten the human race.

2. **Name** Carson's book that changed the world.

Critical Understandings (cont.)

3. **List** the books written by Rachel Carson.

4. **Define** *posthumous*, using context. **Use** a dictionary to confirm your definition and pronunciation.

5. **State** Carson's warning from *Silent Spring*.

Phrase Fluency

Read each phrase fluently.

Errors			4	spelled his name	82
	Correct				
			6	the slate rock	85
			9	is filling cases	88
			12	have packed	90
			15	likes to ride	93
1st Try			18	on this long rope	97
2nd Try			22	packed his bags	100
			25	make a mess	103
			28	was buzzing	105
			31	ate fake cakes	108
			33	where she lives	111
			36	from the case	114
			40	made of slate	117
			43	are stuck	119
			46	she waves	121
			49	said to his wife	125
			51	do you see	128
			54	just one time	131
			59	his best game	134
			62	in our home	137
			65	I have passed	140
			68	by the dig site	144
			71	the lame male	147
			75	my dad's job	150
			79	willing to tell	153

Phrase Dictation: Helping Verbs and Linking Verbs

Part A

Listen to the phrase and repeat it. Write it in the chart. If the phrase contains a linking verb, underline it and write it in the proper column. If the phrase contains a helping verb, circle it and write the verb phrase in the proper column.

Phrase	Linking Verb	Helping Verb
1.		
2.		
3.		
4.		
5.		

Part B

Use the phrases to complete the following sentences:

- The man _____ with stuff.
- Jake's five mice _____.
- The boys _____ carefully.
- I _____ on the board.
- Kate's cat _____.

Critical Understandings

Preread the prompts. Then, read the passage and respond to the prompts.

Rachel Carson's love of nature changed the world. Her book *Silent Spring* was published in 1962. What did the title mean? It predicted a terrible time. The book opened with a description of a beautiful town. When a fine, white powder was sprayed from the sky, the town fell silent. There were no birds singing. Carson warned that people should not try to control nature. Carson said that trying to have nature work for us could lead to trouble. We didn't know what could happen in the future. She said that the destruction of any part of the web of life could threaten the human race. Carson said, "We need to think of ourselves differently. The universe is vast. It is incredible. We are just a tiny part of it."

Fast Facts

- Born:** May 27, 1907, in Springdale, Pennsylvania
- Died:** April 14, 1964, in Silver Spring, Maryland
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- List** two states where Carson lived.
- Tell** the date when Carson's first book was published.
- State** the reason that the birds stopped singing in *Silent Spring*.
- Use** context to **define** *vast*.
- Use** the chart to **name** the book published after Carson died.

Ask and Answer Questions

Read “Coming Clean About Toxic Pollution.” After each section, write a question or prompt for your partner to respond to using the question words on page 14 or the direction words on page 163.

Toxic Waste

Where?

Name

1. _____

Air Pollution

What?

State

2. _____

Land Pollution

Who?

Tell

3. _____

Acid Rain

How?

Use

4. _____

River Pollution

Where?

List

5. _____

Dead Lakes

Why?

State

6. _____

Ocean Pollution/Your Responsibility

What?

Tell

7. _____

Passage Comprehension

Underline the direction word in each question. Then, respond to each prompt using a complete sentence. Write the evidence from the text.

1. State how toxic waste spoils everything.

Text Evidence: _____

2. List three results of air pollution.

- ♦ _____
- ♦ _____
- ♦ _____

Text Evidence: _____

Passage Comprehension (cont.)

3. Define smog. Include text examples of how smog is made.

Text Evidence: _____

4. Use information gained from the text and the picture on page 154 to demonstrate understanding of how acid rain harms the environment.

Text Evidence: _____

5. Tell where toxins come from.

Passage Comprehension (*cont.*)

Text Evidence: _____

6. Name one of the author’s suggestions for preventing land pollution.

Text Evidence: _____

7. Use context to explain why the author says: “It’s time to come clean about toxic pollution.”

Spelling

Write the words your teacher dictates.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____

Define It

Determine the category and attributes of each word. Then, write the definition.

Word		Category		Attributes
smog	=		+	

Definition: _____

Word		Category		Attributes
oxygen	=		+	

Definition: _____

Word		Category		Attributes
pesticide	=		+	

Definition: _____

Word		Category		Attributes

Definition: _____

Adjectives

Adjectives describe nouns.

They answer:

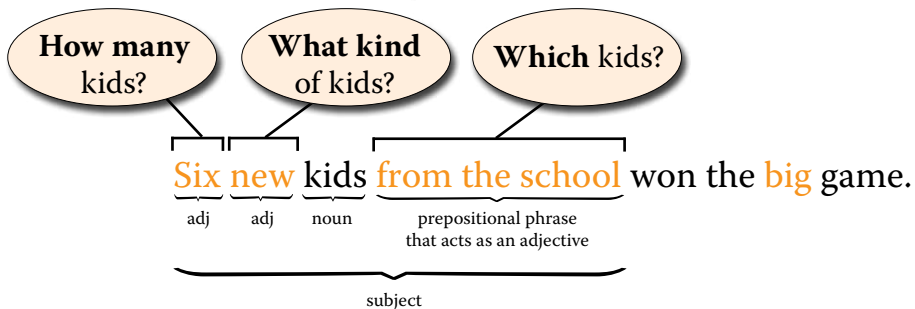
- *How many?*
- *What kind?*
- *Which one?*

Some prepositional phrases act like adjectives because they can also tell about attributes of a noun. These phrases begin with a preposition and end with a noun.

The subject of the sentence can have adjectives and prepositional phrases that act as adjectives describing the person, place, or thing that the sentence is about.

Ask yourself...

To find the **adjectives** in the sentence, ask yourself the following questions: *How many?*
What kind? *Which one?*



Adjectives can also describe other nouns in the sentence.

What kind of game? **big**

Adjectives: *Which One? How Many? or What Kind?*

Read each sentence. Determine what question the underlined adjective answers and write it in the correct column.

1. The hot wax is dripping on the mat.
2. The brisk air was polluted.
3. That bobcat hid in the cabin.
4. The cab with the flat stopped traffic.
5. Six frogs were in the lab.
6. The crabs were digging in the damp sand.
7. Many toxins pollute the air.
8. Gas mist from vans and cabs clogs the environment.
9. The colorful quilt was a gift for her.
10. The toxic plant made them sick.

Which one?	How many?	What kind?

Masterpiece Sentences: Stage 4

Use the picture to answer the questions and write a descriptive sentence.



Who or What?	What did they do?
flowers	are blooming
	Which ones?
	What kind?
	How many?

Write your sentence:

Close Reading

Read the text and complete the tasks.

Coming Clean About Toxic Pollution



Toxic Waste

Toxic waste **spoils** everything. It **destroys** our land, water, air, plants, and animals. A toxic **substance**, even a small amount, can harm plant or animal life. Where does toxic waste come from? It can come from factories that make a wide range of products. It can come from pesticides
 5 sprayed on the land. When we throw things away, toxic substances get buried in our landfills. When it rains, toxic pollutants in the ground are washed into rivers, lakes, and oceans. How do these toxins impact our environment?

- Write an IVF topic sentence for this section.



Air Pollution

Toxins impact the quality of our air. Air supplies the oxygen we need.
 10 When toxic substances fill the air, we breathe them into our lungs. When the air is polluted, we breathe in harmful gases and fumes. We breathe in poison! We can't always see the **pollution**. Sometimes, we see it as a dirty mist called smog. Household products like lighter fluid and aerosol sprays contribute to smog. The fumes that come from cars and trucks also
 15 make smog. Most **modern** cars have a **device** called a catalytic converter. This device treats the exhaust before the fumes leave the car, removing harmful substances. What can we do to help? Make simple changes in our daily lives. Avoid using lighter fluid. Replace aerosol deodorant and hairspray with solids, gels, or liquids.

- Write an IVF topic sentence for this section.

Close Reading (*cont.*)



Land Pollution



20 Our land is also negatively impacted by toxins. In the 1960s, the average person created approximately 2.7 pounds of garbage each day. By 2007, that number had almost doubled to 4.6 pounds of garbage each day. Where does all of this garbage go every day? Most of it goes into landfills where toxic substances can seep into the soil. Pesticides and fertilizers
25 used by farmers can also soak into the land, causing pollution. Poisons in the ground are absorbed by plants and any creature that eats the plants. What can we do to help? Create less garbage by recycling. Drink water from the faucet instead of in plastic bottles. Look for foods grown without pesticides.

- Write an IVF topic sentence for this section.



Acid Rain



30 Acid rain illustrates how pollution spreads and impacts all aspects of the environment. When air pollution combines with water in the air, acid rain is created. Gases that come from vehicles and power plants pollute the air, making acid rain possible. Wherever acid rain falls, it damages the environment. It can kill plants on land as well as creatures in lakes
35 and streams. It is corrosive enough to damage stone structures. It eats away at stone, causing permanent damage to buildings and statues. What can we do to help? We can drive more fuel-efficient cars and reduce our energy consumption.

- Write an IVF topic sentence for this section.

Close Reading (*cont.*)



River Pollution

40 Pollution threatens all of our water resources. There are many toxins in our homes. These include paint thinner, cleaning supplies, bug spray, and fertilizer. When toxins are washed down the drain, they get into our sewers and eventually our rivers. If these toxins are buried in landfills, the rain can flush them into rivers. There, they harm the fish and other forms of life. What can we do to help? We can limit our use of water and discard 45 household chemicals safely.

- Write an IVF topic sentence for this section.



Dead Lakes

Our lakes are also damaged by pollution. It disturbs the balance between a **variety** of plants and living creatures. Pollution falls or seeps into the lake. Different types of pollution can make water plants like algae grow rapidly. The algae block the sunlight and use up all the water's oxygen. All 50 living organisms in the lake, including fish, die. The lake is dead. A dead lake cannot **support** life. The animals that relied on the lake for food are also at risk. What can we do to help? We can remember that polluting the land means polluting the water! Stopping the litter that enters our lakes can make a difference.

- Write an IVF topic sentence for this section.

Close Reading (*cont.*)



Ocean Pollution



55 In addition to polluting lakes and rivers, many of the toxic substances produced on land end up in our oceans. When waste pours into the sea, it may be eaten by small fish. When bigger fish and sea animals eat those fish, the toxins build up to dangerous levels. Mercury impacted tuna in this way. As creatures poisoned with mercury were eaten by other animals, the

60 mercury levels rose to unsafe levels. Eventually, the mercury levels found in tuna made them unsafe for humans to eat. The effects of pollution on sea life and shore wildlife can be terrible. We cannot think of the ocean as a place to dump our waste. What can we do to help? Recycle and dispose of our trash responsibly. Get rid of pet waste properly so that it doesn't

65 contaminate our water sources. Pick up after your dog. Flush the waste down the toilet or double wrap it and throw it in the trash. Composting the waste makes it safe and fertilizes your yard at the same time!

Your Responsibility

It's time to come clean about toxic pollution. Many industries pollute, but so do individuals. People drive cars, create waste, and litter. All of these

70 actions have a negative impact on our environment. We all need to do our part to protect our air, land, and water from toxic waste. What else can you do to help?

- **Write an IVF topic sentence for Ocean Pollution.**

Word Fluency: Second Read

Read the words fluently.

		Correct	Errors
1st Try			
2nd Try			

smoke	rule	stuck	mask	eve	slush	stick	locked	tube	let	10
stuck	mask	eve	slush	stick	locked	tube	let	quite	cute	20
eve	slush	stick	locked	tube	let	quite	cute	shell	bikes	30
stick	locked	tube	let	quite	cute	shell	bikes	shake	shale	40
tube	let	quite	cute	shell	bikes	shake	shale	doll	sniffing	50
quite	cute	shell	bikes	shake	shale	doll	sniffing	less	quote	60
shell	bikes	shake	shale	doll	sniffing	less	quote	rule	smoke	70
shake	shale	doll	sniffing	less	quote	rule	smoke	mask	stuck	80
doll	sniffing	less	quote	rule	smoke	mask	stuck	slush	eve	90
less	quote	rule	smoke	mask	stuck	slush	eve	locked	tube	100

Using Verbs

Part A

Read each sentence. Circle the correct form of the verb to agree with the subject noun or pronoun. Write the word on the line. Read the sentence to check for accuracy.

1. He _____ the park. (clean or cleans)
2. She _____ the dead fish. (smell or smells)
3. They _____ the fish. (harm or harms)
4. The acid rain _____ plants. (kill or kills)
5. People _____ cars and trucks. (drive or drives)

List the singular present tense verbs used in these sentences.

Part B

Read the sentences. Circle the correct form of the present tense verb for each sentence. Write the word on the line. Read the sentence to check for accuracy.

1. She is _____ simple changes. (makes or making)
2. Toxic waste _____ the land, water, and air.
(destroys or destroying)
3. They _____ pesticide on crops. (use or using)
4. Toxic substances are _____ from the landfill into
the soil. (seeps or seeping)
5. The creature is _____ the poisonous plants.
(eats or eating)

List the present progressive verb forms used in these sentences.

Verb Forms: Linking Verbs

Linking verbs connect, or link, the subject to a word in the predicate. They do not describe actions. They give us information about the subject. Forms of the verb *be* are often used as linking verbs.

Clas Thunberg is the king of speed skating.



The verb *is* links the information in the predicate to the subject.

When a noun follows a linking verb, it renames the subject and tells more about it. This noun is called a **predicate nominative**.

Lupe Medrano is the school's spelling bee champion.


subject predicate nominative



When an adjective follows a linking verb, it describes the subject. This adjective is called a **predicate adjective**.

Crossword puzzles are fun.

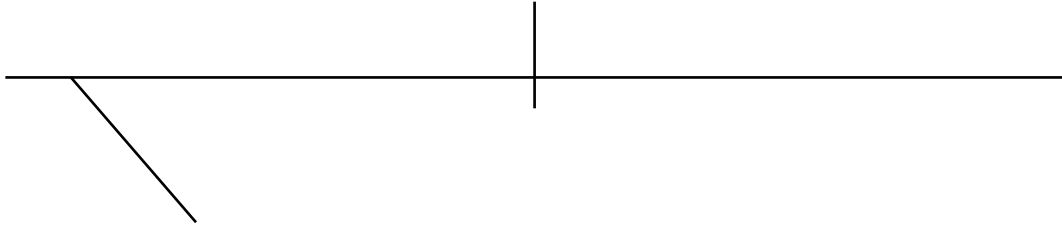
subject predicate adjective



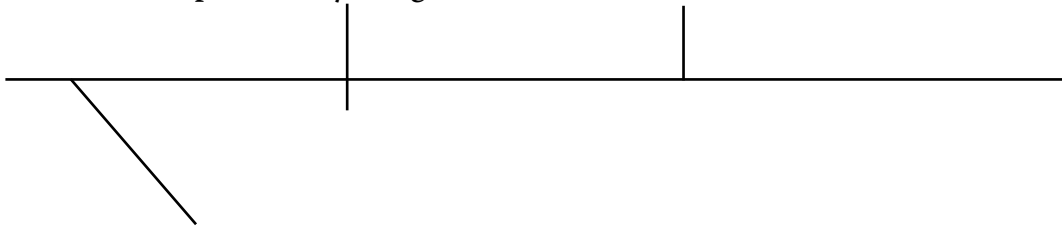
Sentence Diagramming: Linking Verbs

Diagram each sentence.

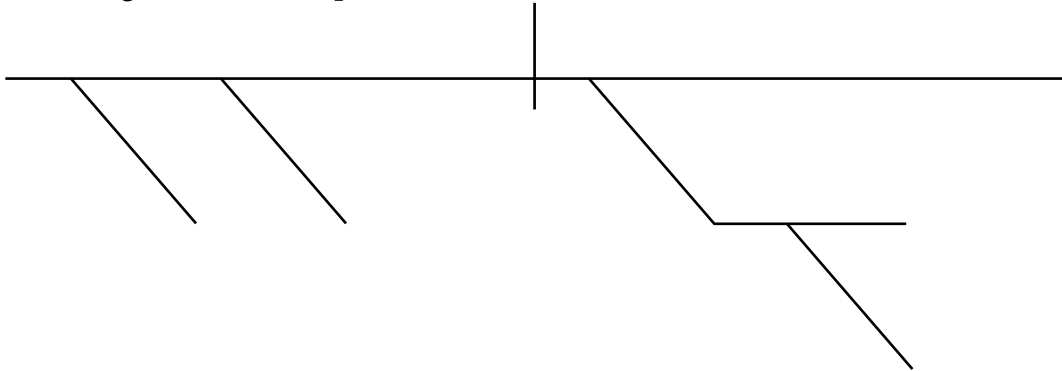
1. Poisonous chemicals pollute.



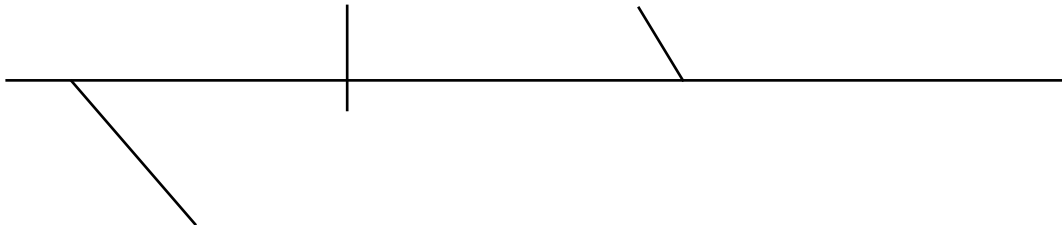
2. Toxic waste spoils everything.



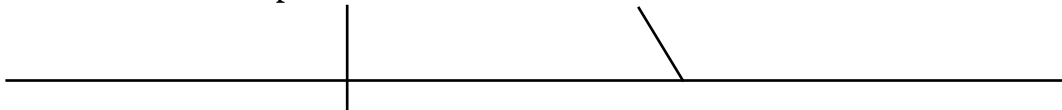
3. The dangerous toxins spilled into the lake.



4. The lake is dead.

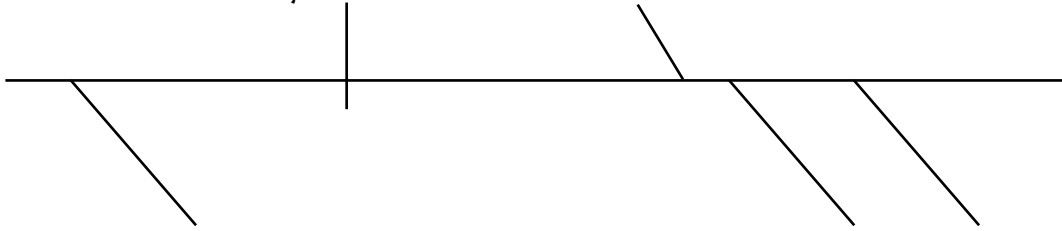


5. Conservation is important.

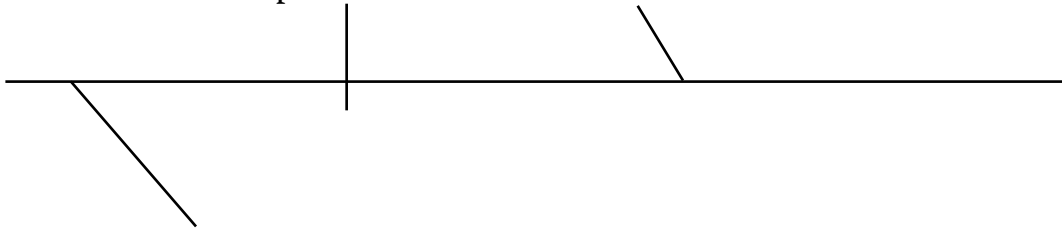


Sentence Diagramming: Linking Verbs (cont.)

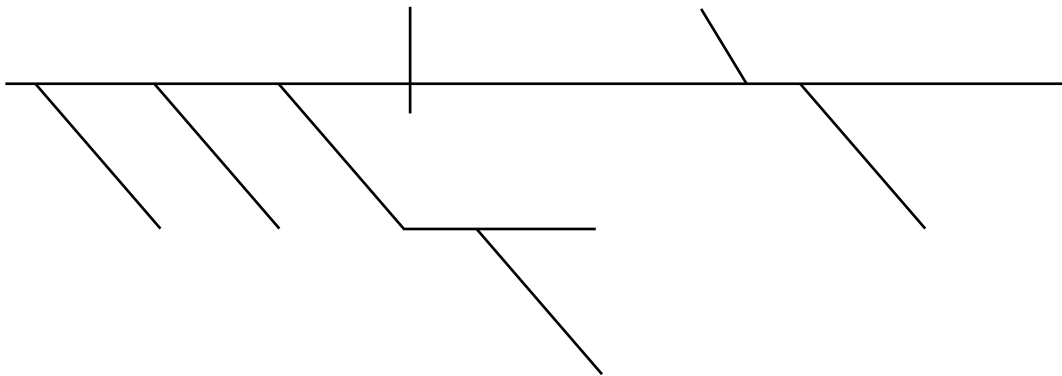
6. The device is a catalytic converter.



7. Some factories are polluters.



8. The broken bottles on the beach are a hazard.



Topic Sentence Patterns

Write a topic sentence based on the content of “Coming Clean About Toxic Pollution,” using each of the following patterns.

1. IVF Topic Sentence

I (Identify the item)	V (select Verb)	F (Finish your thought)
“Interesting Insects”	explains	facts about insects.

Example topic sentence: “Interesting Insects” explains facts about insects.

New topic sentence: _____

2. Number Topic Sentence

Number Word	Topic (What the paragraph will be about)
three	problems that led to the Big Dig project
	types of pollution and how they impact the environment

Example topic sentence: Three problems led to the Big Dig project in Boston.

New topic Sentence: _____

Topic Sentence Patterns (cont.)**3. Turn Prompt Topic Sentence**

Prompt	Direction Words	Topic
Write a paragraph that explains how maps are made.	Write an explanatory paragraph	how maps are made
Write a paragraph that describes the negative impacts of pollution.		

Example topic sentence: Maps are made in several layers.

New topic sentence: _____

Four-Square

Write the definition of *spoil*. Then, complete the graphic organizer with synonyms, examples, antonyms, nonexamples, related words, and figurative language.

Synonyms:		Antonyms:	
Examples	spoil	Nonexamples	
	Definition:		
Related Words			Figurative Language

Modifying Subjects

Read each sentence. Write *S* over the noun that is the subject in each sentence, and underline the words that modify the subject by telling *how many*, *what kind*, or *which one*. Write *ADJ* above the underlined words or phrases.

- ADJ S
1. The dangerous toxins spilled.
 2. The quick rat in the cage sniffed the smelly rope.
 3. The lone fox stood still.
 4. The box with the ribbon broke.
 5. Six tall candles burned in the wind.
 6. The harmful pollution clouds the clean air.
 7. The simple solution is recycling and conserving.
 8. Helpful students put plastic bottles in blue bins.
 9. Sixty-five teachers were helping today.
 10. Many frogs croaked in the dark pond.

Demonstratives

	Singular	Plural
Near	this	these
Far	that	those

Part A

Complete the narrative by writing the correct demonstratives on the lines.

I don't know what to do about _____ problem. I told my neighbor, Mrs. Wandermuch, that I would water her plants while she was on a trip. She is a botanist, or a scientist who studies plants. She gave me detailed instructions on a piece of paper. But then I lost _____ paper.

Now I am at her house. She has so many plants, and I don't know what to do! Do _____ plants by my feet need a lot of water? Do _____ plants across the room need just a little? _____ spiny plant here on the table looks like a cactus. It probably does not need much water. But, _____ blooming plants beside me are already wilted. They need water right away!

Mrs. Wandermuch will be so upset when she finds out about _____ mistake I've made. Oh, I have an idea! I can look for information in some of _____ books about plants she has in her office!

Part B

Write the demonstrative on the line that works best in each sentence.

1. Would you like one of _____ cookies I'm passing around?
2. Let's give all the extra pizza to _____ boys next door.
3. Have you heard the new song by M Boys yet? I hate _____ song.
4. My boyfriend gave me _____ ring I'm wearing.
5. I don't know why Yolanda wears _____ ugly earrings I saw her in.
6. Here, will you please give _____ letter to your mom?
7. I think _____ girl with red hair in Mr. Clark's class likes you.
8. I have to put _____ groceries down, then I can open the door.
9. I think _____ math test we took yesterday was hard.
10. Sam just washed all _____ clothes that had piled up in his room.

Subject-Verb Agreement

Match subjects and predicates to make complete, grammatically correct sentences. Read the complete sentences.

Subjects	Predicates
I	is vast.
The land	is to stop toxins.
Toxic pollution	are in the book.
The task	am Miss Rachel Carson.
The facts	is bad.
The rocks	are in the nest.
Robins	are on the land.
Toxic crops	are green and wet.
The plants in the pond	is too fast for us.
The quick rabbit	are bad for all of us.

Prepare to Write

Part A. Study the Prompt

Read the prompt and circle the topic. Underline the instructions.

Write a paragraph describing air, land, or water pollution. Make sure to include sensory details in your description.

Part B. Write the Topic Sentence

Use the prompt to write a topic sentence.





_____ pollution is harmful to the environment.

Part C. Two-Column Notes

Take notes by writing the type of pollution in the left-hand side of the chart. Fill in the descriptive details on the right-hand side.

Topic:	
★	—
	—
	—
★	—
	—
	—
★	—
	—
	—






Prepare to Write (cont.)

	—
	—
	—
	—
	—
	—
	—
	—
	—
	—
	—
	—

Elements of a Descriptive Paragraph

Topic Sentence: _____ is harmful to the environment.

List adjectives and phrases by each sense that can be used to describe your pollution.

Senses	Describing Words
	How does it look?
	How does it sound?
	How does it smell?
	How does it taste?
	How does it feel?

Restate your topic sentence to create a concluding sentence. Think of different words or synonyms you can use. Consider changing the word order or the sentence structure.

The Writer’s Checklist

	Trait	Yes	No	Did the writer . . . ?
R	Ideas and Content	<input type="checkbox"/>	<input type="checkbox"/>	focus all sentences on the topic
		<input type="checkbox"/>	<input type="checkbox"/>	provide supporting details for the topic sentence
E	Organization	<input type="checkbox"/>	<input type="checkbox"/>	write a topic sentence
		<input type="checkbox"/>	<input type="checkbox"/>	tell things in an order that makes sense
		<input type="checkbox"/>	<input type="checkbox"/>	write a concluding sentence
V	Voice and Audience Awareness	<input type="checkbox"/>	<input type="checkbox"/>	think about the audience and purpose for writing
		<input type="checkbox"/>	<input type="checkbox"/>	try to find a unique way to say things
		<input type="checkbox"/>	<input type="checkbox"/>	use descriptive words that create images for the reader
I	Word Choice	<input type="checkbox"/>	<input type="checkbox"/>	use words that appeal to the senses
		<input type="checkbox"/>	<input type="checkbox"/>	write complete sentences
		<input type="checkbox"/>	<input type="checkbox"/>	write complete sentences
S	Sentence Fluency	<input type="checkbox"/>	<input type="checkbox"/>	write complete sentences
		<input type="checkbox"/>	<input type="checkbox"/>	write complete sentences
		<input type="checkbox"/>	<input type="checkbox"/>	write complete sentences
		<input type="checkbox"/>	<input type="checkbox"/>	write complete sentences
		<input type="checkbox"/>	<input type="checkbox"/>	write complete sentences
		<input type="checkbox"/>	<input type="checkbox"/>	write complete sentences
		<input type="checkbox"/>	<input type="checkbox"/>	write complete sentences
		<input type="checkbox"/>	<input type="checkbox"/>	write complete sentences
		<input type="checkbox"/>	<input type="checkbox"/>	write complete sentences
E	Conventions	<input type="checkbox"/>	<input type="checkbox"/>	capitalize words correctly:
		<input type="checkbox"/>	<input type="checkbox"/>	capitalize the first word of each sentence
		<input type="checkbox"/>	<input type="checkbox"/>	capitalize proper nouns
		<input type="checkbox"/>	<input type="checkbox"/>	punctuate correctly:
		<input type="checkbox"/>	<input type="checkbox"/>	put a period or question mark at the end of each sentence
		<input type="checkbox"/>	<input type="checkbox"/>	use grammar correctly:
		<input type="checkbox"/>	<input type="checkbox"/>	use the correct verb tense
		<input type="checkbox"/>	<input type="checkbox"/>	make sure the verb agrees with the subject in number
D	Conventions	<input type="checkbox"/>	<input type="checkbox"/>	use correct spelling
		<input type="checkbox"/>	<input type="checkbox"/>	use correct spelling
I	Conventions	<input type="checkbox"/>	<input type="checkbox"/>	use correct spelling
		<input type="checkbox"/>	<input type="checkbox"/>	use correct spelling
T	Conventions	<input type="checkbox"/>	<input type="checkbox"/>	use correct spelling
		<input type="checkbox"/>	<input type="checkbox"/>	use correct spelling

Using the Writer's Checklist

Use the Writer's Checklist to edit this paragraph. Check off each item, using Yes or No. Use the editor's marks to revise sentences that need improvement.

Pollution destroys our land the garbage in landfills causes poison in the ground. It is bad for plants and creatures. Pollution also destroys our Water. The air is destroyed by pollution. Toxins are in the air we breathe. Toxins come from household products and cars. They are bad. Pollution is causing problems. Pollution destroys the land, water, and air.

Editor's Marks

^	add or change text
ℓ	delete text
○ →	move text
¶	new paragraph
≡	capitalize
/	lowercase
⊙	insert period
○	check spelling or spell out word

Let's Focus: "Censorship"**Content Focus**
censorship**Type of Text**
informational**Author's Purpose**
_____**Big Ideas**

Consider the following Big Idea questions. Write your answer for each question.

Who or what determines what can be seen or heard on TV and radio?

How has television and radio content changed over time?

Informational Preview Checklist: "Censorship" on pages 201 and 202.

- Title: What clue does it provide about the passage?
- Pictures and Captions: What additional information is added here?
- Headings: What topics will this text include?
- Margin Information: What vocabulary is important to understand this text?
- Maps, Charts, Graphs: Are additional visuals present that will help me understand?

Reading for a Purpose

1. What is the role of the FCC?
2. Which main ideas are supported by the key details provided?
3. How have standards for TV and radio changed over time?
4. In what ways has cable "changed everything"?
5. Why doesn't the FCC fine all questionable content?

Key Passage Vocabulary: "Censorship"

Rate your knowledge of the words. Define the words. Draw a picture to help you remember the definition.

Vocabulary	Knowledge Rating	Definition	Picture
version	0 1 2 3		
specific	0 1 2 3		
appropriate	0 1 2 3		
regulate	0 1 2 3		
interest	0 1 2 3		
permit	0 1 2 3		
coarse	0 1 2 3		
exclude	0 1 2 3		



Are there rules controlling what can be heard or seen on television and radio? When you listen to a song on the radio, does it ever sound different from the **version** on your MP3 player? Have you ever

5 watched a movie on television and noticed that an actor's lips don't match the audio? Why do stations do this? Are there **specific** laws that tell stations what is **appropriate**, or okay?

Radio has been around for more than 100 years, and television has been in the homes of Americans for more than 70 years. Both are "broadcast" over the airwaves, and both are **regulated** by the federal government (unless you have cable or satellite). The FCC, the Federal Communications Commission, was

15 established in the 1930s to protect the **interest** of the people. The government was granted the ability to censor what is heard and seen.

Since the 1950s, the FCC has prohibited, or restricted, the use of inappropriate material. In other

20 words, it has censored what you see on TV and hear on the radio. This has not changed in 60 years. What has changed, however, is the interpretation of what is inappropriate. Is it inappropriate to talk about pregnancy? In the 1950s, the word *pregnant* was

25 prohibited on the sitcom *I Love Lucy*. Is it inappropriate to show a woman's belly button? In the 1960s, *I Dream*

version

a form or variety of something where details are different

specific

related to a particular thing

appropriate

acceptable for a person, purpose, or occasion

regulate

to control by a rule

interest

anything that helps, or is good for someone or something; benefit



The popular television series *I Love Lucy*, circa 1955

permit

to allow to be done or occur

coarse

not in good taste; crude

exclude

to keep out; prevent from joining

of *Jeannie* challenged the standards by showing the main character in a bikini top. However, the actress was not **permitted** to show her belly button. Is it inappropriate to wear a low-cut blouse or show a midriff? In the 1960s, actresses on *Gilligan's Island* pushed the envelope by doing one or the other, but never both at the same time.

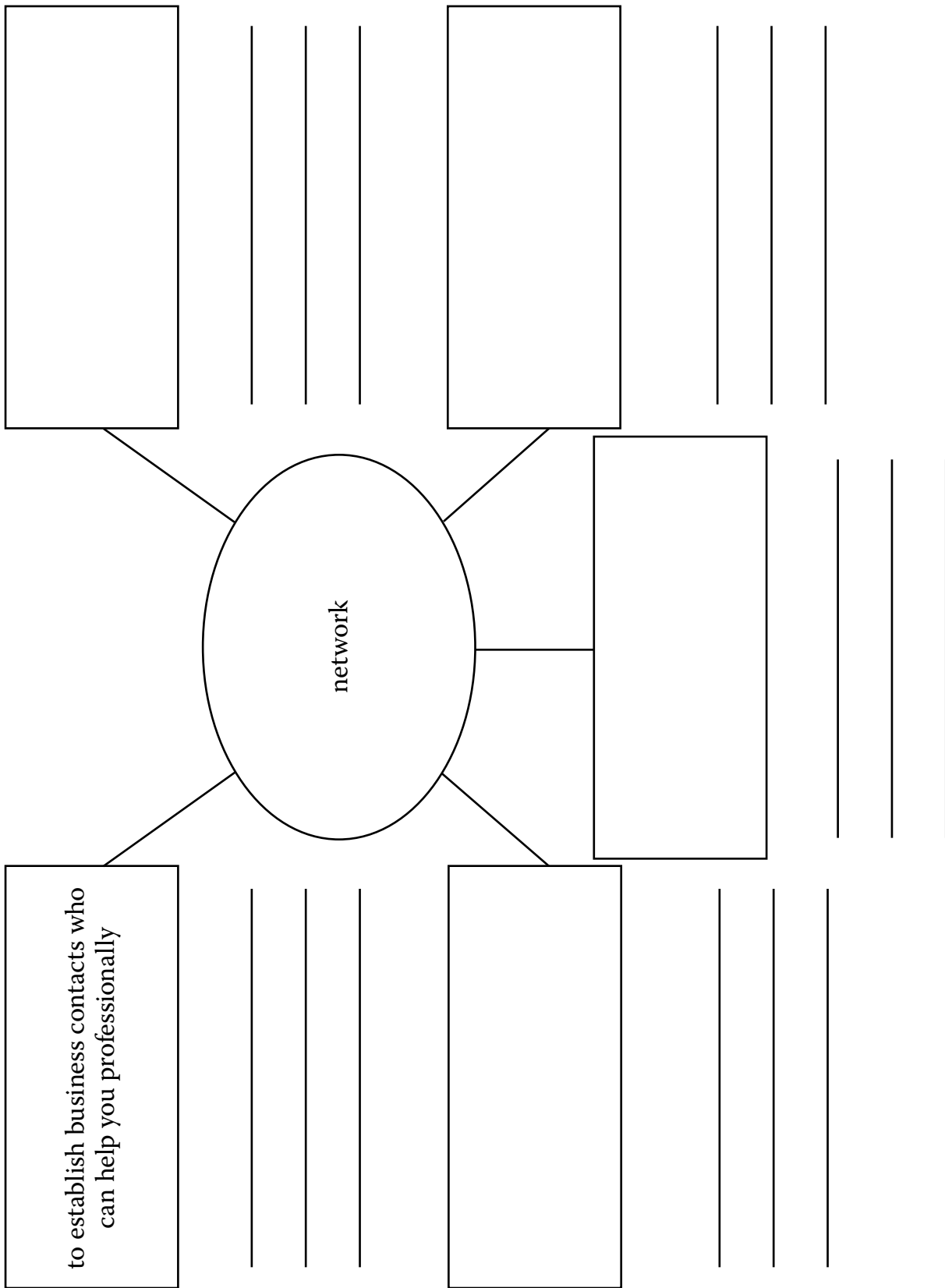
The first fine issued by the FCC for violation of the standards was in 1970. Until then, stations set their own standards. **Coarse** language and inappropriate content had been **excluded** from radio and television shows. Belly buttons were not specifically prohibited. It was not against any law to say the word *pregnant*. Television stations placed those limits on themselves.

However, the popularization of cable in the 1980s and the 1990s changed everything. Cable television is able to offer more graphic programming than broadcast television because it cannot be regulated by the FCC. To compete for the viewing audience that watches cable television channels, the broadcast stations have had to relax their standards. The FCC has very rarely issued fines for this. By early 2004, only four violations had been cited. Not wanting to pay fines, television stations appealed the rulings and some of the fines were overturned. Radio stations have consistently challenged the standards. During the same time period, nearly 90 fines were proposed for indecency during a radio broadcast. Talk shows were the biggest offenders. The hosts and their guests discussed topics of an adult nature. The FCC also cited several song lyrics for coarse language.

Today, the FCC still has the power to regulate broadcast networks in radio and television. Mildly inappropriate material can be aired only during the “safe harbor” when children are supposed to be in bed—between 10 p.m. and 6 a.m. However, the definition of “inappropriate” continues to change. What is offensive to one person is not necessarily offensive to another. The FCC does not monitor stations and only responds to complaints. Because they are not monitored, much of the questionable content in programs goes unchallenged and unpunished. Several of the once “forbidden” words have become commonplace during prime-time television, and once inappropriate content appears much more frequently every year. What used to be cause for complaint has now become acceptable.

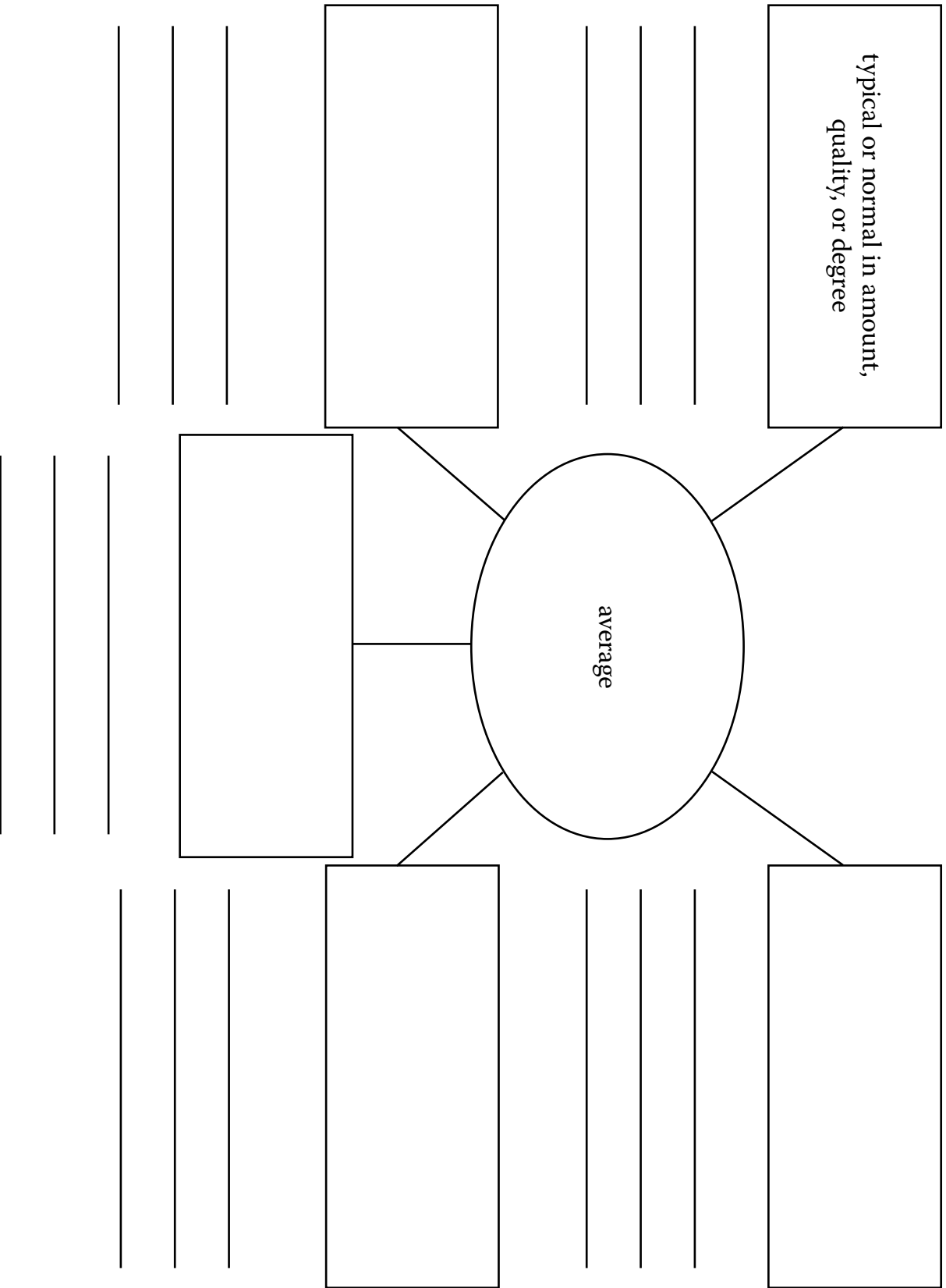
Multiple-Meaning Map

Determine the meanings of the word *network*. Write the definitions in the boxes. Use the word in a sentence on the lines below the boxes.



Multiple-Meaning Map

Determine the meanings of the word *average*. Write the definitions in the boxes. Use the word in a sentence on the lines below the boxes.



Pronouns

Pronouns are function words that are used in place of nouns. Different groups of pronouns have different functions.

Subject (Nominative) Pronouns

Nominative pronouns take the place of the subject in a sentence.

I, you, he, she, it, we, you, and they are nominative pronouns.



Jack sat in a cab.

He sat in a cab.

(**He** replaces **Jack** in the sentence.)

Subject Pronouns		
Person	Singular	Plural
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they

Using Subject Pronouns

In each sentence below, use editing marks to delete the noun that is the subject of each sentence and replace it with a subject pronoun.

Editing Marks	Subject Pronouns
^ add text ✂ delete text	they, he, she, we, it

1. The fox left tracks in the sand.
2. The milkman is quitting at six.
3. The frogs are hopping in the pond.
4. My boss and I discuss how to fix the toxins.
5. Jill is standing on the hill.
6. The boy is cute.
7. Mrs. Smith likes cake.
8. The shake was cold.
9. Glen and I eat meat.
10. The baker, the hiker, and the teacher cleaned for the meeting.

Masterpiece Sentences: Stage 5

Improve your words and be more descriptive by asking more questions.

During the race, the man in the red shirt ran fast on the track.

During the race—*Can you make this more specific?*

During the last lap of the race

man—*Can you choose a more descriptive word?*

the track star

in the red shirt—*Is there a significance to the color red?*

wearing his team's red shirt

ran fast—*Can you choose a better word?* **sprinted**

on the track—*Can you make the place more meaningful?*

to the finish line

“Painted” Sentence: **During the last lap of the race,**

the track star wearing his team's red shirt

sprinted to the finish line.

Before lunch, the little boy grabbed a cookie from the cookie jar.

Before lunch—*Can you think of a more “colorful” way to describe when it happened?* _____

little boy—*What's a better word for “little boy?”* _____

grabbed—*What word would show that he was not supposed to grab a cookie?* _____

cookie—*Would it help to say what kind of cookie?* _____

cookie jar—*What other word can you use instead of “cookie” again?*

“Painted” sentence: _____

Fact or Opinion?

Some statements present facts and some statements present opinions. A factual statement presents information that is either true or false. An opinion statement expresses a belief or feeling. It cannot be proven to be true or false.

Listen as each statement is read aloud. Write *fact* or *opinion* after each statement.

1. The first fine issued by the FCC for a violation of the broadcast standards was in 1970. _____
2. Radio has been around for more than 100 years. _____
3. That new show about a family of monkeys is awful. _____
4. That actress has bad manners, but her sister's are even worse.

5. We ate dinner as a family, then we decided to watch television together.

6. Almost all television shows are inappropriate for children.

7. Bad language should not be allowed on any TV or radio show.

8. The FCC, the Federal Communications Commission, was established in the 1930s to protect the interest of the people. _____
9. It was not against any law to say the word *pregnant*. _____
10. Today, the FCC still has the power to regulate broadcast networks in radio and television. _____

Tense Timeline

Sort the underlined verbs in each sentence as present or past tense. Then, circle the present tense verbs in the chart that signal action that is happening right now.

1. Bob asked for a bigger TV.
2. Jack is jazzing up his act.
3. Stan gives the fan to Mick.
4. The crash dented Ted's van.
5. In spring, the robins nest by the house.
6. She calls them to class.
7. The twins edited the text for him.
8. Mr. West is asking the class to finish fast.
9. Cal rested after lunch.
10. They are ending their project.
11. The wax melted in the hot sun.
12. I am investing some cash.
13. We inspected the jet.
14. She passed the jam to me.
15. Today, they take the test.

Tense Timeline	
Past (has already happened)	Present (is happening)

Singular and Plural Subjects and Verbs

Read the following sentences, underlining the subjects and circling the verbs. Identify each subject and predicate as singular or plural.

Examples: Some users leave messes in the computer lab. plural

A user leaves a mess in the computer lab. singular

My sister writes a blog about cooking. singular

My sisters write blogs about cooking. plural

1. Wise writers use the spell checker. _____
2. My aunt edits films on her computer. _____
3. Workers use computers on many jobs. _____
4. In college, some students take exams online. _____
5. My grandfather invests online. _____
6. Friends send instant messages back and forth. _____
7. Those marks make a sideways smiley face. _____
8. My brother has a good rule. _____
9. Homework comes first! _____
10. After that, my brother surfs the Web. _____

Critical Understandings

Review conceptual understanding prompts on the Critical Understandings chart on page 163 or the poster. Read the prompts to establish a purpose for reading. Then, read the passage and respond to the prompts.

Web Wins

In 2003, a survey showed that young people spend about 16.7 hours online compared with 13.6 hours per week watching TV. In 2006, a survey of teens showed that they spent at least three hours per day on the Web. The 2012 Harris Poll reported that, on average, teens spend 3.6 hours per day online, 2.9 hours watching television, and 1.6 hours each playing video games and listening to an MP3 player.

1. Use the chart to **show** how teens' Internet time compares with their TV time.

Teens' Media	2003	2012
Online		
TV		

Critical Understandings (*cont.*)

2. **Describe** teens' Internet usage over time.

3. **Explain** the results of the 2012 Harris Poll.

4. Choose your favorite form of media from the 2012 survey, and **describe** why it is your favorite.

5. **Summarize** "Web Wins" using an IVF topic sentence.

Critical Understandings

Read the prompts to establish a purpose for reading. Then, read the information in the chart and respond to the prompts.

A Day in the Life

Let's look at a snapshot of how a typical teen might spend a day using media, based on Nielsen sources. TV viewing is the centerpiece of teen media consumption.



TV 3 hours, 20 minutes	PC 52 minutes	Mobile Voice 6 minutes	Video on an MP3 Player 1 in 4 teens watched
DVR 8 minutes	Internet 23 minutes	Text Messages 96 messages sent or received	Audio-Only MP3 Player 1 in 2 teens used
DVD 17 minutes	Online Video 6 minutes	Mobile Video 13 minutes	Newspaper 1 in 4 teens read
Console Gaming 25 minutes	PC Games 1 in 10 teens played	Mobile Web 1 in 3 teens used	Movie Theater went once in the past 5 weeks

Source: The Nielsen Company

- Explain** how text features provide clues about "A Day in the Life."

Critical Understandings (*cont.*)

2. Use context to **define** the word *centerpiece* in line 3.

3. **Describe** how teen Internet time was reported by Nielsen as compared with Harris.

4. **Explain** the most surprising result of the Nielsen survey.

5. **Summarize** “A Day in the Life” using an IVF topic sentence.

Ask and Answer Questions

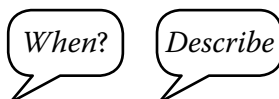
Reread “Censorship.” After each section, write a question or prompt for your partner to answer using question or direction words that you have learned so far. Try not to use the same word twice. Be prepared to answer your questions orally. Use the Question Words and Critical Understandings charts to help you.

Paragraph 1



1. _____

Paragraph 2



2. _____

Paragraph 3



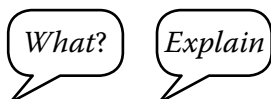
3. _____

Paragraphs 4 and 5



4. _____

Paragraph 6



5. _____

Passage Comprehension

Underline the direction word in each prompt. Then, respond to each prompt using a complete sentence. Write the evidence from the text.

1. Describe the role of the FCC.

Text Evidence: _____

2. Complete the chart to show which main ideas are supported by the key details provided. Choose from TV, Cable, and Radio.

regulated by FCC	regulated by FCC	not regulated by FCC
more than 100 years old	more than 70 years old	became popular in 1980s
cited with many fines	self-regulated for many years	put pressure on broadcast stations

Passage Comprehension (*cont.*)

3. Using a timeline, show how standards for TV and radio have changed.

1950–1960	1970–2004	Present Day
can't say _____ _____	can't show _____ _____	mildly inappropriate material can be shown _____ _____
	can wear _____ _____ _____	

4. Describe how cable “changed everything.”

Text Evidence: _____

Passage Comprehension (*cont.*)

5. Explain why the FCC doesn't fine all questionable content.

Text Evidence: _____

6. Summarize the passage "Censorship" using a single, IVF topic sentence.

7. Choose a time that you used or should have used self-censorship by placing limits on your language or actions. Describe how self-censorship improved or could have improved the situation.

Define It

Determine the category and attributes of each word. Then, write the definition.

Word		Category		Attributes
fine	=		+	

Definition: _____

Word		Category		Attributes
indecenty	=		+	

Definition: _____

Word		Category		Attributes
graphic	=		+	

Definition: _____

Word		Category		Attributes
	=		+	

Definition: _____

Phrase Dictation: Subject Pronouns and Possessives

Listen to the phrase and repeat it. Write it in the first column. If the phrase contains a subject pronoun, underline it and write it in the proper column. If the phrase contains a possessive noun, circle it and write it in the proper column.

Phrase	Subject Pronoun	Possessive Noun
1.		
2.		
3.		
4.		
5.		

Use the phrases to complete the following sentences.

- _____ is hanging on the rack.
- _____ my glass with milk.
- Jack is getting _____.
- If it is hot, _____ to turn on the fan.
- _____ the neighbor's cat while she is on vacation.

Subject Pronouns in Text

Read the following paragraphs. On each line, write the correct subject pronoun.

Subject Pronouns						
I	you	she	he	it	we	they

Mrs. Thompson wrote a letter to the congressman. _____
asked him to speak out for censorship to protect her children.
_____ were driving on the interstate when _____
saw inappropriate billboards. While _____ fixed dinner
_____ relaxed and played. Mrs. Thompson was upset to see
her toddler shooting an imaginary gun. _____ was pointed
at her stuffed animals. Her older son was playing a computer game.
_____ closed the computer when an inappropriate ad popped up
on the screen.

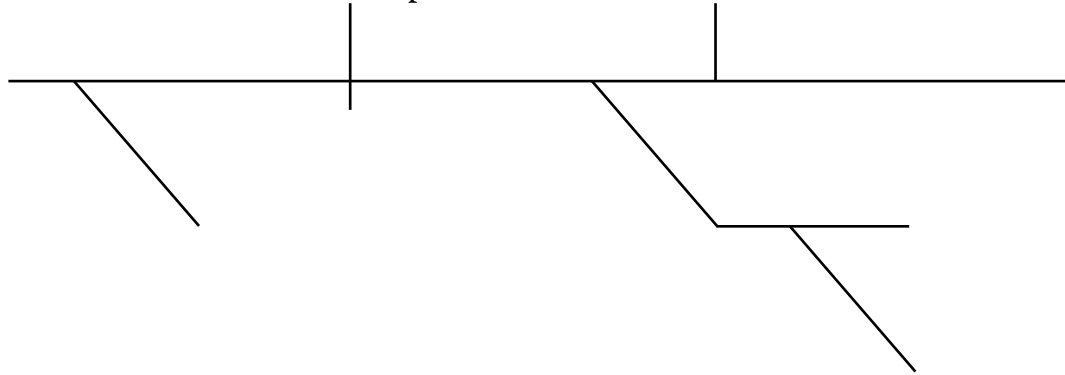
Mrs. Thompson went to check on her daughter. At first,
_____ was relieved to find her daughter reading a magazine.
Then, _____ saw a picture of a very thin model and
_____ upset her. _____ tried to watch TV as
family, but the show was not appropriate. Mrs. Thompson was upset.
_____ begged the congressman to take a stand against
indecentcy.

How do _____ feel about censorship? The letter made me
think. _____ am not sure how _____ feel about
_____.

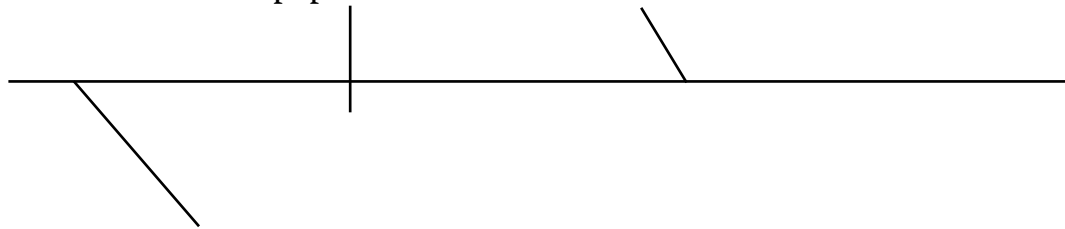
Diagramming Action Verbs and Linking Verbs

Read the following sentences and diagram each one. Some sentences have action verbs and others have linking verbs.

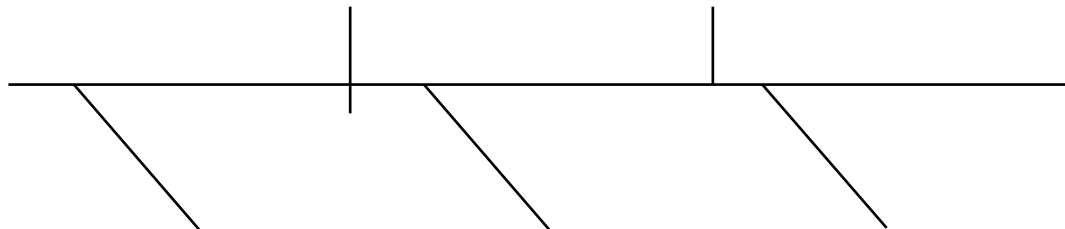
1. The FCC issued fines in the past.



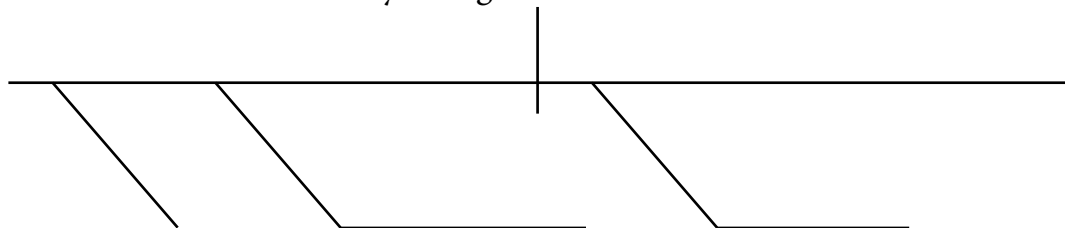
2. Cable television is popular.



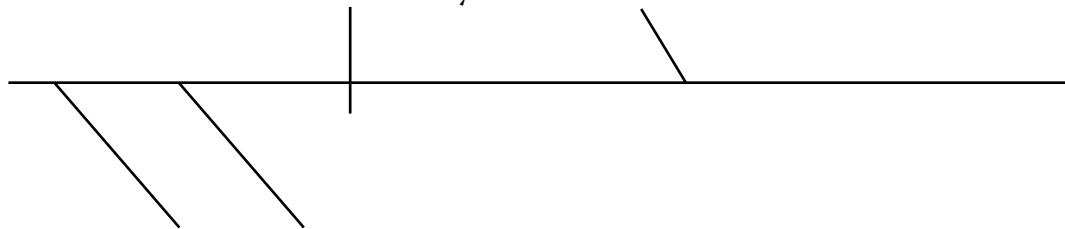
3. Radio stations violated the standards often.



4. The definition of indecency changed over time.



5. Some television shows are funny.



Masterpiece Sentences: Stages 1–5

Use the picture to answer the questions and write a descriptive sentence.



Who or what?	What did she do?
girl	covered
Which one?	What did she do it to?
with an upset look on her face	her mouth
What kind?	When?
talkative	after she spoke
	Where?
	in class
	How?
	quickly

Write your sentence:

Paint your words:

Close Reading

Read the text and complete the tasks.

Censorship

Headings
Forbidden Content Becomes Commonplace
FCC: Protector of the People
FCC Issues Fines



Are there rules controlling what can be heard or seen on television and radio? When you listen to a song on the radio, does it ever sound different from the **version** on your MP3 player? Have you ever watched a movie on television and noticed that an actor's lips don't match the audio?

- 5 Why do stations do this? Are there **specific** laws that tell stations what is **appropriate**, or okay?



Radio has been around for more than 100 years, and television has been in the homes of Americans for more than 70 years. Both are “broadcast” over the airwaves, and both are **regulated** by the federal government (unless you



10 have cable or satellite). The FCC, the Federal Communications Commission, was established in the 1930s to protect the **interest** of the people. The government was granted the ability to censor what is heard and seen.



Since the 1950s, the FCC has prohibited, or restricted, the use of inappropriate material. In other words, it has censored what you see on



15 TV and hear on the radio. This has not changed in 60 years. What has changed, however, is the interpretation of what is inappropriate. Is it inappropriate to talk about pregnancy? In the 1950s, the word *pregnant* was prohibited on the sitcom *I Love Lucy*. Is it inappropriate to show a woman's belly button? In the 1960s, *I Dream of Jeannie* challenged the

20 standards by showing the main character in a bikini top. However, the actress was not **permitted** to show her belly button. Is it inappropriate to wear a low-cut blouse or show a midriff? In the 1960s, actresses on *Gilligan's Island* pushed the envelope by doing one or the other, but never both at the same time.

Close Reading (cont.)

 25 The first fine issued by the FCC for violation of the standards was in
 1970. Until then, stations set their own standards. **Coarse** language
and inappropriate content had been **excluded** from radio and television
shows. Belly buttons were not specifically prohibited. It was not against
any law to say the word *pregnant*. Television stations placed those limits
30 on themselves.

 However, the popularization of cable in the 1980s and the 1990s changed
 everything. Cable television is able to offer more graphic programming
than broadcast television because it cannot be regulated by the FCC. To
compete for the viewing audience that watches cable television channels,
35 the broadcast stations have had to relax their standards. The FCC has very
rarely issued fines for this. By early 2004, only four violations had been
cited. Not wanting to pay fines, television stations appealed the rulings
and some of the fines were overturned. Radio stations have consistently
challenged the standards. During the same time period, nearly 90 fines
40 were proposed for indecency during a radio broadcast. Talk shows were
the biggest offenders. The hosts and their guests discussed topics of an
adult nature. The FCC also cited several song lyrics for coarse language.

 Today, the FCC still has the power to regulate broadcast networks in radio
 and television. Mildly inappropriate material can be aired only during the
45 “safe harbor” when children are supposed to be in bed—between 10 p.m.
and 6 a.m. However, the definition of “inappropriate” continues to change.
What is offensive to one person is not necessarily offensive to another. The
FCC does not monitor stations and only responds to complaints. Because
they are not monitored, much of the questionable content in programs
50 goes unchallenged and unpunished. Several of the once “forbidden”
words have become commonplace during prime-time television, and once
inappropriate content appears much more frequently every year. What
used to be cause for complaint has now become acceptable.

Dear Congressman Whipple:

Please come with me on a journey that I call “Last Saturday.” It was a typical Saturday—running kids around, relaxing, and trying to be a positive influence on my children.

The day started when my 2-year-old awoke at 6:00 a.m. Wanting to sleep in for just a little while longer, I allowed her to watch cartoons on the small TV in my room. When I woke up, I began watching the cartoons with her. In just a few minutes, I saw 15 to 20 acts of violence. Did you know that by the time the average American child finishes elementary school, he or she will have seen 8,000 murders on television? When my daughter goes to kindergarten and is sent home from school for fighting, how can I be surprised? She is already very familiar with the violence at age 2.

After breakfast, we left to attend my teenage son’s baseball tournament. The trip was a slap in the face. In the 20-mile drive down the interstate, we saw many inappropriate billboards. For 30 minutes, my children were hammered with countless images and messages of indecency. Like an umbrella in a rainstorm, I try to shelter my children from images like these.

After the tournament, we took another route home, but the view was the same. While I made dinner, the two teenagers in my house went to their bedrooms to relax, and my 2-year-old played with her toys. When I checked on each of them, I was shocked. My toddler had made a gun with her fingers. She was running around, pointing at each of her stuffed animals, and making shooting sounds. We do not own a gun and we have never modeled this behavior. Where did she get this from? When I went into my 13-year-old son’s room, he was on the computer playing a game. The entire goal of the game was to kill others in a very bloody fashion. With a wide choice of weapons, he earned extra points for making the kill especially grotesque. While I was sitting there, an inappropriate advertisement flashed on the screen. Quick as lightning, he closed it. I am not sure he would have closed it if I had not been in the room. After asking him to turn off the computer, I went into my 16-year-old daughter’s room. She was sitting on her bed, flipping through a teen magazine. I was relieved she wasn’t on the computer, but the magazine was almost as bad. When she got up to come to dinner, she laid the magazine on the bed. The advertisement she was looking at had a model who couldn’t have weighed more than 90 pounds. Will she think this is how her body should look?

We ate dinner as a family, then decided to watch television together. Turning on a station that had “family” in the name, we felt sure we would find a show that would provide a good example for our kids and keep them entertained. Oh boy, were we wrong! We had to turn off the TV within 15 minutes because of indecent messages.

Sir, I am not an overprotective parent. I certainly do not want my children to be locked away like Rapunzel in her tower, but I am unable to shield them from the inappropriate messages bombarding them. When will our government realize that enough is enough? We need to regulate these messages and not allow companies to warp the minds of our youth.

In the interest of our children, I urge you to take a stand. They need your voice in Congress to help shield them from the indecency plaguing today’s media.

Respectfully,

Norah Thompson

Norah Thompson

Author's Word Choice

Identify the elements used in persuasive writing. Determine the purpose for the elements and provide an example from the letter to the congressman.

1. Point of view:

a. Definition: _____

b. Importance: _____

2. Exaggeration:

a. Purpose: _____

b. Examples: _____

3. Figurative language:

a. Purpose: _____

b. Examples: _____

4. Value statements:

a. Purpose: _____

b. Examples: _____

Text Structure

Read the texts. Circle the signal words and identify the text structure.

ImPRESSive Invention

The printing press was invented by Johannes Gutenberg in Germany in the early 1440s. It was the first effective way to mass produce documents. Printed material quickly became more available to the masses, which led to drastic changes across the globe.

During the 1400s, the need for a less expensive and more efficient way to reproduce books and other written documents had increased. Many printers and inventors had been trying to meet this demand, but it was Gutenberg who finally created a manageable machine to copy text—the printing press. As a result, written material could be reproduced in a more timely and cost-effective manner than by previous methods.

By today's standards, being able to print books and documents easily may not seem like a big event. We have become accustomed to the instant transfer of information through the Internet, smart phones, and television. But, if you consider that before Gutenberg's printing press there was no easy way for information to be distributed to the masses, then you can begin to understand the dramatic effect of this invention.

The printing press made it possible for written text to be available to a much larger portion of the population. This spread of information and ideas led to an explosion of literacy around the world. People who had never seen, much less read, a book before could begin to learn about their government, their church, and other societal institutions. They now had access to information from sources other than their leaders. Ordinary citizens, not just those with power, were able to print documents with different points of view and distribute them. The impact of the printing press went far beyond the ability to read a book. It provided a vehicle for freedom of expression and the spread of ideas—both good and bad.

Advances in the arts, science, and religion occurred because of the printing press. New ideas and individual beliefs spread like wildfire throughout Europe. Scholars, philosophers, scientists, and religious leaders shared their beliefs. Once new beliefs and ideas became available, people saw new viewpoints; consequently an era of rebellion and revolution began.

The ability to mass-produce text changed the world in many ways. Consider all the information you have been exposed to, whether on your phone, on the Internet, from a book, or from others who have read books. How small would your world be without this transfer of information?

Text Structure: _____

Text Structure (*cont.*)

ImPRESSive Solution

Do you believe everything you are told? Would you if you had no way to look it up? Take a brief look back in time, before your smartphone kept you connected to the Internet. Look back before the Internet was invented and before television, radio, books, newspapers, and magazines. The problem was, people had no choice but to believe.

Writing was invented more than 5,000 years ago, but for centuries afterward, written information was not accessible to the average person. Writing was originally done on clay tablets, then on papyrus. After paper was invented, writing was simplified. But, all documents and books were handwritten. Every sentence, every word, and every letter had to be copied by hand. This took a tremendous amount of time. As you can imagine, the amount of time needed to create a copy of any document made it impossible for text to be reproduced in large quantities. This meant that only the most important documents were copied.

A scribe was a person paid to copy text on paper. This was done by dipping the end of a quill, or feather, into an inkwell, then using the inked quill to write the words. The average person can copy 22 words per minute using a regular pen. With the quill and ink, this rate was much slower.

Consider this: a typical newspaper is 100,000 words. At that rate, it would have taken a scribe more than two weeks (based on a 40-hour work week) to copy a newspaper—and by that time, the stories would have been “old news.” Because of the time and skill needed to copy texts, printed texts were very expensive. Though the invention of paper made writing simpler, the lack of a means to quickly print text was problematic for the majority of the world’s people.

Then, Johannes Gutenberg created a new metallic substance by combining tin, lead, and a metal called antimony. This substance melted quickly, making it easy to pour into molds to make letters. The letters were combined into words separated by blanks to form a line of text. The molds were easy to move and reuse without damage. The printing press was born. As a result, written material could be reproduced in a more timely and cost-effective manner. This invention put information in the hands of the masses and forever changed the world.

Before Gutenberg’s printing press, there was no easy way for information to be distributed to the masses. Therefore, the printing press is the most important invention of the first millennium.

Text Structure: _____

Text Structure (cont.)**Which Is Most ImPRESSive?**

The printing press has been called the most important invention of the first millennium. Prior to the first millennium, however, the world saw the creation of a simple machine that made the world spin—literally. In 3500 B.C., the wheel was invented, which revolutionized the way we travel, work, and live. Though the invention of the printing press changed the world as well, I believe the invention of the wheel made the world we know today.

The printing press was the first effective way to mass produce documents. The cost-effective mass production of written material made it possible for text to reach a much larger portion of the population. However, without the wheel, there would have been little opportunity for the information to be transported. Yes, there would have been plenty of books and pamphlets to give to the populace, but without the wheel, this information would have to have been delivered by foot. By the time it would have been received, the information would likely have been outdated, which would have been no better than if the scribes had handwritten the texts.

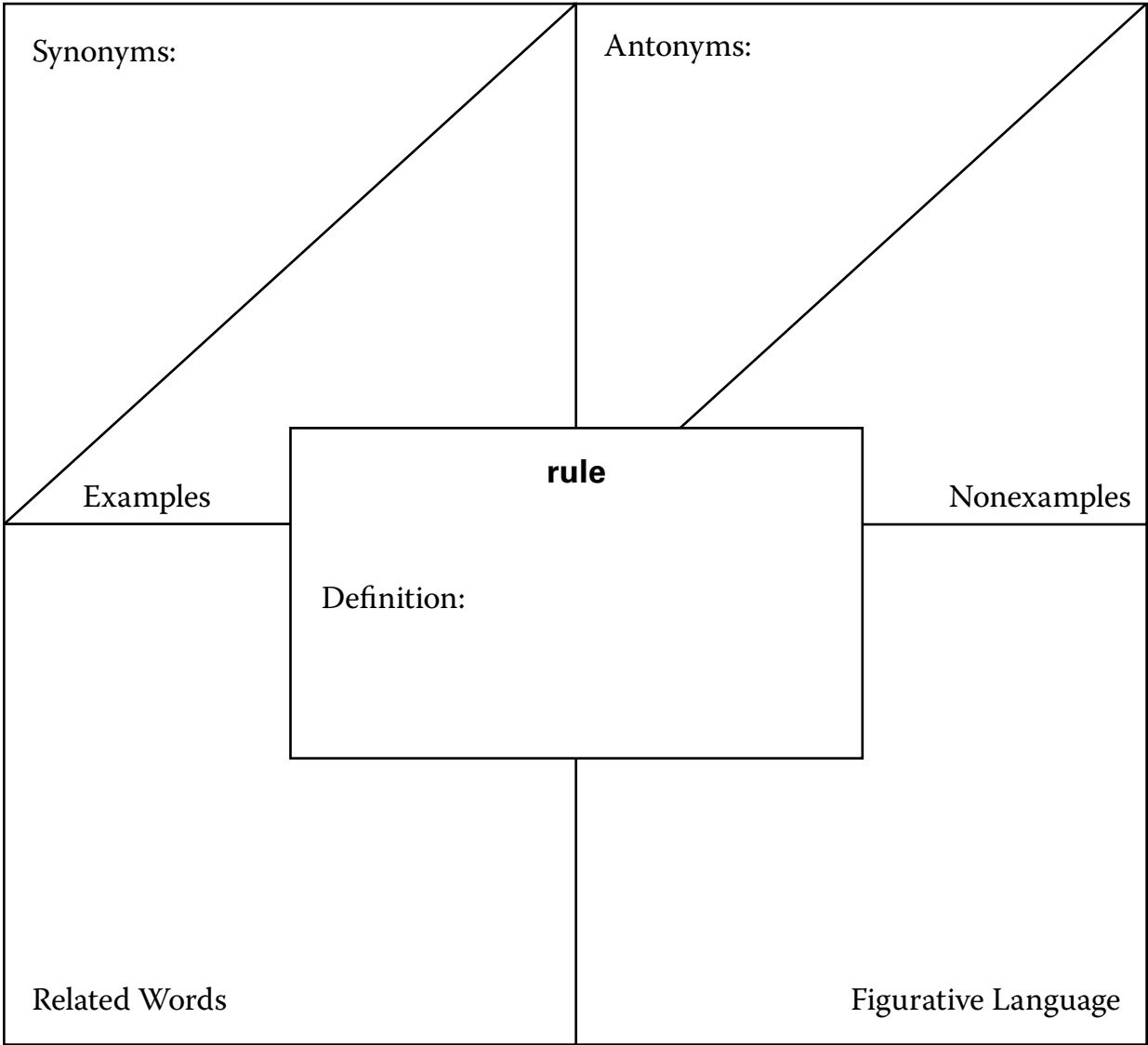
The printing press led to advances in the arts, science, and religion. New ideas and individual beliefs spread like wildfire throughout Europe. Scholars, philosophers, scientists, and religious leaders could write about their beliefs and distribute the writings to all those they could reach. Although a person's ideas could be spread without their presence, it was still necessary to have a means of transportation that could cover great distances. Without the printing press, a person could still travel great distances using vehicles such as the wagon and spread their ideas. This information could then be dispersed by each of the people who heard, allowing the information to travel in a fairly short amount of time. On the other hand, if the printing press had been invented, but not the wheel, the influence of a person's ideas would have remained limited to the surrounding villages. Those people might have gotten all the information, and in exactly the way the author intended it, but it would have had little effect without a way to get it to more people in more places.

Even though the spread of information changed our world and started a revolution, it was the distribution of ideas, goods, diseases, and people that made the world what it is today. The ability to travel great distances and move goods easily is what connected the distant corners of the world and brought cultures together. Without the wheel, our great ideas could only affect those people within walking distance.

Text Structure: _____





Four-Square

Write the definition of *rule*. Complete the graphic organizer with synonyms, examples, antonyms, nonexamples, related words, and figurative language.



Two-Column Notes

Take notes by writing the supporting details in the left-hand side of the chart. Fill in the elaborations on the right-hand side.

Topic:	
	— — —
	— — —
	— — —
	— — —

Occasion/Position Topic Sentence

Occasion/Position statements have two parts. The *occasion* gives the reason for writing. The *position* tells what needs to be proved or explained. Occasion/Position statements have special starter words. Read the examples and write a position statement for the last three occasions.

Starter Words			
After	Before	Since	When
Although	Due	Unless	Whenever
As	Even though	Until	While
Because	If		

Examples	
<i>Occasion</i>	<i>Position</i>
Even though the stars in space move constantly,	it is impossible to see those changes from Earth.
When the hero was locked in a maze,	he found a clever way to get out.
If your family wants great pizza,	go to Paul's Pizza Parlor.
Since we had a really hot summer,	I believe in global warming.
Although the sound of thunder can seem scary,	lightning is really terrifying.
If you want to get a good grade on a test,	
Although many schools have a dress code,	
Before I start a project,	

Prepare to Write

Part A. Study the Prompt

Read the prompt and identify the topic and direction words.

What do you think the role of the government should be in monitoring or censoring television and radio broadcasts? Write a paragraph expressing your opinion.

Direction words: _____

Topic: _____

Part B. Write the Topic Sentence

Use the prompt to write an Occasion/Position topic sentence.

Part C. Express Your Opinion

1. Make yourself credible: _____

2. Emphasis through exaggeration: _____

3. Imagery through verbs: _____

4. Use of figurative language: _____

Part D. Write the Concluding Sentence: _____

The Writer's Checklist

	Trait	Yes	No	Did the writer . . . ?
R	Ideas and Content			state a clear opinion
				provide reasons and evidence to support the opinion
E	Organization			write a topic sentence
				tell things in an order that makes sense
				write a concluding sentence
V	Voice and Audience Awareness			think about the audience and purpose for writing
				bring the issue to life
I	Word Choice			try to find a unique way to say things
				use descriptive words that express feeling and emotion
				use words that represent the importance of the issue
S	Sentence Fluency			write complete sentences
				use Masterpiece Sentences with varied patterns and beginnings
E	Conventions			capitalize words correctly:
				capitalize the first word of each sentence
D	Conventions			capitalize proper nouns, including organizations
				punctuate correctly:
I	Conventions			put a period or question mark at the end of each sentence
				use grammar correctly:
T	Conventions			use the correct verb tense
				make sure the verb agrees with the subject in number
				use correct spelling

Interesting Insects



Mosquitoes can live in very cold places.

So Many Insects!

What is the largest group of animals in the world? It's insects! About 900,000 species of insects have been discovered so far. Scientists think that millions more are yet to be found. Here are a few interesting insects.

connect

join together; unite



A ladybug may eat up to 60 aphids a day.

ignorance

lack of knowledge

An Insect Helper

5 Ladybugs are tiny beetles. They are less than half an inch long. Many ladybugs have red or orange wing cases and dark spots. The wing cases **connect** to two wings. They cover the wings when the ladybug is not flying.

10 Out of **ignorance**, some people think ladybugs hurt crops. However, that is not true. Ladybugs eat other insects. Those insects would destroy plants. This includes the sap-sucking aphids. Ladybugs are cute, and they help gardeners!

An Insect Hunter

15 A praying mantis is a strong, clever insect. Its name comes from the way it holds its front legs. They are folded. It looks like it is praying. It looks like it would not hurt a fly. Yet, it is a strong predator. It has sharp spines on its front legs. These spines stick and
20 hold its prey.

Some praying mantises look like leaves. Some look like flowers. When they want to catch an insect, they hold still on a stem or stick. Crickets, flies, and other insects are fooled. They come close. Then *snap!* They
 25 become food.

Praying mantises can also be prey. For example, bats eat them. Bats have poor **vision** at night when they hunt. They use **sonar** to find their prey. Sonar is a way of finding things using sound waves. Many praying
 30 mantises have special ears. They can detect the bat's sonar. They then dive out of the way. These skills help them survive.

An Insect Society

Ants live in colonies. A **colony** is a group that works and lives together. Three kinds of ants live
 35 in a colony. They are the queen, the males, and the workers. They have different jobs. The queen lays eggs. The males mate with the queen. The workers gather food. They clean the nest. They also care for the eggs. Some workers are soldier ants. They protect the queen
 40 from **danger** if another ant colony tries to **interfere**. Sometimes, a colony is destroyed. If possible, the ants will rebuild. A colony is like a large, busy family.

The world is filled with ants and other interesting insects. But many insects are harmed by people's
 45 **negligence**. How can people help? They can make changes. They can keep Earth clean. This will help ants, ladybugs, and praying mantises. It will also help the millions of interesting insects yet to be discovered.



A queen ant lays thousands of eggs. Most will become worker ants.



This praying mantis is waiting to catch some food.

vision

the act of seeing; sight

sonar

a way of locating objects using sound

colony

group of animals or people living together

danger

a condition in which something bad or harmful could happen

interfere

to get in the way of; disturb

negligence

lack of care

Africa Digs



Dr. Paul Sereno digs dinosaur bones. He gets a thrill when he digs up the bones of dinosaurs that lived millions of years ago. In 1997, Dr. Sereno led a dig in Niger, Africa. He took 18 scientists with him.

- 5 The Touareg tribe helped his team look for bones. The Touareg people live in Niger. They know their **desert** land best. They know where to look for bones.

The dig was a success. Dr. Sereno's team had a fantastic find. They found a new dinosaur. The

- 10 Touareg told them a legend about a very big animal. They call it *Jobar*. The Touareg showed them where to look for the bones. The scientists named the dinosaur *Jobaria*. It means "giant." How did they dig up the *Jobaria*? Dr. Sereno followed 10 steps to dig up *Jobaria*.

Step 1: We've Got Some!

- 15 The Touareg lead the team to a special place. Bones stick out of desert rock. The Touareg tell the scientists their legend. These bones belong to the giant beast, *Jobar*.

Step 2: Digging In

- 20 The dig begins. They use hammers, chisels, and drills. They work for 10 weeks. A huge skeleton **emerges**. It has been buried for 135 million years! Fifteen tons of rock cover it. The team carefully takes the
- 25 bones from the rock.

desert

dry place with few plants



emerge

to come out of or appear

The Touareg tribe helped the team.

Step 3: Wrap It Up

They have to make “jackets” to protect the fossils. They cover the bones with paper or foil. They cut burlap strips and dip them in plaster. They wrap each bone with the burlap strips. First, they cover one side.

- 30 The strip dries into a hard jacket. Then, they cover the other side. They number the jackets. They log each number in the dig’s log.

Step 4: Move It Out

The team must take the bones to their lab in Chicago. Twenty tons of bones have to be moved. Some

- 35 weigh more than 500 pounds. There is no easy way to move them. They use a tripod, **pulleys**, rope, and a chain. They load the bones onto trucks. They drive 1,000 miles to a **port** in Ghana. They put the bones on a ship, which takes them across the Atlantic. Then, the

pulley

small wheel over which a rope moves to help lift or move objects

port

a place on the water where people load and unload ships

Step 5: Unwrap It

The team carefully opens each piece and cleans each bone. They match the numbers on the jackets to

- 45 the numbers in the dig’s log. The bones are put in the right order. Now it’s time to rebuild the skeleton.

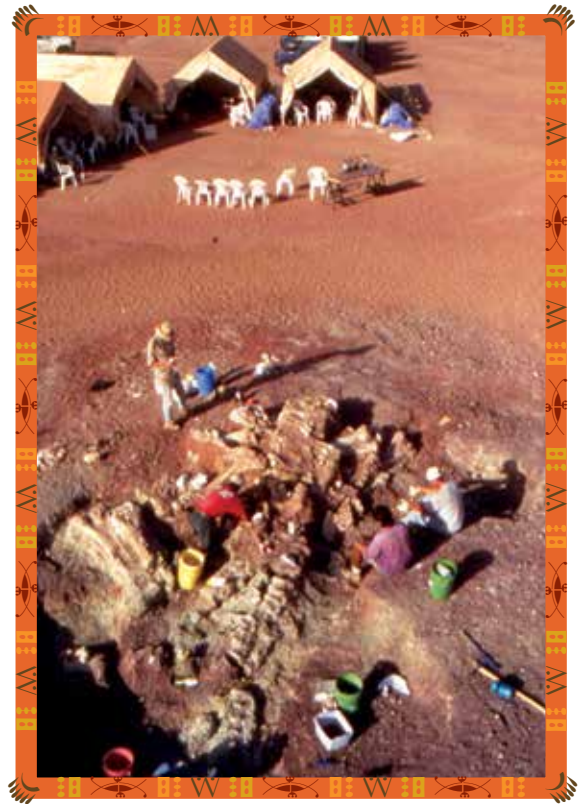
Step 6: Clean ‘Em Up

This step takes two

- 50 years and hundreds of hours. They use dental tools, tiny jackhammers, and chemicals. The work is careful and **precise**.
- 55 They have to clean more than 200 bones. These bones came from the adult *Jobaria*. But they have some other bones as well. These
- 60 are from young *Jobaria*. They clean these bones too.

precise

exact or paying attention to details



Dr. Paul Sereno and his team at the African dig site



Dr. Paul Sereno examines the dinosaur bones.

Step 7: And the Missing Pieces?

They have good luck! They have almost all of the adult's bones. What about the ones that are missing? They fill in the missing bones by making them out of
 65 foam and clay.

Step 8: Make a Plan

All of the bones are clean. The missing bones are made. At last, they can make a model. From it, they
 create a blueprint. This is the plan to rebuild the skeleton. First, they lay out the tail bones. They place
 70 them in order. Next, they study how to put the bones back together. Now, they can see the huge size of the dinosaur.

create

to make

fragile

easily broken or delicate

display

to show or put something in a place where others can see it

Step 9: Copy the Fossils

Jobaria's bones are too heavy and **fragile** to put together. Dr. Sereno's team wants to **display** the dinosaur. What can they do? They copy the skeleton. They make molds. They create copies of the bones.

Step 10: Stack It Up

They attach the casts of the bones to a steel frame. The hard steel frame is covered by the bones.

Finally: Share the Discovery!

They paint the casts to look like the real fossils. They are white with tints of green and red. These colors come from copper and iron in the soil. At last, they pose the dinosaur. It looks so real! You can almost hear that dinosaur roar!

Adapted with permission from
"Finding the Pieces...
and Putting Them Back Together Again"
by Michelle Laliberte

Did You Know?

The ancient Greeks did not know about dinosaurs. But they had a word, *deinos*, that meant "terrible" or "monstrous" and a word, *saur*, that meant "lizard." In the 1800s, when scientists began to study fossilized bones of these beasts, they used the Greek words to name them and gave us the word *dinosaur*.

Why is "terrible lizard" a good name for these animals?



Gemini: The Twins



On a dark night, turn your eyes up to the sky. The **constellation** Gemini is a sight to see. It has two very bright stars called the Twins. People have known about them for thousands of years. They have been in the sky
5 as long as anyone can remember.

What Are Constellations?

Constellations are fascinating and helpful to many people. They are **patterns** of stars that people see in the sky. These star patterns were invented by people fascinated with the stars. **Ancient poets** of different
10 cultures made up stories about them. Sailors used the stars to navigate across the oceans. Farmers used the stars to tell them when to plant and when to harvest because the same patterns appear in the sky during the same season every year. How long have we been seeing
15 patterns in the night sky? We have done it for at least 6,000 years.

constellation

a group of stars that form a shape

pattern

a picture, image, or design made by repeated items

ancient

very old

poet

a person who writes stories in lines with emotion and rhythm

Why Did the Idea of Constellations Begin?

Constellations are groups of stars with a purpose. Why were star groups made up? There are so many stars! How could we remember them all? We could put
 20 them in groups. The groups break the sky into parts. The stars in the sky are divided into 88 constellations. They help us remember which stars are which. How many stars can we see? On a dark night, we see 1,000 to 1,500 stars. Where can we see the Twins? We can
 25 see them in the northern hemisphere in November through April. We can see them in the southern hemisphere in December through March.

The Ancient Stories of Gemini

Ancient people invented stories about the Gemini Twins. The Egyptians called them twin plants. The
 30 Hindus called them twin gods. Arabs called them twin peacocks. What is the ancient Greek story of Gemini? The Greeks said they were the sons of the Greek god Zeus and the woman Leda. They said that Zeus and Leda had twin sons. Their names were Castor and
 35 Pollux. They were **devoted** and loving brothers. They looked alike. But they were not alike. Castor was **mortal** like his mother. He became a horseman. Pollux was immortal like his father. He became a boxer. Both became **expert** soldiers. Castor was killed in battle.
 40 Pollux could not bear to be without his twin. Pollux asked his father, Zeus, for help. He asked for Castor to come back to life. Zeus let them be together side by side forever. They are the Twins that shine brightly in the sky. They are the two **brilliant** stars in Gemini.

devoted

loyal; deeply caring

mortal

subject to death;
will not live forever

expert

skilled or
knowledgeable

brilliant

very bright; giving
off lots of light

Look Up

- 45 When you look up on a dark night, the sky is flooded with star patterns that tell a story.
- Ursa Major (The Great Bear) is identified by the square of the Big Dipper, which forms the bear's body, and a chain of stars, which forms its tail. Ursa Major can be seen in the northern sky throughout the year.
 - 50 ■ Ursa Minor (Lesser Bear) is identified by the square of the Little Dipper, which forms the bear's body, and a chain of stars, which forms its tail. Ursa Minor can be seen in the northern sky. The North Star is part of this constellation. This bright star has been helpful to nighttime travelers for centuries.
 - 55 ■ Orion (The Hunter) has some of the brightest stars. He is positioned in the sky to fight off a raging bull. Orion stands with his right arm holding a great club uplifted in the air, ready to strike. Over his left arm hangs a lion's skin that he holds up as a shield in front of him to stop the raging bull. Taurus the Mighty Bull is a constellation that is charging right for Orion. Orion is visible throughout the world. We can see this constellation between December and April.
 - 60 ■ Leo (The Lion) is one of the easiest constellations to find. An easy way to spot Leo is to look for a backward question mark in the sky, which represents the head and front of the body. In the northern hemisphere, Leo can be located in spring, and in the southern hemisphere it can be located in autumn.
 - 65 ■ Centaurus (The Centaur) has the greatest number of visible stars in it. It has 101 stars.
 - 70 ■ Hydra (The Water Snake) is the largest constellation. It covers more than 3% of the sky.
 - 75 ■ Centaurus (The Centaur) has the greatest number of visible stars in it. It has 101 stars.
 - Hydra (The Water Snake) is the largest constellation. It covers more than 3% of the sky.



*Constellations shown above
TOP: Ursa Major, MIDDLE: Orion,
BOTTOM: Leo*

Jazz: The Recipe



Jazz began with a “**recipe**” that had many different ingredients. Different groups of people, including Africans and Europeans, were part of the recipe. Different kinds of music, including the blues and ragtime, were also a part of the recipe. All of these ingredients combined to make America’s own music, jazz.

Field hands sang songs during the long days of work. People sang while working on the railroads. The work song was an important part of their day. With tools in their hands, they worked to a **steady** beat. The songs made life bearable. There were many kinds of work songs, and these songs played a part in jazz.

Church music was important to jazz. African Americans made new kinds of church music. They had to start their own churches. They created songs to express their faith. They changed the words, the beat, and the tune to describe their experience. They used the African “call and response” when they sang. This music became an ingredient in the jazz recipe.

recipe

a list of the things needed and directions for making something

steady

not subject to change; constant

simple

having few parts;
easy to understand

plantation

a large farm where
crops are grown

social

friendly; involving
several people

demand

requirement; need

combine

to put together; to
join

express

to communicate in
words

Music of immigrant Americans added to jazz. The Scotch-Irish had ballads. Ballads tell stories of heroes and their bravery, and these stories are often sad.

The song is usually **simple**. In a ballad, the story is often more important than the music. Ballads became another ingredient in the jazz recipe.

In the early days of America, ballroom dance music provided popular entertainment. In the South, dances were held on **plantations**. They were big **social** events. There was a **demand** for musicians to play at the dances. Many enslaved people learned how to play fiddles and flutes. African Americans invented the banjo and played it too. Black musicians learned the dance songs and changed them. African and European music **combined** to make dance music. This music became another ingredient in the jazz recipe.

During the 1800s, a new kind of music called ragtime was born. It was loud and fun. Musicians pounded on their pianos. They made up songs to **express** their appreciation for music. They played in dance halls. The tunes were lively, and the rhythm was catchy. Everybody loved ragtime. It had a strong, irregular beat that was surprising. Ragtime became another ingredient in the jazz recipe.

Sometime in the late 1800s, musicians began to play the blues. The enslaved people had been freed, but life was still hard. People were sad and frustrated. They expressed their feelings in music. They called it the blues. Today, people still sing the blues when they're sad. The blues became the final ingredient in the recipe.

The jazz recipe came together in New Orleans. By 1890, New Orleans was one of America's most musical cities. It had opera houses and concert halls. It had dance ballrooms and street parades. It had Mardi Gras! Many different people lived there. Africans and Native Americans lived in New Orleans. The French and Spanish also lived there. People from many places and cultures created America's own music, jazz.

Adapted with permission from "Jazz Ingredients"
by Heather Mitchell Amey



Toxic Waste

Toxic waste **spoils** everything. It **destroys** our land, water, air, plants, and animals. A toxic **substance**, even a small amount, can harm plant or animal life.

- Where does toxic waste come from? It can come from
- 5 factories that make a wide range of products. It can come from pesticides sprayed on the land. When we throw things away, toxic substances get buried in our landfills. When it rains, toxic pollutants in the ground are washed into rivers, lakes, and oceans. How do these
- 10 toxins impact our environment?

Air Pollution

- Toxins impact the quality of our air. Air supplies the oxygen we need. When toxic substances fill the air, we breathe them into our lungs. When the air is polluted, we breathe in harmful gases and fumes. We
- 15 breathe in poison! We can't always see the **pollution**. Sometimes, we see it as a dirty mist called smog. Household products like lighter fluid and aerosol sprays contribute to smog. The fumes that come from cars and trucks also make smog. Most **modern** cars
- 20 have a **device** called a catalytic converter. This device treats the exhaust before the fumes leave the car, removing harmful substances. What can we do to help? Make simple changes in our daily lives. Avoid using lighter fluid. Replace aerosol deodorant and hairspray
- 25 with solids, gels, or liquids.

spoil

to harm or damage something

destroy

to damage, ruin, or harm beyond repair

substance

what something is made from

pollution

the waste or poisonous substances put into the air, water, or land

modern

having to do with present time

device

a machine or tool that has a special use



Emissions from power plants react with sunlight and moisture to create acid rain.



Land Pollution

Our land is also negatively impacted by toxins. In the 1960s, the average person created approximately 2.7 pounds of garbage each day. By 2007, that number had almost doubled to 4.6 pounds of garbage each day.

- 30 Where does all of this garbage go every day? Most of it goes into landfills, where toxic substances can seep into the soil. Pesticides and fertilizers used by farmers can also soak into the land, causing pollution. Poisons in the ground are absorbed by plants and any creature
- 35 that eats the plants. What can we do to help? Create less garbage by recycling. Drink water from the faucet instead of in plastic bottles. Look for foods grown without pesticides.

Acid Rain

- 40 Acid rain illustrates how pollution spreads and impacts all aspects of the environment. When air pollution combines with water in the air, acid rain is created. Gases that come from vehicles and power plants pollute the air, making acid rain possible.

- Wherever acid rain falls, it damages the environment.
- 45 It can kill plants on land as well as creatures in lakes and streams. It is corrosive enough to damage stone structures. It eats away at stone, causing permanent damage to buildings and statues. What can we do to help? We can drive more fuel-efficient cars and reduce
- 50 our energy consumption.

River Pollution

Pollution threatens all of our water resources. There are many toxins in our homes. These include paint thinner, cleaning supplies, bug spray, and fertilizer.

When toxins are washed down the drain, they get into
 55 our sewers and eventually our rivers. If these toxins are buried in landfills, the rain can flush them into rivers. There, they harm the fish and other forms of life. What can we do to help? We can limit our use of water and discard household chemicals safely.

Dead Lakes

60 Our lakes are also damaged by pollution. It disturbs the balance between a **variety** of plants and living creatures. Pollution falls or seeps into the lake. Different types of pollution can make water plants like algae grow rapidly. The algae block the sunlight and
 65 use up all the water's oxygen. All living organisms in the lake, including fish, die. The lake is dead. A dead lake cannot **support** life. The animals that relied on the lake for food are also at risk. What can we do to help? We can remember that polluting the land means
 70 polluting the water! Stopping the litter that enters our lakes can make a difference.

variety

a number of different kinds or types

support

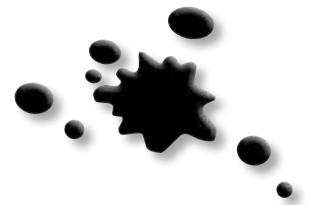
to have what is needed to maintain or keep something going

Ocean Pollution

In addition to polluting lakes and rivers, many of the toxic substances produced on land end up in our oceans. When waste pours into the sea, it may be
 75 eaten by small fish. When bigger fish and sea animals eat those fish, the toxins build up to dangerous levels. Mercury impacted tuna in this way. As creatures poisoned with mercury were eaten by other animals, the mercury levels rose to unsafe levels. Eventually, the
 80 mercury levels found in tuna made them unsafe for humans to eat. The effects of pollution on sea life and shore wildlife can be terrible. We cannot think of the ocean as a place to dump our waste. What can we do to help? Recycle and dispose of our trash responsibly. Get
 85 rid of pet waste properly so that it doesn't contaminate our water sources. Pick up after your dog. Flush the waste down the toilet or double wrap it and throw it in the trash. Composting the waste makes it safe and fertilizes your yard at the same time!

Your Responsibility

90 It's time to come clean about toxic pollution. Many industries pollute, but so do individuals. People drive cars, create waste, and litter. All of these actions have a negative impact on our environment. We all need to do our part to protect our air, land, and water from toxic
 95 waste. What else can you do to help?





Are there rules controlling what can be heard or seen on television and radio? When you listen to a song on the radio, does it ever sound different from the **version** on your MP3 player? Have you ever

5 watched a movie on television and noticed that an actor's lips don't match the audio? Why do stations do this? Are there **specific** laws that tell stations what is **appropriate**, or okay?

Radio has been around for more than 100 years, and television has been in the homes of Americans for more than 70 years. Both are "broadcast" over the airwaves, and both are **regulated** by the federal government (unless you have cable or satellite). The FCC, the Federal Communications Commission, was

15 established in the 1930s to protect the **interest** of the people. The government was granted the ability to censor what is heard and seen.

Since the 1950s, the FCC has prohibited, or restricted, the use of inappropriate material. In other

20 words, it has censored what you see on TV and hear on the radio. This has not changed in 60 years. What has changed, however, is the interpretation of what is inappropriate. Is it inappropriate to talk about pregnancy? In the 1950s, the word *pregnant* was

25 prohibited on the sitcom *I Love Lucy*. Is it inappropriate to show a woman's belly button? In the 1960s, *I Dream*

version

a form or variety of something where details are different

specific

related to a particular thing

appropriate

acceptable for a person, purpose, or occasion

regulate

to control by a rule

interest

anything that helps, or is good for someone or something; benefit



The popular television series *I Love Lucy*, circa 1955

permit

to allow to be done or occur

coarse

not in good taste; crude

exclude

to keep out; prevent from joining

of *Jeannie* challenged the standards by showing the main character in a bikini top. However, the actress was not **permitted** to show her belly button. Is it inappropriate to wear a low-cut blouse or show a midriff? In the 1960s, actresses on *Gilligan's Island* pushed the envelope by doing one or the other, but never both at the same time.

The first fine issued by the FCC for violation of the standards was in 1970. Until then, stations set their own standards. **Coarse** language and inappropriate content had been **excluded** from radio and television shows. Belly buttons were not specifically prohibited. It was not against any law to say the word *pregnant*. Television stations placed those limits on themselves.

However, the popularization of cable in the 1980s and the 1990s changed everything. Cable television is able to offer more graphic programming than broadcast television because it cannot be regulated by the FCC. To compete for the viewing audience that watches cable television channels, the broadcast stations have had to relax their standards. The FCC has very rarely issued fines for this. By early 2004, only four violations had been cited. Not wanting to pay fines, television stations appealed the rulings and some of the fines were overturned. Radio stations have consistently challenged the standards. During the same time period, nearly 90 fines were proposed for indecency during a radio broadcast. Talk shows were the biggest offenders. The hosts and their guests discussed topics of an adult nature. The FCC also cited several song lyrics for coarse language.

Today, the FCC still has the power to regulate broadcast networks in radio and television. Mildly inappropriate material can be aired only during the “safe harbor” when children are supposed to be in bed—between 10 p.m. and 6 a.m. However, the definition of “inappropriate” continues to change. What is offensive to one person is not necessarily offensive to another. The FCC does not monitor stations and only responds to complaints. Because they are not monitored, much of the questionable content in programs goes unchallenged and unpunished. Several of the once “forbidden” words have become commonplace during prime-time television, and once inappropriate content appears much more frequently every year. What used to be cause for complaint has now become acceptable.

Dear Congressman Whipple:

Please come with me on a journey that I call “Last Saturday.” It was a typical Saturday—running kids around, relaxing, and trying to be a positive influence on my children.

The day started when my 2-year-old awoke at 6:00 a.m. Wanting to sleep in for just a little while longer, I allowed her to watch cartoons on the small TV in my room. When I woke up, I began watching the cartoons with her. In just a few minutes, I saw 15 to 20 acts of violence. Did you know that by the time the average American child finishes elementary school, he or she will have seen 8,000 murders on television? When my daughter goes to kindergarten and is sent home from school for fighting, how can I be surprised? She is already very familiar with the violence at age 2.

After breakfast, we left to attend my teenage son’s baseball tournament. The trip was a slap in the face. In the 20-mile drive down the interstate, we saw many inappropriate billboards. For 30 minutes, my children were hammered with countless images and messages of indecency. Like an umbrella in a rainstorm, I try to shelter my children from images like these.

After the tournament, we took another route home, but the view was the same. While I made dinner, the two teenagers in my house went to their bedrooms to relax, and my 2-year-old played with her toys. When I checked on each of them, I was shocked. My toddler had made a gun with her fingers. She was running around, pointing at each of her stuffed animals, and making shooting sounds. We do not own a gun and we have never modeled this behavior. Where did she get this from? When I went into my 13-year-old son’s room, he was on the computer playing a game. The entire goal of the game was to kill others in a very bloody fashion. With a wide choice of weapons, he earned extra points for making the kill especially grotesque. While I was sitting there, an inappropriate advertisement flashed on the screen. Quick as lightning, he closed it. I am not sure he would have closed it if I had not been in the room. After asking him to turn off the computer, I went into my 16-year-old daughter’s room. She was sitting on her bed, flipping through a teen magazine. I was relieved she wasn’t on the computer, but the magazine was almost as bad. When she got up to come to dinner, she laid the magazine on the bed. The advertisement she was looking at had a model who couldn’t have weighed more than 90 pounds. Will she think this is how her body should look?

We ate dinner as a family, then decided to watch television together. Turning on a station that had “family” in the name, we felt sure we would find a show that would provide a good example for our kids and keep them entertained. Oh boy, were we wrong! We had to turn off the TV within 15 minutes because of indecent messages.

Sir, I am not an overprotective parent. I certainly do not want my children to be locked away like Rapunzel in her tower, but I am unable to shield them from the inappropriate messages bombarding them. When will our government realize that enough is enough? We need to regulate these messages and not allow companies to warp the minds of our youth.

In the interest of our children, I urge you to take a stand. They need your voice in Congress to help shield them from the indecency plaguing today’s media.

Respectfully,

Norah Thompson

Norah Thompson



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Question Words: Basic

Question Words	Model	How to Answer
If the question asks . . .	For example . . .	Your answer must include . . .
Who	Who is hosting the party?	information about a person or group
What	What are you wearing to the party?	an action or name of a thing
When	When is the party?	a specific time, date, or event
Where	Where is the party?	a general location or specific place
Why	Why is he having a party?	a reason or explanation
How	How did you get to the party?	the way something is done
Is/Are	Is Kayla singing at the party? Are you going to the party?	a “yes” or a “no” answer plus explanation
Do/Does	Do you want to go to the party? Does Sam like having parties?	a “yes” or a “no” answer plus explanation



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Critical Understandings

Prompt	Model	How to Respond
If the prompt asks you to . . .	For example . . .	Your response requires you to . . .
Analyze	Analyze the development of the text's central idea.	break down and evaluate or draw conclusions about the information
Apply	Apply death and destruction statistics to determine where most tornadoes occur.	make use of information
Assess	Assess the level of pressure in an arranged marriage.	decide on the value, impact, or accuracy
Categorize	Categorize different types of mammals.	create groups and place information into those groups based on shared characteristics
Cite Evidence	Cite evidence that supports your argument.	support your answer by paraphrasing or using a direct quote
Clarify	Clarify the events leading up to the marriage.	explain it so that it is easy to understand
Compare	Compare novels and dramas.	state the similarities between two or more things
Connect	Connect each storm with its safety plan.	tie ideas together; relate



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Critical Understandings

Prompt	Model	How to Respond
If the prompt asks you to . . .	For example . . .	Your response requires you to . . .
Contrast	Contrast a biography with an autobiography.	state the differences between two or more things
Create	Create a timeline of events.	make or produce something
Define	Define the unknown word using context clues.	tell or write the meaning or definition
Delineate	Delineate the evidence in the text.	show or list evidence, claims, ideas, reasons, or events
Demonstrate	Demonstrate your knowledge of wolves through poetry.	show how to do it
Describe	Describe the relationship between the plot and character development.	state detailed information about a topic
Determine	Determine the main idea.	find out; verify; decide
Develop an Argument	Use evidence from both stories to develop an argument against arranged marriages.	work on a case over a period of time, during which it grows or changes
Differentiate	Differentiate between the protagonist and the antagonist.	tell apart or tell the difference between
Distinguish	Distinguish between facts and opinions.	recognize something or explain the difference



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Critical Understandings

Prompt	Model	How to Respond
If the prompt asks you to . . .	For example . . .	Your response requires you to . . .
Draw Conclusions	Draw conclusions about the shape of a bedbug.	make a judgment or inference based on text clues and background knowledge
Evaluate	Evaluate the ANC's plan for change.	think carefully to make a judgment; form a critical opinion of
Explain	Explain how the author develops the narrator's point of view.	express understanding of an idea or concept
Identify	Identify the character's motive.	say or write what it is
Illustrate	Illustrate the internal battle between good and evil through Dr. Jekyll's research and explanations.	use examples to demonstrate or prove
Infer	Use information from the text to infer the value of education.	provide a logical answer using evidence and prior knowledge
Integrate	Integrate information from several sources to write a report.	combine different kinds of information to form a complete whole
Interpret	Interpret the quote to confirm your understanding.	make sense of or assign meaning to something
Paraphrase	Paraphrase the main idea.	say or write it using different words



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Critical Understandings

Prompt	Model	How to Respond
If the prompt asks you to . . .	For example . . .	Your response requires you to . . .
Present	Present the benefits of wolf reintroduction.	deliver information
Prove	Prove that arranged marriages can work.	give evidence to show that it is true
Relate	Relate Mr. Hyde to Jim Hall.	explain the connection between ideas or concepts
Report	Report the main events of the setting.	tell or write about a topic
Show	Use the timeline to show how opinions have changed.	demonstrate understanding of information
Summarize	Summarize the key details of the passage.	tell the most important ideas or concepts
Support	Support the statement that people have two selves.	help it succeed
Synthesize	Synthesize information from both texts to explain the impact of anger.	combine information in a logical way
Tell	Tell the date that the poem was written.	say or write specific information
Trace	Trace the boy's bad decisions.	follow information closely
Use	Use text features to identify the topic.	apply information or a procedure



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Vocabulary Rating Scale

0	I have never heard the word before.
1	I have heard the word, but I'm not sure how to use it.
2	I'm familiar with the word, but I'm not sure if I know the correct meaning.
3	I know the meaning of the word and can use it correctly in a sentence.

wonder brisk. intrigue
appropriate serenade
brilliant constellation
combine



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Tense Timeline

Yesterday	Today	Tomorrow
Past	Present	Future
I jumped.	I jump.	I will jump.
He walked.	He walks.	He will walk.
She dreamed.	She dreams.	She will dream.
It rested.	It rests.	It will rest.
They bragged.	They brag.	They will brag.
We shopped.	We shop.	We will shop.



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Royal Order of Adjectives

Category of Adjective	Example
1. Number	billion
2. Opinion	beautiful
3. Size	large
4. Shape	narrow
5. Age	old
6. Color	blue
7. Origin	American
8. Material	golden
9. Qualification	inspiring

Pronouns

Subject Pronouns		
Person	Singular	Plural
First Person	I	we
Second Person	you	you
Third Person	he, she, it	they



Jack sat in a cab.
He sat in a cab.
 (He replaces **Jack** in the sentence.)

Object Pronouns		
Person	Singular	Plural
First Person	me	us
Second Person	you	you
Third Person	him, her, it	them



Carla is handing the plant to **Sally**.
 Carla is handing the plant to **her**.
 (**Her** replaces **Sally** in the sentence.)



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Verb Forms: Be

		Past		Present		Future	
Person	Singular	Plural	Singular	Plural	Singular	Plural	
first	I was	we were	I am	we are	I will be	we will be	
second	you were	you were	you are	you are	you will be	you will be	
third	he, she, it was	they were	he, she, it is	they are	he, she, it will be	they will be	

		Past Perfect		Present Perfect		Future Perfect	
Person	Singular	Plural	Singular	Plural	Singular	Plural	
first	I had been	we had been	I have been	we have been	I will have been	we will have been	
second	you had been	you had been	you have been	you have been	you will have been	you will have been	
third	he, she, it had been	they had been	he, she, it has been	they have been	he, she, it will have been	they will have been	



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Steps for Paragraph Writing

1

Begin with a topic sentence that explains the purpose of the paragraph.

2

Write the supporting details that support your topic sentence. Use transition words.

3

Write elaborations for each supporting detail: examples, explanations, evidence.

4

End with a concluding sentence that restates the topic sentence.



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Masterpiece Sentences

Stage 1	Prepare Your Canvas Choose a noun for the subject. Subject: Who or what did it? Choose a verb for the predicate. Predicate: What did he/she/it/they do? Direct Object: What did he/she/it/they do it to?
Stage 2	Paint Your Predicate Tell more about what happened. When? Where? How?
Stage 3	Move the Predicate Painters Move the Predicate Painters to create a different sentence structure.
Stage 4	Paint Your Subject Tell more about the subject. Which one? What kind? How many?
Stage 5	Paint Your Words Select words or phrases in the sentence and replace them with more descriptive words or phrases.
Stage 6	Finishing Touches Move sentence parts, check spelling, and check punctuation.



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The Writing Process

Prewrite/Plan

- Brainstorm or look for ideas.
- Decide on a purpose, audience, format, and tone.
- Research.
- Organize your ideas and information.

Draft

- Get your thoughts down on paper without worrying about conventions and accuracy.
- Write using your plan as a guide.

Revise

- Use the Six Traits rubric or Writer's Checklist to evaluate your draft.
- Have a peer evaluate your draft.
- Pay attention to voice, word choice, content, and organization. Make necessary changes.
- Rewrite your draft.

Edit

- Proofread your revised draft.
- Have a peer proofread.
- Correct errors in conventions: spelling, grammar, capitalization, and punctuation.

Publish/Present

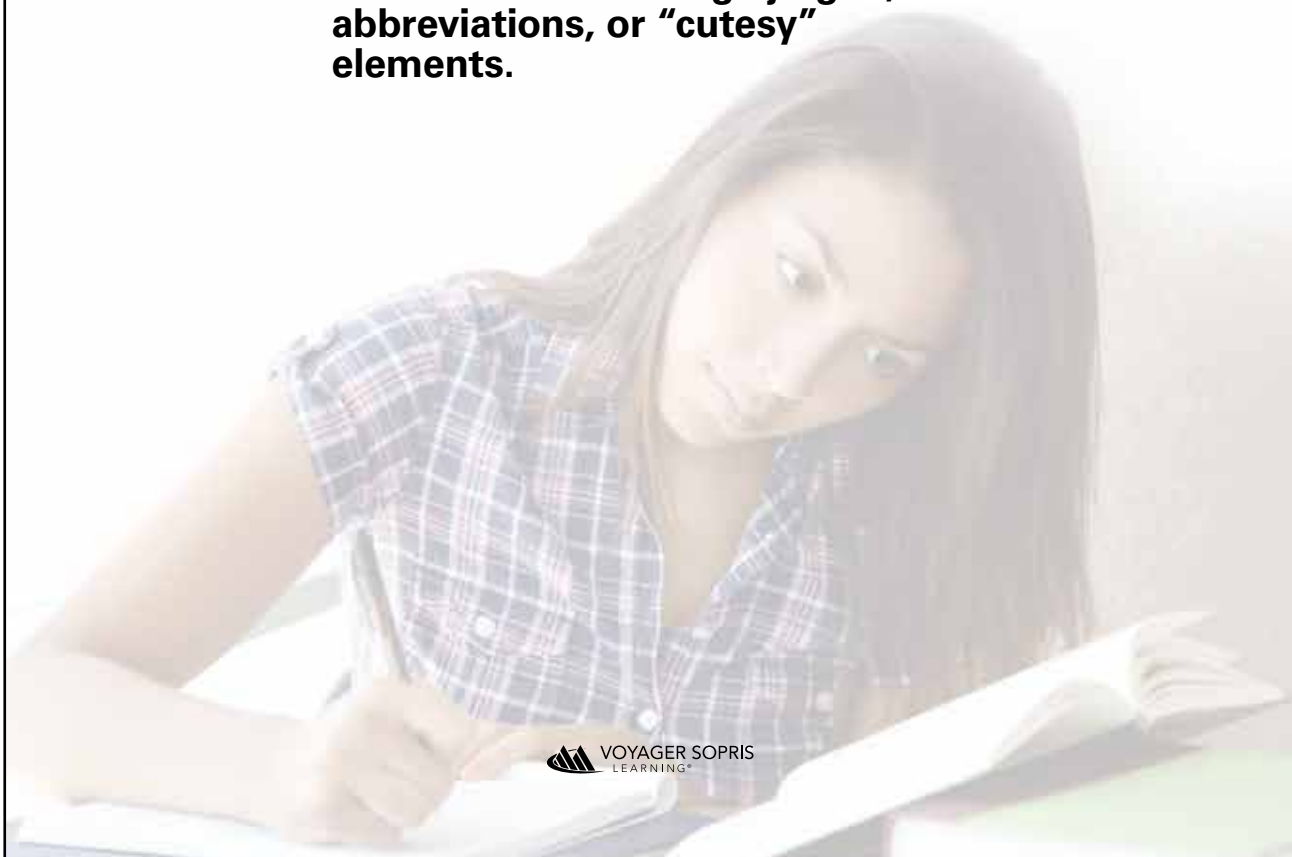
- Share the finished product.
- Publish your writing for others to read and respond to.
- Enhance the writing with visual aids to maximize the effect on the audience.



Elements of Formal Writing

Formal writing . . .

- **is clear and direct.**
- **is grammatically correct.**
- **uses polite language.**
- **does not use slang.**
- **is free of strong emotion.**
- **gives support and evidence for general ideas.**
- **is free of contractions.**
- **is free of text message jargon, abbreviations, or “cutesy” elements.**



 VOYAGER SOPRIS
LEARNING*



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Class Discussion Rules

1

Take turns. Do not interrupt speakers. Allow speakers to finish their thoughts. Follow established classroom protocol for getting a turn to speak.

2

Accept other people's opinions and ideas. There is no idea too big or too small.

Do not ridicule your classmates' opinions with your opinions.

Bad response: "That's just stupid."

Good response: "I understand you think personal devices should be allowed in the classroom, but I completely disagree."

3

Participate. Everyone's thoughts and opinions are valuable. What you say may make someone else think of an idea as well. Your participation helps everyone.

4

Agree to disagree. Not everyone will hold your point of view. Do not allow yourself to become angry or frustrated if someone's point of view differs from yours. Simply "agree to disagree."

5

Be brief. State your point quickly and clearly. Allow others to speak. Don't monopolize the discussion.



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How Can I Express . . .

Disagreement

- I disagree with _____ because _____.
- I'm not sure I agree with that because _____.
- I can see that _____; however, I can't see _____.
- I agree that _____; however, I don't agree that _____.

Confirmation

- I hear _____.
- I believe _____.
- I learned that _____.

Agreement

- I agree with _____ because _____.
- I like what _____ said because _____.
- I agree with _____ because _____; but on the other hand, I agree with _____ because _____.

Clarification

- Could you repeat that for me, please?
- What I heard you say is _____. Could you explain a bit more, please?
- I'm not certain I understood you when you talked about _____. Could you try to say it in a different way?
- Is there evidence to support your claim?
- How does that support the claim that _____?

Confusion

- I don't understand _____.
- Can you explain that another way?
- I have a question about _____.

Extension

- When I think about what _____ said, I wonder _____.
- This makes me think of _____.
- I would like to hear more about _____.
- How does this connect to _____?

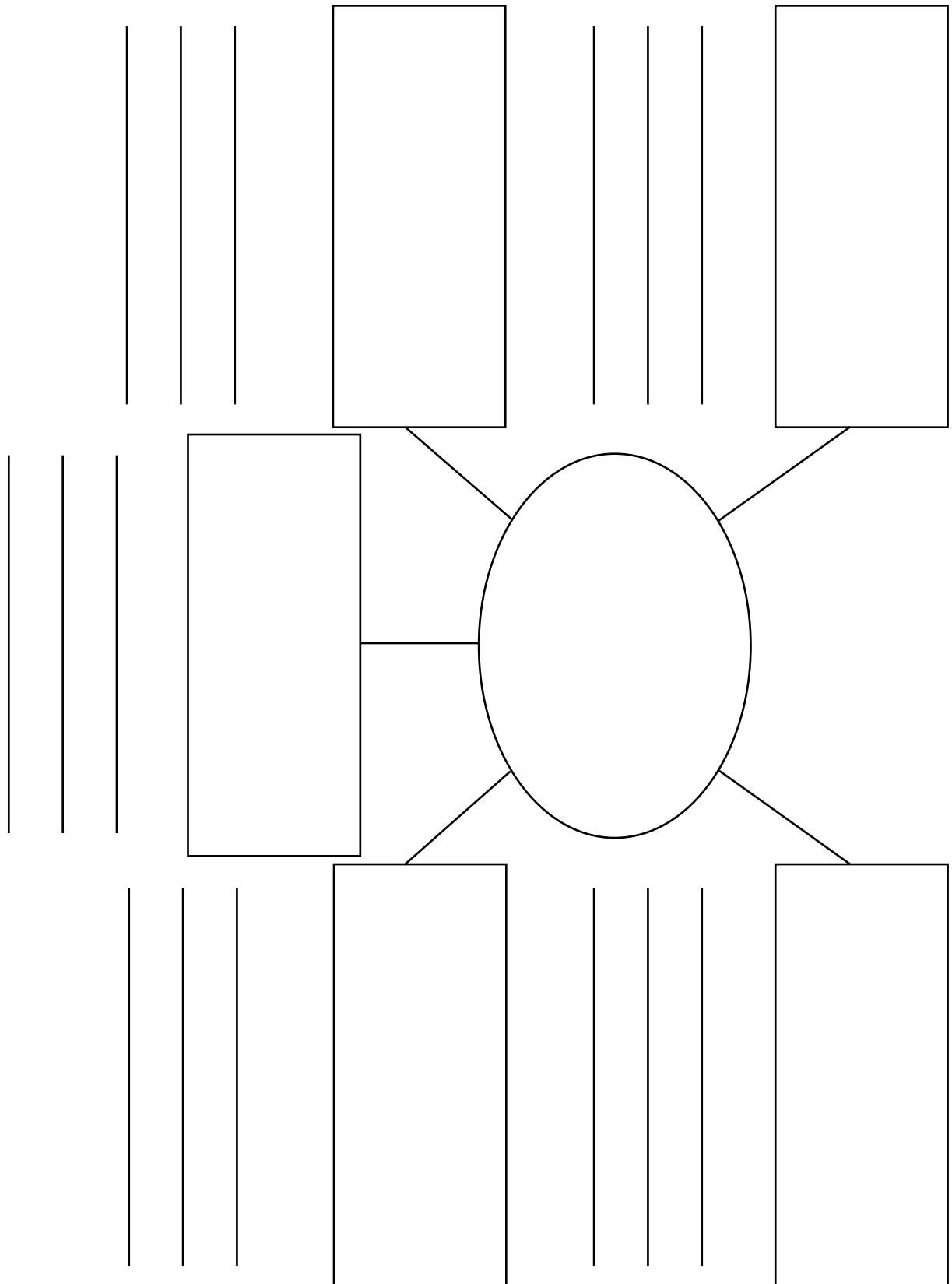
Review

- I want to go back to what _____ said.
- To recap, it has been said that _____.
- Did _____ say _____?

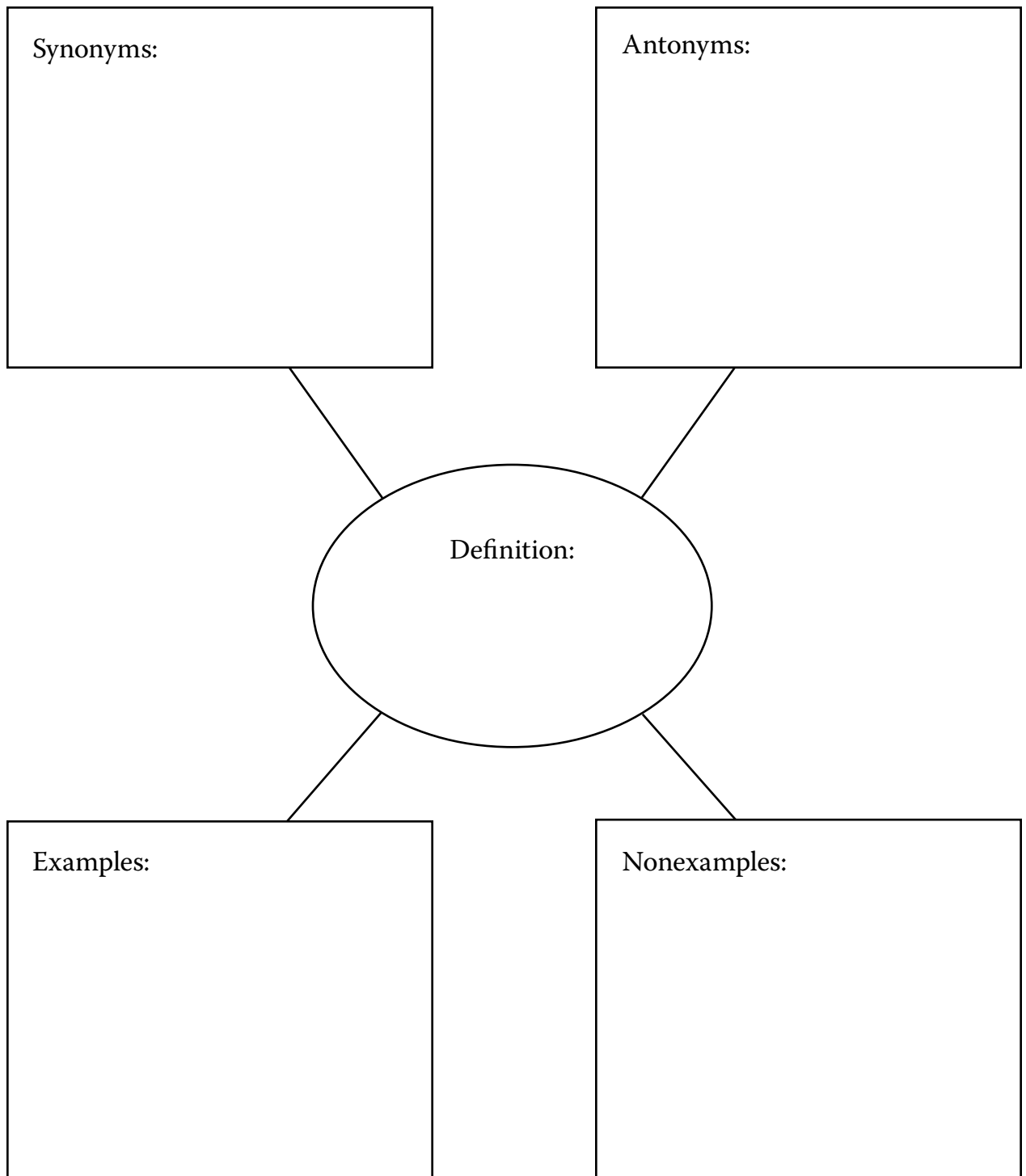
Key Passage Vocabulary

Vocabulary	Knowledge Rating	Definition	Picture
	0 1 2 3		
	0 1 2 3		
	0 1 2 3		
	0 1 2 3		
	0 1 2 3		
	0 1 2 3		
	0 1 2 3		
	0 1 2 3		
	0 1 2 3		

Multiple-Meaning Map



Four-Square



Advanced Four-Square

Synonyms:	Antonyms:
Examples	Nonexamples
Definition:	
Related words	Figurative language

Define It

Word		Category		Attributes
	=		+	

Definition: _____

Word		Category		Attributes
	=		+	

Definition: _____

Word		Category		Attributes
	=		+	

Definition: _____

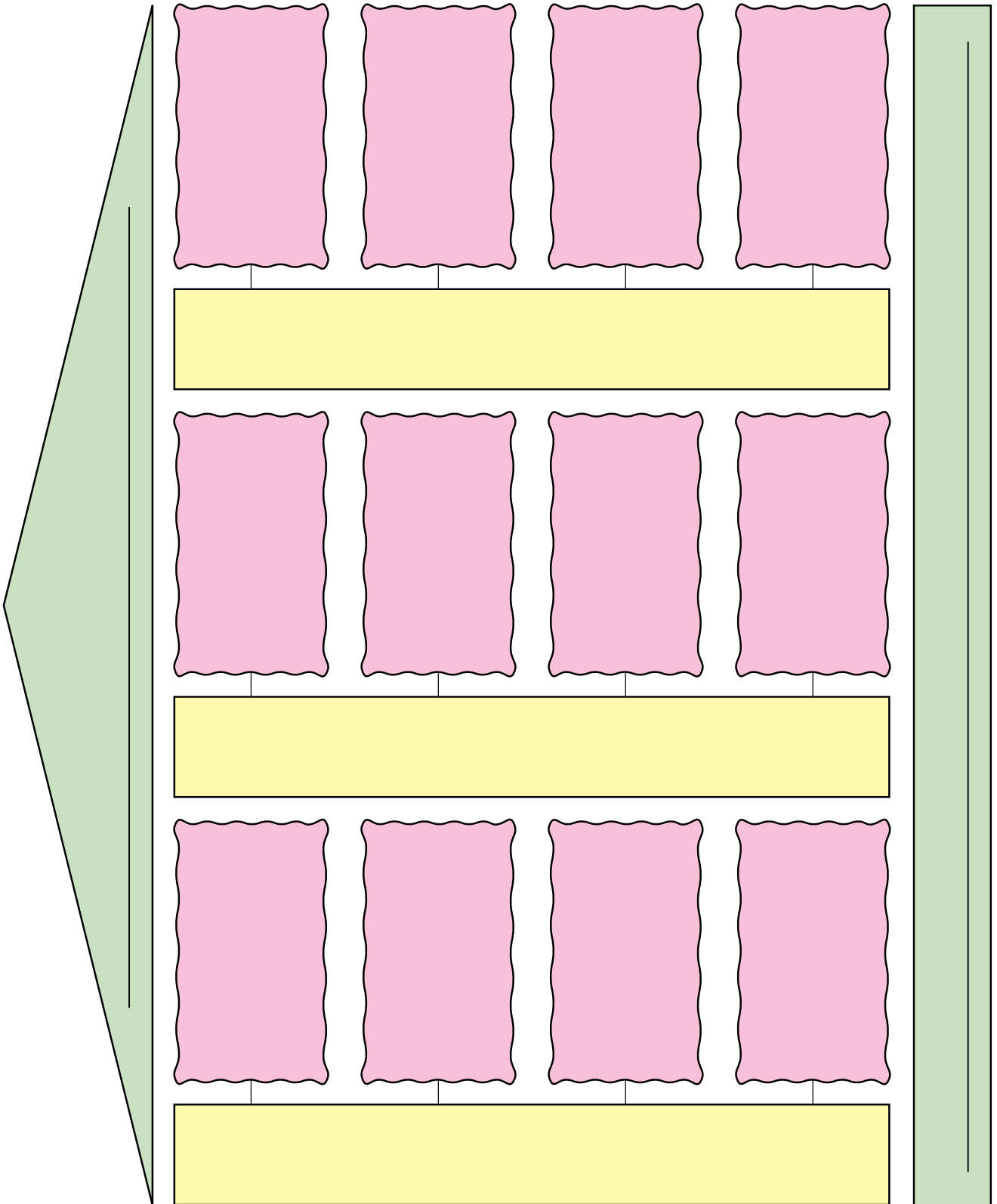
Word		Category		Attributes
	=		+	

Definition: _____

Blueprint for Writing

The image shows a writing blueprint template. It consists of three identical rows. Each row is enclosed in a large rectangular frame. On the left side of this frame is a vertical line. At the top of each row is a wide, empty rectangular box. Below this box are four smaller, empty rectangular boxes with wavy borders, arranged in a row. To the right of the main frame is a large, hollow arrow pointing to the right, with a vertical line extending from its top edge down to the bottom edge.

Color-Coded Blueprint for Writing



Blueprint for Writing With Symbols

The blueprint is organized into three identical horizontal sections. Each section begins with a rectangular box containing a star symbol. Below this box are four wavy-edged rectangular boxes, each with a short vertical line at its top center. To the left of the entire structure is a vertical bar containing the text "T =". To the right is a large triangle containing the text "C =". A horizontal line is drawn on the right side, parallel to the top and bottom edges of the triangle.

Six Traits of Writing: Basic

Ideas and Content	Organization	Voice and Audience Awareness	Word Choice	Sentence Fluency	Language Conventions
<p>4 Focuses on the topic. Main idea (topic sentence) is clear and well supported with details and elaboration (examples, evidence, and explanations).</p>	<p>Topic sentence clearly states main idea. Ideas are clear and logically organized. Contains concluding sentence.</p>	<p>The words have a strong sense of person and purpose. Brings topic to life.</p>	<p>Words are specific to the content, accurate, and vivid. Word choice enhances meaning and the reader's enjoyment.</p>	<p>Writes complete sentences and varies sentence structure.</p>	<p>There are no grammar errors. There are few or no errors in spelling, capitalization, or punctuation.</p>
<p>3 Mostly focuses on the topic. Sentences supporting the main idea (topic sentence) may be general rather than detailed and specific.</p>	<p>Topic sentence states main idea. Organization mostly clear and logical. May contain concluding sentence.</p>	<p>The words have some sense of person and purpose.</p>	<p>Words are correctly used but may be somewhat general and unspecific.</p>	<p>Writes complete sentences and attempts to use expanded sentences.</p>	<p>There are no major grammar errors. There are few errors in spelling, capitalization, or punctuation.</p>
<p>2 Main idea (topic sentence) is unclear and/or lacks sufficient support.</p>	<p>Structure may not be entirely clear or logical. Paragraph may seem more like a list and/or be hard to follow.</p>	<p>The words have little sense of person and purpose.</p>	<p>Words may be used inaccurately or repetitively.</p>	<p>Writes mostly simple and/or awkwardly constructed sentences. May include some run-ons and fragments.</p>	<p>There are a few grammar errors. There are a few errors in spelling, capitalization, or punctuation.</p>
<p>1 Does not address prompt and/or lacks a topic sentence. Supporting details are absent or do not relate to topic.</p>	<p>No evident structure. Lack of organization seriously interferes with meaning.</p>	<p>The words have no sense of person or purpose. No sense of audience.</p>	<p>Extremely limited range of words. Restricted vocabulary impedes message.</p>	<p>Numerous run-ons and/or fragments interfere with meaning.</p>	<p>There are many grammar and/or spelling errors. There are many errors in capitalization and punctuation.</p>

Six Traits of Writing: Expository

	Ideas and Content	Organization	Voice and Audience Awareness	Word Choice	Sentence Fluency	Language Conventions
4	The thesis is very clear and well focused. Supporting details make the paper very easy to understand and interesting.	Ideas are very clearly organized. All parts of the essay (introduction, body, and conclusion) work together to support the thesis.	The writer's voice is distinctive and shows an interest in the topic. The writer knows who his or her audience is.	Words are used correctly and are very well chosen. They create pictures in the reader's mind.	Sentences have an easy flow and rhythm. Transitions are very smooth.	There are no grammar errors. There are few or no errors in spelling, capitalization, or punctuation.
3	The thesis is clear. Supporting details make the paper easy to understand.	Ideas are clearly organized. The paper includes all parts of an essay (introduction, body, and conclusion).	The writer's voice is natural and shows an interest in the topic. The writer knows who his or her audience is.	Words are used correctly. Some words may be a bit general.	Sentences are formed correctly and are varied in structure. Transitions are clear.	There are no major grammar errors. There are few errors in spelling, capitalization, or punctuation.
2	The thesis is not clear. The ideas are somewhat developed, but there are only a few details.	Ideas are fairly well organized. The paper includes all parts of an essay (introduction, body, and conclusion).	The writer's voice is natural, but the writer is not fully engaged in the topic. At times, the writer's viewpoint may be vague.	Most words are used correctly. A few words are too general. Some words are repeated.	Sentences are formed correctly, although they may be similar in structure. Most transitions are clear.	There are a few grammar errors. There are a few errors in spelling, capitalization, or punctuation.
1	The thesis of the paper is unclear or missing. The paper is poorly developed and/or confusing.	Ideas are not clearly organized. The paper may be missing an introduction or a conclusion.	The writer seems uninterested in the topic and unaware of his or her audience.	Most words are used incorrectly, many are too general or frequently repeated.	The sentences do not flow well and lack structure. They are short and choppy or long and confusing.	There are many grammar and/or spelling errors. There are many errors in capitalization and punctuation.

Six Traits of Writing: Narrative

Ideas and Content	Organization	Voice and Audience Awareness	Word Choice	Sentence Fluency	Language Conventions
<p>4 Clear plot events, as well as a readily identifiable conflict/problem and setting. The climax and resolution are clear. Rich details and sensory description make characters come to life. No irrelevant material.</p>	<p>Beginning grabs reader's attention. Logically sequenced plot. Story transitions link events. Conclusion caps off story and does not leave the reader hanging.</p>	<p>Strong sense of person and purpose behind the words. Brings story to life.</p>	<p>Words are specific, accurate, and vivid. Word choice enhances meaning and reader's enjoyment.</p>	<p>Writes complete sentences with varied sentence patterns and beginnings.</p>	<p>There are no major grammar errors. There are few errors in spelling, capitalization, or punctuation.</p>
<p>3 Identifiable plot events. Conflict/problem may not be entirely clear. The climax or resolution may not be clear. Some details/sensory description. Characters present but may not be fully developed. Setting may be missing. Limited irrelevant material.</p>	<p>Beginning interests reader. Plot somewhat logically sequenced but may lack one story element such as climax or satisfying conclusion. Story transitions link some events.</p>	<p>Some sense of person and purpose behind the words.</p>	<p>Words are correctly used but may be somewhat general and unspecific.</p>	<p>Writes complete sentences with some expansion. Limited variety.</p>	<p>There are a few grammar errors. There are a few errors in spelling, capitalization, or punctuation.</p>
<p>2 Limited plot and/or the conflict/problem is not clear. The setting, climax, and/or resolution may not be apparent. There are insufficient details and description. Characterization is weak. Too repetitious or too much irrelevant material.</p>	<p>Beginning does not capture reader's interest. Plot underdeveloped and two or more story elements (setting, initiating event, climax, resolution) missing. Story transitions missing.</p>	<p>Little sense of person and purpose behind the words.</p>	<p>Word choice limited. Words may be used inaccurately or repetitively.</p>	<p>Writes mostly simple and/or awkwardly constructed sentences. May include some run-ons and fragments.</p>	<p>There are many grammar or spelling errors. There are quite a few errors in capitalization and punctuation.</p>
<p>1 Does not address the prompt or the plot, conflict/problem are not discernible. Description, details, and characterization are missing.</p>	<p>Text has no evident structure. Lack of organization seriously interferes with meaning.</p>	<p>No sense of person or purpose behind the words.</p>	<p>Extremely limited range of words. Restricted vocabulary impedes message.</p>	<p>Numerous run-ons and/or sentence fragments interfere with meaning.</p>	<p>There are many spelling and grammar errors. There are many errors in capitalization and punctuation.</p>

Six Traits of Writing: Argument

Ideas and Content	Organization	Voice and Audience Awareness	Word Choice	Sentence Fluency	Language Conventions
<p>4 Clearly states a position on the issue. Fully develops main ideas with evidence, examples, and explanations that are compelling. No irrelevant information.</p>	<p>Introduction clearly states position. Ideas logically sequenced. Transition sentences link ideas. Conclusion ties essay together and gives reader something to think about. Follows required format.</p>	<p>Strong sense of person and purpose behind the words. Brings issue to life.</p>	<p>Words are specific, accurate, and vivid. Word choice enhances meaning and reader's enjoyment.</p>	<p>Writes complete sentences with varied sentence patterns and beginnings.</p>	<p>There are no major grammar errors. There are few errors in spelling, capitalization, or punctuation.</p>
<p>3 States a position on the issue. Develops main ideas adequately with some evidence, examples, and explanations. Limited irrelevant information.</p>	<p>Introduction states position. Ideas mostly logically sequenced. Some linkage among ideas. Conclusion ties essay together. Follows required format.</p>	<p>Some sense of person and purpose behind the words. Sense of commitment to the issue. Text may be too casual for the purpose.</p>	<p>Words are correctly used but may be somewhat general and unspecific.</p>	<p>Writes complete sentences with some expansion. Limited variety.</p>	<p>There are a few grammar errors. There are a few errors in spelling, capitalization, or punctuation.</p>
<p>2 Does not state a clear position on the issue and/or does not support main ideas with sufficient evidence, examples, and explanations. May be too repetitious or too much irrelevant information.</p>	<p>Introduction may not state a position. Ideas not logically sequenced. Transition sentences missing. Conclusion may be missing. Does not follow required format.</p>	<p>Little sense of person and purpose behind the words. Very little engagement with reader. Text may be too casual for the purpose.</p>	<p>Word choice limited. Words may be used inaccurately or repetitively.</p>	<p>Writes mostly simple and/or awkwardly constructed sentences. May include some run-ons and fragments.</p>	<p>There are many grammar or spelling errors. There are quite a few errors in capitalization and punctuation.</p>
<p>1 Does not address the prompt or does not develop a position. Elaboration lacking or unrelated to the issue.</p>	<p>Text has no evident structure. Lack of organization seriously interferes with meaning.</p>	<p>No sense of person or purpose behind the words. No sense of audience.</p>	<p>Extremely limited range of words. Restricted vocabulary impedes message.</p>	<p>Numerous run-ons and/or sentence fragments interfere with meaning.</p>	<p>There are many spelling and grammar errors. There are many errors in capitalization and punctuation.</p>

Six Traits of Writing: Literary Analysis

Ideas and Content	Organization	Voice and Audience Awareness	Word Choice	Sentence Fluency	Language Conventions
<p>4 States thesis clearly. Develops main ideas fully with elaborations. Direct quotations from text support ideas. All information pertinent to thesis.</p>	<p>Introduction contains thesis statement and cites title, author of work. Ideas logically sequenced. Transition sentences link ideas. Conclusion offers some evaluation of the work.</p>	<p>Strong sense of person and purpose behind the words. Brings topic to life.</p>	<p>Words are specific, accurate, and vivid. Word choice enhances meaning and reader's enjoyment.</p>	<p>Writes complete sentences with varied sentence patterns and beginnings.</p>	<p>There are no major grammar errors. There are few errors in spelling, capitalization, or punctuation.</p>
<p>3 States thesis clearly. Develops main ideas with some elaboration. May lack direct quotations from text to support ideas. Limited amount of irrelevant information.</p>	<p>Introduction contains thesis statement and cites title, author of work. Ideas mostly logically sequenced. Some linkage of main ideas. Formulaic conclusion may not offer evaluation of the work.</p>	<p>Some sense of person and purpose behind the words. Sense of commitment to the topic. Text may be too casual for purpose.</p>	<p>Words are correctly used but may be somewhat general and unspecific.</p>	<p>Writes complete sentences with some expansion. Limited variety.</p>	<p>There are a few grammar errors. There are a few errors in spelling, capitalization, or punctuation.</p>
<p>2 Does not state thesis clearly and/or minimal development of main ideas. No direct quotations to support ideas. Too repetitious or too much irrelevant information.</p>	<p>Introduction may not have clear thesis. Ideas not logically sequenced. Transitions may be missing. May lack conclusion, or conclusion is formulaic with no evaluation of the work.</p>	<p>Little sense of person and purpose behind the words. Very little engagement with the reader. Text may be too casual for purpose.</p>	<p>Word choice limited. Words may be used inaccurately or repetitively.</p>	<p>Writes mostly simple and/or awkwardly constructed sentences. May include some run-ons and fragments.</p>	<p>There are many grammar or spelling errors. There are quite a few errors in capitalization and punctuation.</p>
<p>1 Does not address the prompt or does not develop a thesis. Elaboration lacking or unrelated to a thesis.</p>	<p>No evident structure. Lack of organization seriously interferes with meaning.</p>	<p>No sense of person or purpose behind the words. No sense of audience.</p>	<p>Extremely limited range of words. Restricted vocabulary impedes message.</p>	<p>Numerous run-ons and/or sentence fragments interfere with meaning.</p>	<p>There are many spelling and grammar errors. There are many errors in capitalization and punctuation.</p>

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Africa Digs

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Boston's Big Dig

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