My STAAR READER

GRADE 5
Annotate
As you read closely for different purposes, remember to annotate the text.

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Identify key ideas and details . . . underline the text.</td>
</tr>
<tr>
<td></td>
<td>Emphasize a statement you already underlined . . . add vertical lines in the margin.</td>
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<tr>
<td>⭐</td>
<td>Identify the most important information . . . draw a star in the margin.</td>
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<tr>
<td>2</td>
<td>Identify a sequence or keep track of the points an author makes . . . write numbers in the margin.</td>
</tr>
<tr>
<td></td>
<td>Identify key words and phrases . . . circle the word or phrase.</td>
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<tr>
<td>sample note</td>
<td>Record a question or idea . . . write a note in the margin.</td>
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</tbody>
</table>

What is realistic fiction?
Realistic fiction features characters and plots that could actually happen in everyday life. The settings are authentic—they are based on familiar places such as a home, school, office, or farm. The stories involve some type of conflict or problem. The conflict can be something a character faces within himself, an issue between characters, or a problem between a character and nature.

What is the purpose of realistic fiction?
Realistic fiction shows how people grow and learn, deal with successes and failures, make decisions, build . . .

Sample note
Record a question or idea . . . write a note in the margin.

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Focus on the Genre

Realistic Fiction

**What is realistic fiction?**
Realistic fiction features characters and plots that could actually happen in everyday life. The settings are authentic—they are based on familiar places such as a home, school, office, or farm. The stories involve some type of conflict, or problem. The conflict can be something a character faces within himself, an issue between characters, or a problem between a character and nature.

**What is the purpose of realistic fiction?**
Realistic fiction shows how people grow and learn, deal with successes and failures, make decisions, build relationships, and solve problems. In addition to making readers think and wonder, realistic fiction is entertaining. Most of us enjoy “escaping” into someone else’s life for a while.

**How do you read realistic fiction?**
First, note the title. The title will give you a clue about an important character or conflict in the story. As you read, pay attention to the thoughts, feelings, and actions of the main characters. Note how the characters change from the beginning of the story to the end. Ask yourself: *What moves this character to action? Can I learn something from his or her struggles?*
**Features of Realistic Fiction**

- The story takes place in an authentic setting.
- At least one character deals with a conflict (self, others, or nature).
- The characters are like people you might meet in real life.
- The story is told from a first-person or third-person point of view.
How do you treat a prince? Why, royally, of course! In Mark Twain’s story *The Prince and the Pauper*, a prince sees his guard mistreating a poor peasant named Tom. After scolding the guard, the prince shares a meal with Tom and decides to exchange clothes with Tom so he can experience being a peasant.

A few minutes later the little Prince of Wales was garlanded with Tom’s fluttering odds and ends, and the little Prince of Pauperdom was tricked out in the gaudy plumage of royalty. The two stood side by side before a great mirror, and lo, a miracle. There did not seem to have been any change made! They stared at each other, then at the glass, then at each other again.

At last the puzzled prince said, “What dost thou make of this?”
“Ah, good your worship, require me not to answer.”

“Then will I utter it. Thou hast the same hair, the same eyes, the same voice and manner, the same form and stature, the same face and countenance that I bear. There is none could say which was you, and which the Prince of Wales. And, now that I am clothed as thou wert clothed, it seemeth I should be able the more nearly to feel as thou didst when the brute soldier—Hark ye, is not this a bruise upon your hand?”

“Yes; but it is a slight thing.”

“Peace! It was a shameful thing and a cruel!” cried the little prince, stamping his bare foot. “If the King—Stir not a step till I come again! It is a command!”

In a moment, he was out at the door and flying through the palace grounds in his banded rags with a hot face and glowing eyes. As soon as he reached the great gate, he seized the bars and tried to shake them, shouting “Open! Unbar the gates!”

The soldier that had maltreated Tom obeyed promptly. As the prince burst through the portal, half-smothered with royal wrath, the soldier gave him a sounding punch to the ear that sent him whirling to the roadway, and said, “Take that, thou beggar’s spawn, for what thou got’st me from his Highness!”

The crowd roared with laughter. The prince picked himself out of the mud, and made fiercely at the sentry, shouting, “I am the Prince of Wales, my person is sacred. Thou shalt hang for laying thy hand upon me!”

The soldier brought his halberd to a present-arms and said mockingly, “I salute your gracious Highness.” Then angrily, “Be off, thou crazy rubbish!”

Here, the jeering crowd closed around the poor little prince, and hustled him far down the road, hooting him, and shouting, “Way for his Royal Highness! Way for the Prince of Wales!”
Graphic Organizers

Realistic Fiction

Explain the Roles and Functions of Characters

Qualities of a Prince

The Prince’s Good Traits

The Prince’s Bad Traits
## Explain the Effect of a Historical Event

<table>
<thead>
<tr>
<th>Old-Fashioned English</th>
<th>Modern English</th>
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</thead>
<tbody>
<tr>
<td>How do you explain this?</td>
<td></td>
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<tr>
<td>Please sir, don’t make me answer that.</td>
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</tr>
<tr>
<td>Be quiet! It was a cruel and shameful thing to do!</td>
<td></td>
</tr>
<tr>
<td>Don’t move until I get back! That’s an order!</td>
<td></td>
</tr>
<tr>
<td>Take that, you son of a beggar, for getting me in trouble with the prince!</td>
<td></td>
</tr>
<tr>
<td>Get out of here, you goofy good-for-nothing!</td>
<td></td>
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</tbody>
</table>
Text Evidence Questions

1. In paragraph 2, the author refers to “the little Prince of Pauperdom.” Who is he talking about and why does he call him this?

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Text Evidence:

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Text Evidence:

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3. Explain why the soldier hits the prince after letting him through the gates.

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Text Evidence:

______________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________________
1. Read this dictionary entry.

**stir** \stər\ verb
1. to mix a substance with an instrument such as a spoon
2. to create a commotion or disturbance
3. to make a slight movement
4. to produce a strong feeling

Which definition best matches the word **stir** as it is used in paragraph 7?

A. definition 1
B. definition 2
C. definition 3
D. definition 4

2. In paragraph 11, the soldier says “I salute your gracious Highness” to —

F. pay the prince respect
G. make fun of the prince
H. show he recognizes the prince
J. ask for the prince’s forgiveness

3. From events in this story, what can the reader conclude about the prince?

A. He believes everyone is created equal.
B. He thinks people should be treated kindly.
C. He thinks it is wrong to order people around.
D. He thinks peasants should be seen but not heard.
It was one of those dark, drizzly summer days when there’s nothing to do but hang out at home. Cai and I were playing Scrabble® on my screened-in porch. His dog Tucker was sleeping nearby, tossing and turning and snorting and snoring. Jake and Linda strolled by in their rain jackets. I guess they didn’t notice us because Jake said, in a very loud voice, “Cai is a terrible basketball player!”

I glanced up to see if Cai was okay; he was. He shrugged off Jake’s rudeness and continued staring at the Scrabble® board.

“I’m a great basketball player,” Jake was saying. “I have whirlwind moves so playing against you is no challenge. I’ve tried to teach you, Linda, but you don’t listen!”

“Maybe I’d listen better if you’d stop yelling at me,” Linda said.

I could tell that Cai was beginning to feel sad because his shoulders were slumping lower and lower. He began to pet Tucker, like he usually did when he needed a friend. I didn’t know what to say so I shouted at Jake. “Hey! We’re right here listening to everything you’re saying.”
Jake and Linda swung around. Jake’s eyes were wide and embarrassed, but he didn’t apologize. He just stood there, gaping at us.

Then Cai spoke up. “Jake, we’re playing Scrabble®. Would you like to play?” Sometimes I can hardly believe how nice Cai can be. Jake shuffled his feet and mumbled, “No, thanks,” but he didn’t leave. He just stood there, watching, as Cai and Linda and I started to play.

“I’m terrible at word games,” said Jake.

“Sit down. I’ll teach you how to play,” said Cai, smiling.

“Thanks,” said Jake. “And hey, I’m really sorry about what I said.”

“It’s okay, Jake. Some people are good at board games and some people are good at basketball. Don’t take it personally, but I think Maria and I will happily stick to board games and leave shooting baskets to you.”
1. It was one of those miserable, dark, drizzly summer days when there’s nothing to do but lounge around the house. Cai and I were playing Scrabble® on my screened-in porch, his lazy pooch Tucker tossing and turning and snorting and snoring beside us, when Jake and Linda strolled by, suited up for a walk in the rain. They must not have noticed us because Jake hollered, “Cai is a terrible basketball player!”

2. I glanced up to see how Cai would take this insult. He calmly shrugged off Jake’s rudeness and continued to stare intently at the Scrabble® board.

3. “I’m a phenomenal basketball player,” Jake continued. “I have whirlwind moves so playing against you is easy as pie. I’ve tried to teach you, Linda, but you don’t listen!”

4. “Maybe, just maybe, I’d listen better if you’d stop yelling at me like that,” Linda said.

5. I could tell that Cai was getting upset because his shoulders were slumping lower and lower. He began petting Tucker, as he does when he needs a friend. I had no clue what to say so I shouted at Jake. “Hey! We’re right here listening to your every word.”
6 Jake and Linda swung around, Jake’s eyes wide and embarrassed. But he didn’t apologize, didn’t say a single word. He just stood there, gaping at us.

7 Then Cai found his voice. “Jake, we’re playing Scrabble®. Care to join us?” Sometimes I can hardly believe how nice Cai can be. Jake shuffled his feet and mumbled, “No, thanks,” but he didn’t leave. He just stood there, looking on as Cai and Linda and I began a new game.

8 “I’m terrible at word games,” Jake said finally, eyes cast down to the floor.

9 “Sit down and I’d be happy to show you how to play,” said Cai, smiling.

10 “Thanks,” said Jake. “And hey, I’m really sorry about what I said.”

11 “It’s okay, Jake. We all have our talents. Some of us are good at board games and some of us are good at sports. Don’t take it personally, but I think Maria and I will happily stick to board games and leave shooting baskets to you.”
Independent Workstation 1

Text Evidence Questions

1. What is the main conflict and how is it resolved?

________________________________________________________________________

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Text Evidence:

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2. How is Cai different from Jake?

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Text Evidence:

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3. What details in the story show that Maria is a good friend to Cai?

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Text Evidence:

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________________________________________________________________________
Practice Questions

1. Which of these is the best summary of the story?

A. Jake and Linda are walking by Maria’s house. Jake insults Cai by saying he is a terrible basketball player. Cai’s feelings are hurt, but he doesn’t show it. He asks Jake to play the board game with him to show that he wasn’t really upset by what Jake said.

B. Jake says that Cai is a bad basketball player. This makes Maria angry, but Cai just feels sad. Cai makes himself feel better by playing a game with Jake.

C. Cai and Maria are playing a board game. They overhear Jake say that Cai is a bad basketball player. Cai feels hurt, but he doesn’t get angry. Instead, he invites Jake to play the board game with them. Jake refuses, saying he is bad at board games. This makes Cai feel better about himself.

D. Cai and Maria are playing a board game. Jake and Linda walk by. Jake brags about his basketball playing skills. Linda complains that Jake yells at her too much when they play. Cai invites Jake to play the board game with them.

2. When Cai pets Tucker, this shows that Cai feels —

F. anxious that he might lose the game to Maria

G. worried that Jake would see that he felt hurt

H. sad to hear that he is a bad basketball player

J. bored with playing the board game with Maria

3. Which event triggers the main conflict in the story?

A. Jake calls Cai a bad basketball player.

B. Jake brags about his own athletic skills.

C. Cai invites Jake to play the board game.

D. Maria lets Jake know that they heard him.
Writing

How does the relationship between the prince and the guard change after the boys switch clothes? Could you argue that their relationship doesn’t change? Use the chart to organize your ideas, and then write your answer on the lines below.

<table>
<thead>
<tr>
<th>The Prince and the Guard’s Relationship</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before the boys switch clothes</td>
<td></td>
</tr>
<tr>
<td>After the boys switch clothes</td>
<td></td>
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</tbody>
</table>

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## Make Inferences

Read each inference question. Under “What I Know,” write your background knowledge and/or experiences that help you answer the question. Under “What I Infer,” write a one-sentence response to the inference question.

![Quote]

*There is none could say which was you, and which the Prince of Wales.*

1. What can you infer about the prince by the way he refers to himself by his title, the Prince of Wales?

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Infer</th>
</tr>
</thead>
<tbody>
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<td></td>
</tr>
</tbody>
</table>

> "Ah, good your worship, require me not to answer."

2. What does it suggest about Tom that he calls the prince “your worship”?

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Infer</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

> “Peace! It was a shameful thing and a cruel!’ cried the little prince, stamping his bare foot. ‘If the King— . . .’”

3. What does “If the King— . . .” imply about what the king’s reaction would be if he knew what the soldier had done to Tom?

<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Infer</th>
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</tbody>
</table>
Focus on the Genre

MYTHS

What is a myth?
A myth is a story that explains something that occurs in nature. It might tell how the world began or explain why the world is the way it is. The main character in a myth is usually a god or goddess or a hero with special powers. Sometimes the hero in a myth is on a quest, a journey in search of adventure.

What is the purpose of a myth?
Long ago, people believed myths to be true. They relied on these stories to explain events they did not understand, like violent storms or why there is night and day. Today, myths help us see what events confused or interested people long ago. The explanations in myths are creative and fun. They are exciting, too.

How do you read a myth?
The title of a myth often tells what event in nature the myth explains. Think about how the event is explained when you read a myth. Look for a hero with extraordinary powers. Ask yourself: What does this hero do? How do the hero’s actions help explain an event?

Who invented myths?
In ancient times, storytellers told myths to answer questions about the world. Their listeners understood the heroes of these myths. They were heroes with human qualities similar to their own, but their superpowers meant that they could perform amazing deeds. In an ancient Greek myth, a god gives humans the gift of fire. In another myth, a Greek goddess explains the change of seasons. A Mexican god takes a dangerous journey to his homeland in yet another myth. As the centuries passed, these stories were told and retold and then written down. Today, readers still enjoy the exciting adventures of these heroes.
Myths often take place before time, or recorded history as we know it, began.

Myths have characters that are humans, or humanlike, and experience human emotions.

Myths often explain the origins of the world and its creatures.

Myths have gods, goddesses, heroes, and fantastic creatures with supernatural powers.

Characters often perform heroic tasks or go on quests.

Myths often explain the worldview of a people or culture and may have religious elements.
BELLEROPHON AND PEGASUS:
A TALE FROM ANCIENT GREECE

1 Long ago, in the Greek city of Corinth, there lived a young man named Bellerophon. Bellerophon’s father was a skilled equestrian who taught his son horsemanship. The son soon became as proficient as his father, but there was one horse that neither he nor anyone else could ride: a beautiful winged horse called Pegasus.

2 Pegasus would sometimes appear in the sky like a fast-moving cloud that soon disappeared from view. Everyone who caught a glimpse of Pegasus wished to tame the horse and ride it. Some people looked for him on Mount Helicon, where he came each day to drink water from a special spring, but Pegasus allowed no mortal to come near. How Bellerophon longed to capture and ride that magnificent creature!

3 When Bellerophon was sixteen, he accidentally caused a man’s death. The penalty for murder was exile, and although Bellerophon had not meant to slay anyone, he had to suffer the penalty. He left Corinth forever.

4 Bellerophon’s travels took him to Lycia, where the king Iobates entertained him. After they had enjoyed a meal together, Iobates told Bellerophon about the Chimera, a man-eating monster that was terrifying his people and laying waste to the land. The frightful Chimera had the head of a lion, as well as the head of a goat. A frightful serpent’s head at the tip of its tail lashed out in all directions. All three of the Chimera’s heads breathed fire. Iobates asked Bellerophon if he would brave an attempt to fight and kill the beast.
Eager to prove himself worthy, Bellerophon agreed to the challenge, but he believed he could succeed only with the help of the winged horse. He asked a wise man, Polyeidus, for advice about how to capture Pegasus. Polyeidus instructed Bellerophon to bring gifts to the temple of the goddess Athena and stay there all night.

While asleep in the temple, Bellerophon dreamed that Athena brought him a golden bridle. When he awoke, he found the golden bridle by his side. Clearly, he had gained the favor of the gods.

Bellerophon traveled to Mount Helicon. When Pegasus came to the spring to drink, Bellerophon held up the golden bridle. Pegasus became gentle at once and made no move to escape when Bellerophon slipped the bridle over his head. Bellerophon mounted the magnificent steed and together they soared into the sky.

The Chimera had never before needed to protect itself from an airborne attack. Bellerophon and Pegasus swooped and dived at the Chimera from the air, dodging the monster’s flames by winging upward. Soon they slew the fearsome beast. The people of Lycia rejoiced, and, in gratitude, King Iobates gave Bellerophon a portion of his kingdom. In time, the King’s daughter became Bellerophon’s bride.

Bellerophon achieved other great feats riding the winged horse. People began to praise and worship him as a hero. His pride became so great that he decided to ride Pegasus to the top of Mount Olympus, the dwelling place of the gods. Higher and higher he flew, until Zeus, the ruler of the gods, had had enough of the man’s arrogance. He sent a gadfly to provoke the winged horse. Pegasus bucked when the insect bit, and Bellerophon fell to the earth. For the rest of his days, Bellerophon wandered as a beggar among strangers, penniless and hunched in pain.

Pegasus continued to fly up to the top of Mount Olympus, where he became a special companion of Zeus. Eventually, Zeus gave him a permanent home in the heavens. Pegasus is now a constellation of stars, visible in the clear night sky.
# Evaluate Sensory Details

<table>
<thead>
<tr>
<th>Words and Phrases That Describe Pegasus</th>
<th>Words and Phrases That Describe the Chimera</th>
</tr>
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## Draw Pictures!

<table>
<thead>
<tr>
<th>Pegasus</th>
<th>The Chimera</th>
</tr>
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<td></td>
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</table>
### Describe Incidents That Advance the Story

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<table>
<thead>
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<tbody>
<tr>
<td>10.</td>
<td><strong>Bellerophon became a beggar.</strong></td>
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<tr>
<td>9.</td>
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<td>8.</td>
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</table>
Text Evidence Questions

1. What does the word *exile* mean in this text?

   ________________________________________________________________

   **Text Evidence:**

   ________________________________________________________________

   ________________________________________________________________

2. When does Bellerophon win the favor of the gods? When does he lose it?

   ________________________________________________________________

   **Text Evidence:**

   ________________________________________________________________

3. What natural phenomenon does the myth explain?

   ________________________________________________________________

   **Text Evidence:**

   ________________________________________________________________

4. In paragraph 8, how does the author help the reader feel the excitement of Bellerophon and Pegasus’s battle with the Chimera?

   ________________________________________________________________

   **Text Evidence:**

   ________________________________________________________________
Practice Questions

1  The author’s use of figurative language in paragraph 2 emphasizes that —

A  Pegasus is a beautiful winged horse
B  Pegasus cannot be caught and tamed
C  Pegasus needs water like a mortal horse
D  Pegasus visits Mount Helicon every day

2  How is Bellerophon able to kill the Chimera?
   F  He tricks the Chimera into wearing a bridle.
   G  He pushes the Chimera off Mount Olympus.
   H  He rides Pegasus and flies faster than the Chimera.
   J  He rides Pegasus and attacks the Chimera from the air.

3  Why does it make sense that Zeus is angry when Bellerophon tries to fly Pegasus to the top of Mount Olympus?
   A  Bellerophon is mistreating Pegasus by making him fly so high.
   B  Bellerophon is becoming more popular among mortals than Zeus.
   C  Bellerophon has only done a few great feats since killing the Chimera.
   D  Bellerophon is a mortal and Mount Olympus is for gods and goddesses only.
Pandora
A Greek Myth

1. Zeus was the Greek god of the sky, and he ruled Mount Olympus, the home of all of the Greek gods. Prometheus was also a god, and he was the creator and protector of humans.

2. Prometheus felt that people needed fire because without it they could not cook their food or warm their homes. But fire was a closely guarded secret of the gods. So Prometheus helped men steal fire from Mount Olympus.

3. Zeus was very angry. “The people have their own source of fire now! They no longer need to respect the gods to receive this gift!”

4. Zeus punished Prometheus, but he was angrier with the people themselves. “The people must pay for stealing from the heavens!” he raged. So Zeus came up with a plan to get back at the people.

5. First, Zeus created the most beautiful woman, and he then invited all of the gods to meet her. He told them to bring a gift, and since they were all gods, their gifts were very special. For example, Aphrodite gave the woman the gift of grace and charm. Apollo gave the woman the gift of musical talent.

6. “I will name the woman Pandora, which means ‘all gifts,’” said Zeus.

7. Zeus sent Pandora down to Earth as a gift for Prometheus’s brother. The brother was known for not
being very smart. Prometheus warned his brother to never take gifts from gods—especially from Zeus. The brother didn’t listen.

8  “Have you seen how beautiful she is?” the brother said. “I will marry her anyway.”

9  Pandora came to Earth holding a large box with a big lock on it. Zeus told her to give the box and the key to her husband.

10  “A warning to both of you,” said Zeus. “Never, ever open this box!”

11  Along with beauty, charm, and talents, Pandora had also received the gift of curiosity. She was very curious about what might be in that box. What could be so precious that it needed a lock? She thought about the box day and night.

12  “Please, let’s open it!” Pandora begged her husband. But he always said, “You know we cannot.”

13  One day, as her husband was napping, Pandora stole the key!

14  Pandora turned the key in the lock and slowly lifted the lid. In a burst of green smoke, out of the box flew every kind of ugly, horrible thing that humans fear.

15  Sickness! Worries! Crime! Hate! Monsters!
16 Everything that bothered and haunted humans was released from the box. The bad things flew all over the place like angry bees, swarming and stinging.

17 “Oh, no!” Pandora screamed. She tried to catch the bad things and put them back into the box. But it was too late. The bad things formed a terrifying tornado of evil. The stifling storm flew out of the door and swallowed the air of the city.

18 As Pandora watched in horror, she heard something flicker and hum in the bottom of the box. She peeked in and saw that there was one last thing left behind.

19 “This thing is not ugly at all,” she said thankfully. “In fact, it is quite beautiful.”

20 At that instant, Zeus appeared. Pandora lowered her head in shame. “You have disobeyed me,” Zeus said, pointing his finger at her. “Do you see this in the box? This is Hope. I will take back control of Hope.”

21 Zeus picked up the box and Hope, and went back up to Mount Olympus.
Zeus was the Greek god of the sky, who ruled over Mount Olympus, which was the home of all of the Greek gods. Another of the Greek gods was Prometheus, who was the creator and protector of all mankind.

Prometheus cared about the people he had created, and he was determined to improve their lives. Up until then, only the gods knew the secret of fire, and the people down on Earth lived cold and miserable lives. Prometheus decided to steal fire from Mount Olympus so that people would be able to cook their own food and keep their own homes warm.

When Zeus saw what Prometheus had done, he was furious and flew into a rage.

“Now the people have their own source of fire!” he roared. “They no longer need to respect the gods to receive this gift!”

Zeus was not content with merely punishing Prometheus; he felt that the people themselves must also feel his wrath.

“The people must pay for stealing from the heavens!” he raged. So Zeus came up with a devious plan for exacting his revenge against the people.

First, Zeus created the most beautiful woman in the world, and he then invited all of the gods to meet her. He ordered them to present her with gifts, and since they were all gods, the gifts they gave were very special indeed. Aphrodite, for example, gave the woman the gift of grace and charm. Apollo bestowed on her the gift of musical talent.
8 “I will name the woman Pandora, which means ‘all gifts,’” said Zeus.

9 Then Zeus sent Pandora down to Earth as a gift for Prometheus’s brother, who was known for not being very intelligent. Many times, Prometheus had warned his brother never to accept gifts from any of the gods, especially not from Zeus. Unfortunately, however, Prometheus’s brother either didn’t hear his advice or didn’t heed it because he happily accepted Zeus’s gift and welcomed Pandora with open arms.

10 “Have you seen how beautiful she is?” the brother said. “I will marry her anyway.”

11 Pandora came to Earth clutching a large box that had a large lock. Zeus instructed her to present the box and the key to her husband.

12 “A warning to both of you,” said Zeus. “You should never, ever open this box!”

13 Along with beauty, charm, and talents, Pandora was also endowed with the gift of curiosity, and she was exceedingly curious about that box. “What is inside it?” she wondered. “What could be so precious that it needed a lock?” All day and all night, she thought about the box.

14 “Please, let’s open it!” Pandora begged her husband. But as always, he was resolute in his answer, saying, “You know we cannot.”

15 One day, as her husband was taking a nap, Pandora stole the key from him.
Pandora turned the key in the lock and slowly lifted the lid. In a burst of green smoke, out of the box flew every kind of ugly, horrible thing that humans fear.

Sickness! Worries! Crime! Hate! Monsters!

Everything that bothered and haunted humans was released from that box. The evils flew all over the place like angry bees, swarming and stinging.

“Oh, no!” Pandora screamed. She tried to catch the bad things and cram them back into the box, but it was too late. The bad things formed a terrifying tornado of evil. The stifling storm flew out of the door and swallowed the air of the city.

As Pandora watched in horror, she heard something flicker and hum in the bottom of the box. She peeked inside and saw that one last little item had been left behind.

“This one is not ugly at all,” she said thankfully. “In fact, it is quite beautiful.”

At that instant, Zeus appeared, and Pandora lowered her head in shame. “You have disobeyed me,” Zeus said, pointing his finger at her. “Do you see this in the box? This is Hope. I will take back control of Hope.”

Zeus picked up the box with Hope inside, and he returned with them to Mount Olympus.
Text Evidence Questions

1. What problem does the box create for Pandora? How successful is she in solving her problem?

   Text Evidence:

2. Considering what happens in the myth, does Pandora’s name suit her?

   Text Evidence:

3. In what way are Prometheus in “Pandora” and Athena in “Bellerophon and Pegasus” different from Zeus?

   Text Evidence:
Practice Questions

1. From events in paragraph 2, what can the reader conclude about Prometheus?
   A. He has a kind heart.
   B. He has a jealous mind.
   C. He has a playful spirit.
   D. He has a stingy nature.

2. In paragraph 16, the author uses figurative language to emphasize a sense of
   F. power and majesty
   G. mystery and wonder
   H. horror and confusion
   J. disappointment and regret

3. Which saying best expresses the story’s theme?
   A. Hope springs eternal.
   B. Look before you leap.
   C. Curiosity killed the cat.
   D. A stitch in time saves nine.
Writing

In the story “Bellerophon and Pegasus,” Zeus is the ruler of the gods, but unfortunately, he has a very bad temper. His angry behavior has serious consequences for Bellerophon. Imagine that you are now the supreme ruler of the gods, with even more authority than Zeus. Write an e-mail to Zeus telling him that he must attend anger management classes. Give examples of Zeus’s behavior and the consequences his behavior had on Bellerophon.

Use the planning chart to organize your ideas, then write your e-mail on the lines below.

<table>
<thead>
<tr>
<th>What made Zeus angry?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What did Zeus do because he was angry?</td>
<td></td>
</tr>
<tr>
<td>What happened as a result of Zeus’s angry behavior?</td>
<td></td>
</tr>
<tr>
<td>Who besides Bellerophon may have been affected by Zeus’s angry behavior?</td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary

In the story “Bellerophon and Pegasus,” Bellerophon’s father was “a skilled equestrian who taught his son horsemanship.” The word equestrian is from the Latin root eque, meaning “horse.” The word equine also comes from the root eque. It can mean either “a member of the horse family” or “resembling a horse.”

There are a lot of words like equine ending in –ine or –ian that are used in literature not only to talk about animals, but to describe people. Use the context clues in the sentences below to figure out the meaning of the underlined words.

1. Jared felt a kind of canine loyalty to his favorite basketball team, whose record was 13 and 0.

2. His long, hairy arms and unusual, rolling, hunched-over gait gave the waiter an oddly simian appearance.

3. Miss Franklin’s piercing eyes, aquiline nose, and long, talon-like nails gave her an air of command that made all the students feel like frightened rabbits scurrying for the nearest burrow.

4. The wind sent the dry leaves into an avian display that swooped high and circled around like a synchronized swarm of swallows.

5. The lead singer of the heavy metal band swaggered proudly onto the stage like royalty, his long, curly blond hair billowing about his face in leonine perfection.

6. The barrel-chested linebacker let out an ursine roar as he charged toward the quarterback.
Focus on the Genre

BIOGRAPHY

What is a biography?
A biography is a factual retelling of another person’s life. The person may have lived long ago or in recent history, or may still be alive today. Biographies can cover a person’s entire life or just important parts. A biography often includes direct quotes from the person. This helps the reader make a connection to the person.

What is the purpose of a biography?
A biography helps a reader understand the important people, places, times, and events in the subject’s life. It provides a summary of the person’s life experiences and achievements. The way the author writes the biography helps a reader get a sense of the person as a real human being who had (and perhaps still has) an impact on the lives of others.

How do you read a biography?
The title will tell you the subject and may include something interesting about him or her. The first paragraph will try to “hook” the reader by capturing his or her attention. As you read, note the setting because it often influences what happens in a person’s life. Pay close attention to the sequence of events in the person’s life. Ask yourself: Did this event happen to the person, or did the person make it happen? How did this event affect the person’s life? What do I admire about this person?

Who writes biographies?
People who write biographies want to learn more about others’ life stories and how those people made their marks on the world. Some people write biographies because they are interested in a certain topic, such as sports, history, or cooking. Others write biographies because they are interested in people!
A biography starts with a strong “hook.”

A biography tells the person’s date and place of birth.

A biography tells about the person’s family, childhood, and important events.

A biography describes the person’s impact on the world.

A biography describes the person’s personality and characteristics.

A biography quotes the person or people who knew the person.
Gordon Parks was born in Fort Scott, Kansas, in 1912. His town was segregated, like many other parts of the United States at the time.

In some southern parts of the country, laws and customs forced blacks and whites to use separate schools and other public facilities. They couldn’t sit in the same section in a movie theater or drink from the same water fountain. The North wasn’t strictly
3 Gordon Parks felt the pain of this racism as a boy and through much of his adult life. But early on, he made an important choice. “I picked up a camera because it was my choice of weapons against what I hated most about the universe: racism, intolerance, poverty,” he said. “I could have just as easily picked up a knife or a gun, like many of my childhood friends did . . . but I chose not to go that way. I felt that I could somehow subdue these evils by doing something beautiful. . . . I could make a whole different life for myself.”

4 Gordon was the youngest of 15 children in a poor family. His parents stressed the importance of education, equality, and truth. They worked hard on their small farm and taught their children strong religious values.

5 Gordon was 15 when his mother died. He was sent to live with a sister in St. Paul, Minnesota, but within a year, he found himself homeless. He worked at many jobs to support himself, including mopping floors, washing dishes, and playing the piano. He spent years moving from place to place, struggling to earn enough to eat and have a place to live.

6 Finally, in 1934, Parks found a steady job serving meals on a train from St. Paul. He married and had three children. During this time he found a magazine left behind on the train. It had photographs showing the terrible living conditions of some U.S. farm workers.

7 Inspired by these pictures, Parks bought a camera. He took his first photos in Seattle, Washington, at the end of the train line. He was so focused on the pictures that he fell into the ocean as he tried to photograph seagulls.

8 His talents soon became obvious. He worked as a fashion photographer in St. Paul. Then he moved to
Chicago to do more fashion photography, but he also took his own pictures of people in the city. Those pictures won him an award and a job offer. He became the first African American photographer to work for the U.S. government documenting everyday American life.

9  Parks died in 2006 at the age of 93. Over the years, he received at least 45 honorary degrees from universities, even though he had never finished high school. He wrote fiction, nonfiction, and poetry books; wrote and directed movies for theaters and television; and wrote and helped produce a ballet. But it was his photography that touched millions of people around the world.

10  One series of pictures in 1961 showed a young boy in Brazil who suffered with asthma but had no money for treatment. Parks’s photographs inspired thousands of dollars in donations. He was able to bring the boy to the United States for treatment that saved his life.
Parks photographed people and events of the African American civil rights movement from the 1950s through the 1970s. Some of his other photos persuaded American lawmakers to create programs to help people who were poor and hungry.

Parks called his camera his “weapon against poverty and racism.” But he showed other sides of the world as well, including beautiful portraits of fashion models, artists, workers, and children. “The camera is not meant to just show misery,” Parks said. “You can show beauty with it. . . . You can show things you like about the universe, things you hate about the universe. It’s capable of doing both.”

**American Gothic**

Parks took one of his most famous photos on his first day of work in Washington, D.C. in 1942. It showed an African American woman who cleaned the floors in a government building. Parks deliberately made the photo similar to one of the most famous American paintings of the time, created in 1930 by Grant Wood. Both are titled “American Gothic.” Parks’s picture showed a side of American life that few white people ever thought about.
Evaluate Biographical Details

Turning Point

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Life’s Struggles

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Life’s Successes

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Identify the Point of View of Media Presentations

<table>
<thead>
<tr>
<th></th>
<th>Painting by Grant Wood</th>
<th>Photograph by Gordon Parks</th>
<th>Same or Different?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What is the title of each image?</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Who are the people in each image?</strong></td>
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<td></td>
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<tr>
<td><strong>What objects are the people holding?</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>Do the people look relaxed and happy or serious and hard-working?</strong></td>
<td></td>
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</tr>
</tbody>
</table>
Text Evidence Questions

1 Compare how African Americans were treated in the South in 1912 to how they were treated in the North.

Text Evidence:

2 Describe how Gordon Parks was inspired and how he inspired others.

Text Evidence:

3 What can the reader conclude about Parks from the information in paragraph 9?

Text Evidence:
Practice Questions

1. In paragraph 1, the word segregated means —
   
   A. poor
   B. violent
   C. divided
   D. crowded

2. The purpose of paragraphs 6–7 is to show —
   
   F. how U.S. farm workers were treated
   G. why Parks wanted to make more money
   H. when Parks got his first job taking pictures
   J. how Parks became interested in photography

3. Which of these best supports the idea that Parks’s photography “touched millions of people around the world”?
   
   A. He helped a boy get treatment for his asthma.
   B. He received 45 honorary degrees from colleges.
   C. He convinced American lawmakers to help the poor.
   D. He took photographs during the civil rights movement.
The Start of Something New

1. In nineteenth-century France, there was only one “acceptable” style of painting. Art was supposed to look realistic and show only religious or historic subjects. At art shows, paintings all looked similar. So why do today’s art museums feature many different styles? Many say it began with people called the Impressionists.

2. In 1874, a group of painters in Paris were trying something new. They used surprising colors and vague, blurry shapes. They also used hurried-looking brushstrokes. The artists astonished experts with this new approach. “It looks like a mere impression,” someone said about a now-famous painting. This insult gave the new movement its name. Impressionism was born.
Some Impressionists spent years studying one subject alone. For example, Pierre-Auguste Renoir studied dancers and Claude Monet studied water lilies. They painted the same things in different lights and colors, showing motion and feeling. Other painters chose subjects like parks or sailboats. The Impressionists showed critics that subjects other than royalty and religion were worth painting. The Impressionists found beauty in smaller things and captured the vibrancy of life.

Many Impressionists were poor because their paintings did not sell well. People were slow to like the artwork because it was different, but the Impressionists believed in their work and kept on painting. Today, their paintings hang in the world’s greatest museums, proving that they were right.

Impressionism opened doors for other artists to try new creative styles. Today, there is no “correct” style of painting. The Impressionists taught us that there can be fresh ways to see color and life.
The Start of Something New

1. In nineteenth-century France, there was only one “acceptable” style of painting. This art sought to look realistic and the subjects were always religious or historic. At art shows, the paintings were all very similar. How is it that today’s art museums feature so many different styles? Many say it all began with a group of men and women called the Impressionists.

2. It was 1874 in Paris; a group of artists were attempting something new. Unlike the other artists of their time, these painters used surprising colors; vague, blurry shapes; and hurried-looking brushstrokes to represent the objects they painted. Art experts were astonished at this new approach. “It looks like a mere impression,” someone said, criticizing a now-famous painting. This insult effectively named the movement.
Impressionism had begun, with or without the art world’s approval.

3 Some Impressionists, like Pierre-Auguste Renoir and Claude Monet, spent years studying one subject alone, like dancers or water lilies. They painted the same things repeatedly, in different lights and colors, highlighting motion and feeling. Other painters chose subjects like parks or sailboats. The Impressionists’ breathtaking artwork taught critics that there were more things worth painting than royalty and religion. Exploring the beauty in smaller things, these artists captured the vibrancy of life as no one had before.

4 Many Impressionists lived in poverty because their paintings did not sell well. People were slow to like the artwork because it was so different. But the Impressionists did not change. They knew their work was beautiful and important—and today, their costly paintings hang in the world’s greatest museums, proving that they were right.

5 Impressionism opened doors for other artists to try new creative styles. Today, there is no “correct” way of painting. The Impressionists taught us that there is always room for fresh ways to see color and life.
Text Evidence Questions

1 Describe what paintings were like before the Impressionists.

__________________________________________________________________________

__________________________________________________________________________

Text Evidence:

__________________________________________________________________________

__________________________________________________________________________

2 What was the author’s purpose for writing the article? Do you think the author achieved his or her purpose? Explain why or why not.

__________________________________________________________________________

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Text Evidence:

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__________________________________________________________________________

3 Write a brief summary of paragraph 3. Begin by stating in your own words the paragraph’s main message.

__________________________________________________________________________

__________________________________________________________________________

Text Evidence:

__________________________________________________________________________

__________________________________________________________________________
1. At first, experts thought that Impressionism was —
   A. fresh and new
   B. brilliant and amazing
   C. sloppy and inaccurate
   D. shocking and disrespectful

2. Which of these best expresses the main idea of paragraph 3?
   F. Impressionists changed accepted ideas of what should be painted.
   G. Impressionists helped people learn to appreciate the natural world.
   H. Impressionists rejected the religious values held by most art critics.
   J. Impressionists fought against rules royalty tried to enforce on painters.

3. The author wrote this article most likely to —
   A. encourage artists to try Impressionistic painting
   B. tell the history of Impressionism and its impact on art
   C. persuade more people to support Impressionistic artists
   D. explain the process of making an Impressionistic painting
Writing

What did Gordon Parks do to prove that a camera can be a “weapon against poverty and racism”? Think of another problem facing the world today. How would you use a camera to help solve the problem?

Use the planning chart to organize your ideas, then write on the lines below.

<table>
<thead>
<tr>
<th>Weapon Against Poverty</th>
<th>Weapon Against Racism</th>
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</thead>
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</table>

Another problem facing the world today:

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How I would use a camera to help solve the problem:

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________________________________________________________________________
Summarizing

Read the paragraph from “Gordon Parks and His Camera.” Then read the summaries below and complete the sentences to explain the problem(s) with each summary.

Parks took one of his most famous photos on his first day of work in Washington, D.C. in 1942. It showed an African American woman who cleaned the floors in a government building. Parks deliberately made the photo similar to one of the most famous American paintings of the time, created in 1930 by Grant Wood. Both are titled “American Gothic.” Parks’s picture showed a side of American life that few white people ever thought about.

1. Gordon Parks took a photo that showed white Americans how some African Americans live. I think this paragraph is the most interesting part of the whole article. He took the photo in 1942, in Washington, D.C. It was a photo of . . .

The problem with this summary is:

2. Gordon Parks took the photo “American Gothic” in 1942, in Washington, D.C. It was a photo of an African American cleaning woman. The photo looked a lot like Grant Wood’s painting “American Gothic.” . . .

The problem with this summary is:

3. Gordon Parks took a photo that showed white Americans how some African Americans live. Grant Wood painted a famous painting called “American Gothic” in 1930. On Gordon Parks’s first day of work as a photographer, he took a picture of an African American cleaning woman who worked in a government building. . . .

The problem with this summary is:
Focus on the Genre

Poetry

What is a poem?
A poem is an arrangement of words that uses imagery and rhythm to capture a moment in time and share a feeling. The lines of most poems are arranged in paragraphs called stanzas. Poems may or may not rhyme, and don’t always follow punctuation rules.

What is the purpose of a poem?
The purpose of a poem is to tell a story or capture a thought, image, sound, or feeling in a short way.

How do you read a poem?
Read the title. Then read each line and try to find the rhythm of the poem. Think about what each idea adds to the picture the poet—or speaker—is “painting.” Try to visualize the images, sounds, and feelings that the poet describes. Think about what the poem is about and how it makes you feel. Read the poem again and look deeper to find hidden and/or double meanings.

Who invented poems?
People have shared poems for thousands of years. In ancient days, poems were used to tell stories.
A poem is often short.

A poem uses imagery to capture a moment, tell a story, or convey an emotion.

A poem has rhythm.

Lines in a poem can be rhymed or unrhymed.

Lines in a poem can be a word, a phrase, or a full sentence.

Lines in a poem can be grouped to form a sentence.
When the world is fast asleep,
   Along the midnight skies—
   As though it were a wandering cloud—
   The ghostly dream-ship flies.

5  An angel stands at the dream-ship’s helm,
   An angel stands at the prow,
   And an angel stands at the dream-ship’s side
   With a rue-wreath on her brow.

The other angels, silver-crowned,
10  Pilot and helmsman are,
   And the angel with the wreath of rue
   Tosseth the dreams afar.

The dreams they fall on rich and poor;
   They fall on young and old;
15  And some are dreams of poverty,
   And some are dreams of gold.
   And some are dreams that thrill with joy,
   And some that melt to tears;
   Some are dreams of the dawn of love,
   And some of the old dead years.
20  On rich and poor alike they fall,
   Alike on young and old,
Bringing to slumbering earth their joys  
And sorrows manifold.

The friendless youth in them shall do  
The deeds of mighty men,  
And drooping age shall feel the grace  
Of buoyant youth again.

The king shall be a beggarman—  
The pauper be a king—  
In that revenge or recompense  
The dream-ship dreams do bring.

So ever downward float the dreams  
That are for all and me,

And there is never mortal man  
Can solve that mystery.

But ever onward in its course  
Along the haunted skies—  
As though it were a cloud astray—  
The ghostly dream-ship flies.

Two angels with their silver crowns  
Pilot and helmsman are,

And an angel with a wreath of rue  
Tosseth the dreams afar.
## Summarize and Paraphrase Texts

<table>
<thead>
<tr>
<th>Bad Dreams in the Poem</th>
<th>Good Dreams in the Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</table>

**Summary**

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### Analyze How Poets Use Sound Effects

<table>
<thead>
<tr>
<th>Line</th>
<th>Poem Line</th>
</tr>
</thead>
</table>
| 15   | And some are dreams of poverty,  
| 16   | And some are dreams of gold.  
| 17   | And some are dreams that thrill with joy,  
| 18   | And some that melt to tears;  
| 19   | Some are dreams of the dawn of love,  
| 20   | And some of the old dead years.  

And some are

And some are

And some are

And some are

And some are

And some are
Text Evidence Questions

1. What is the poem mostly about?

Text Evidence:

2. Read this line from the poem. It is your text evidence.

   So ever downward float the dreams

How do the rhythm of the words and the repetition of the “r” sound help the reader understand this line?

Text Evidence:

3. Reread the end of the poem, starting at line 35 (“And there is never mortal man”). Why does the author repeat the ideas from lines 3–12 at the end of the poem?

Text Evidence:
Practice Questions

1. In “The Dream-Ship,” the poet repeats the “s” sound in lines 1–4. This creates a feeling of —
   A. joy
   B. fear
   C. mystery
   D. excitement

2. In “The Dream-Ship,” the poet uses the image of angels tossing dreams off a ship to show that dreams —
   F. are not controlled by people
   G. have little value
   H. are answers to prayers
   J. have a special purpose

3. What is the main way the poet shows that everyone has dreams?
   A. by using rhyme
   B. by using rhythm
   C. by repeating ideas
   D. by listing contrasts
In “The Dream-Ship,” the poet writes, “So ever downward float the dreams / That are for all and me.” What do the lines mean? How does the poet support this idea?

Use the planning chart to organize your ideas, then write on the lines below.

<table>
<thead>
<tr>
<th>What do the lines mean?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Who do the dreams fall on?</th>
</tr>
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<td></td>
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</table>

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Analyzing Rhythm

Analyze the rhythm in “The Dream-Ship.” Copy each line of the poem in the right column of the chart, using capital letters for the stressed syllables.

<table>
<thead>
<tr>
<th>“The Dream-Ship”</th>
<th>Stressed Syllables</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the world is fast asleep,</td>
<td></td>
</tr>
<tr>
<td>Along the midnight skies—</td>
<td></td>
</tr>
<tr>
<td>As though it were a wandering cloud—</td>
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<tr>
<td>The ghostly dream-ship flies.</td>
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<tr>
<td>An angel stands at the dream-ship’s helm,</td>
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<tr>
<td>An angel stands at the prow,</td>
<td></td>
</tr>
<tr>
<td>And an angel stands at the dream-ship’s side</td>
<td></td>
</tr>
<tr>
<td>With a rue-wreath on her brow.</td>
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</tbody>
</table>
Focus on the Genre

Informational Texts: Social Studies

What is an informational text?
Informational texts are nonfiction texts that present information in an accurate and organized way. They are often about a single subject such as an event or time period in history. They may be about any topic, such as an annual event or a hobby. A newspaper account of a local election and a history book chapter on a famous battle are examples of informational texts.

What is the purpose of informational text?
Informational texts have one main purpose: to inform. The best informational writing does this in a way that keeps readers’ attention. It pulls readers in, making them want to keep reading and learn more about the topic.

How do you read an informational text?
Look for facts and the details that support them. Read critically to make sure conclusions make sense. If there are different ways to look at an event or situation, make sure they are given. Ask yourself: Did I learn something new from this text? Can I draw my own conclusions from what I have read?

Who writes informational texts?
Writers who know their topic well write good informational texts. They make sure that they support the information in their work with historical facts, graphics like timelines and diagrams, and expert evidence. They provide more than one person’s point of view. They use primary sources—firsthand information such as journals and photographs.
Features of an Informational Text

- The text has a strong beginning that hooks the reader.
- The information is accurate, and the facts have been checked.
- The text uses primary sources when appropriate.
- The text includes multiple perspectives so that a reader can draw his or her own conclusions.
- The text has multiple perspectives so that a reader can draw his or her own conclusions.
- The information includes graphics that support the text.
- The text has a logical organization of major concepts.

The text has a strong ending that keeps readers thinking.
The Pueblo People of New Mexico

1. When Spanish explorers first came to the American Southwest, they found a type of community they had never seen before. They encountered villages in which everyone lived in a large building made of adobe, or sun-dried bricks. The adobe structure had enough rooms to provide housing for all the families of the community. The explorers called these settlements *pueblos*, the Spanish word for *villages*. In the United States today, the word *pueblo* is still used for these special Native American communities. The people of these communities have come to be known as the Pueblo people.

2. The Pueblo people of New Mexico are well known for the beautiful pottery they make. Their pottery tradition is very old. It dates back to a time when their ancestors, the Anasazi, began farming. In early times, the Anasazi moved constantly because they got their food by hunting and gathering. When they turned to agriculture, they settled down. That is when they began to make pottery.

3. Pottery had many practical uses. It was used for storing, carrying, cooking, and serving food and water. It had some special uses, too. For example, a pottery vessel with one base and two spouts became part of the wedding ceremony.

4. Archaeologists have found many shards of pottery in places inhabited by the Pueblo people and their ancestors. By studying these bits and pieces, they...
have learned a great deal about how pottery has changed through the centuries. The earliest pots were plain and simple, but over the years, potters developed styles that went beyond purely functional forms. They developed techniques for creating many beautiful patterns and colors. These lovely Pueblo pots, both ancient and modern, are often displayed in museums.

5 Many Pueblo pots are decorated with meaningful symbols. Clouds, rain, and other water symbols are especially common designs. They represent nature’s most welcome gift in the parched, dry land of the American Southwest.

6 Each pueblo developed its own special styles. Many techniques and designs have been passed down to the present day. In one case, an archaeologist discovered shards of an interesting black pottery that was no longer being made. He asked one of the most skillful Pueblo potters of the early twentieth century if she would try to recreate the technique. After a great deal of experimentation and hard work, the potter, Maria Martinez, succeeded. Martinez developed a polished black pottery that is more beautiful than the ancient pottery the archaeologist found. This type of pottery has become especially popular today. It is called Santa Clara pottery because it is associated with the Santa Clara Pueblo.

7 Creating a pot involves many stages, from digging and preparing the clay to building, shaping, and decorating the pot. These jobs were usually done not by just one artist, but by members of a family. Young people learned by helping and watching.

8 Pottery is no longer as useful in modern Pueblo life as it once was. Gathering clay and making pots is still a family activity for some potters, but others choose to work alone. Most Pueblo potters sell their pottery to tourists and collectors. The ancient art has changed to meet today’s needs, but it is still very much alive.
Summarize Main Ideas and Supporting Details

Paragraphs 4, 5, and 8 have main ideas stated in the text. Reread the paragraphs and complete the charts below.

Main Idea at the Beginning

Paragraph # ___
Sentence:

Main Idea in the Middle

Paragraph # ___
Sentence:

Main Idea at the End

Paragraph # ___
Sentence:

The main idea of paragraph 7 is not stated in the paragraph. See if you can figure it out!

Sentence: *Creating a pot involves many stages, from digging and preparing the clay to building, shaping, and decorating the pot.*

Sentence: *These jobs were usually done not by just one artist, but by members of a family.*

Sentence: *Young people learned by helping and watching.*

Main Idea

Making a pot was a complicated process that involved the whole family.
Analyze the Organizational Pattern of a Text

**Ancient Pueblo Pottery**
- Plain and simple; functional

**Modern Pueblo Pottery**
- Both ancient and modern Pueblo pots are found in museums.
- Beautiful patterns and colors; not just functional

**Both**
Text Evidence Questions

1. How did the Pueblo people get their name?

*Text Evidence:*

The word “pueblo” means “village” in Spanish. When the Spanish first arrived in the area, they found families living in large buildings made out of sun-dried bricks called adobe. More than one family lived in each building, so the communities looked like villages, or pueblos, to the Spanish. The Pueblo were eventually known by this name.

2. Based on the information in paragraph 4, how did archaeologists add to people’s knowledge about Pueblo pottery?

*Text Evidence:*

They encountered villages in which everyone lived in a large building made of adobe, or sun-dried bricks.”; “The explorers called these settlements pueblos, the Spanish word for village.”; “The people of these communities have come to be known as the Pueblo people.”

3. Paragraph 3 describes a kind of pottery the Pueblo used when people got married. Based on the description, how do you think it might have been used during a wedding ceremony?

*Text Evidence:*

The pottery used in wedding ceremonies had two spouts. It could be that during the wedding ceremony, each person drank out of one of the spouts.

4. Paragraph 8 states, “Pottery making is no longer as useful in modern Pueblo life as it once was.” What does the author mean by this? How has pottery making changed because of this fact?

*Text Evidence:*

Modern Pueblos do not have to make pottery today. They can buy storage containers. Family members do not have to work together to make sure the family has enough pots. A lot of pottery is made by artists who sell their pottery as artwork, not as storage containers.
Practice Questions

1. Which of these is the best summary of “The Pueblo People of New Mexico”?

   A. The Pueblo people were once hunters and gatherers. When they became farmers, they began making pottery. Each Pueblo community developed its own designs.

   B. The Pueblo people made pottery for everyday use and also for special occasions. Today, artists try to recreate the techniques used by the Pueblo people in the past.

   C. The Pueblo people value their family and community highly. One way they show this is through pottery making.

   D. The Pueblo people have lived in the American Southwest since before the Spanish explorers. Their pottery-making dates back to when they became farmers. The tradition continues to this day, but now the pottery is made more for its beauty than its usefulness.

2. Imagine that the ancient Pueblo people had lived in northern Canada instead of the American Southwest. From paragraph 5, the reader can infer that they would have decorated their pots with symbols of —

   F. ice

   G. fire

   H. snow

   J. wind

3. In paragraph 6, why did the author include the story about Maria Martinez?

   A. to prove that many of the best pottery makers were women

   B. to show how an ancient pottery technique was rediscovered

   C. to explain that archeologists and artists sometimes work together

   D. to give an example of a pottery design that survived to modern times
Early Explorers

1. In 1517, Spanish explorers reached the coast of Mexico and saw people wearing hammered gold jewelry and precious jewels. The rulers of Spain wanted gold, so they sent the conquistador Hernán Cortés to Mexico to find it.

2. In February of 1519, Cortés set sail with 600 men and 15 horses in 11 ships. They landed on the mainland of Mexico. Cortés and his men attacked the Native American villagers. The villagers didn’t stand a chance with their spears and arrows. The Spanish had swords and guns.

3. In April, Cortés landed at a spot he named Veracruz. Now he was in the land of Montezuma, the emperor of the Aztec Empire. The Aztec Empire stretched across central Mexico. The Aztecs were skilled warriors and talented builders. They knew about math and astronomy, the study of the skies. They worshipped a sun god and sacrificed, or killed, their enemies to honor him.
4 In Tenochtitlán, the Aztec capital, Montezuma was told of the Spaniards’ arrival. He sent messengers to Veracruz with huge gifts of gold for Cortés. The Aztec emperor hoped that Cortés would take the gold and leave. But, Cortés became more determined to reach Tenochtitlán.

5 Cortés began a long march toward the capital. The Spaniards passed through areas where different tribes lived. Many became Cortés’s allies, or friends. The Aztecs had many enemies because they were such harsh rulers. When Cortés reached the capital, he was amazed. The city was built on an island in the middle of a huge lake. It had temples, palaces, and towering pyramids. Tenochtitlán was home to more than 200,000 people.

6 Cortés put Montezuma in jail and took control of the city. He melted down the ruler’s gold and silver, turning it into bars to bring back to Spain. Eventually, the Aztecs rebelled and chased the Spaniards out. Montezuma died in the rebellion. Determined not to give up, Cortés returned a year later with more troops, both Spanish and Native American. The fighting was fierce, but the Spaniards and their allies won. The Aztec Empire was finished. From there, the Spanish spread out through Central America.
In 1517 when Spanish explorers first reached the coast of Mexico, they encountered people wearing hammered gold jewelry and precious jewels. Hungry for gold and riches, the Spanish rulers sent the conquistador Hernán Cortés back to Mexico.

In February of 1519, Cortés set off in 11 ships with 600 men and 15 horses. They landed on the mainland of Mexico and attacked the Native American villagers. With only spears and arrows, the villagers stood no chance against the Spanish swords and guns.

In April, Cortés landed at a place he named Veracruz. Now he was in the land of the Aztec Empire that stretched across central Mexico. Montezuma was the emperor of this powerful empire. The Aztecs were not only skilled warriors and talented builders, but they also knew math and astronomy. The Aztecs worshipped a sun god. To honor their god, the Aztecs sacrificed—or killed—their enemies.
4 In Tenochtitlán, the Aztec capital, Montezuma learned about the Spaniards’ arrival. He dispatched messengers to Veracruz with huge gifts of gold for Cortés. The Aztec emperor hoped that Cortés would take the gold and depart. However, the gifts only made Cortés more determined to reach Tenochtitlán.

5 Cortés set off on a long march toward the capital. As the Spaniards passed through areas where different tribes lived, they befriended the people. The Aztecs were harsh rulers, who had made many enemies. Some of those people allied themselves with Cortés. When Cortés finally reached the capital, he was amazed. The city was built on an island in the middle of a huge lake. There were temples, palaces, and towering pyramids. A thriving city, Tenochtitlán was home to more than 200,000 people.

6 Cortés imprisoned Montezuma and seized control of the city. He melted the gold and silver into bars that he sent back to Spain. Eventually, the Aztecs rebelled and chased the Spaniards out. Montezuma died in the rebellion. Determined not to give up, Cortés returned a year later with more troops, both Spanish and Native American. The fighting was fierce, but the Spaniards and their allies were victorious. The Aztec Empire was defeated, and the Spaniards expanded their rule throughout Central America.
Text Evidence Questions

1. Explain why the Spanish soldiers were able to conquer Mexico.
   
   Spanish soldiers were able to conquer Mexico because they were better armed. The soldiers had guns and swords. The first villagers they ran into only had spears and arrows.

   **Text Evidence:**
   “Cortés and his men attacked the Native American villagers. The villagers didn’t stand a chance with their spears and arrows. The Spanish had swords and guns.”

2. In paragraph 3, the author states that the Aztecs were “skilled warriors.” What details later in the article support this idea?
   
   Cortés and his soldiers had guns, but they still used Mexican tribes who were enemies of the Aztecs to help them fight the Aztecs. After Cortés captured Tenochtitlán, the Aztecs were able to rise up, take the city back, and send Cortés and his soldiers back to Spain.

   **Text Evidence:**
   “The Spanish had swords and guns.”; “The Spaniards passed through areas where different tribes lived. Many became Cortés’s allies, or friends.”; “Eventually, the Aztecs rebelled and chased the Spaniards out.”

3. What was the consequence of the Aztec being harsh rulers?
   
   The Aztecs made many enemies, who later joined with the Spanish in fighting them.

   **Text Evidence:**
   “As the Spaniards passed through areas where different tribes lived, they befriended the people. The Aztecs were harsh rulers, who had made many enemies. Some of those people allied themselves with Cortés.”
Practice Questions

1. By organizing the article chronologically, the author is able to —
   - A describe the achievements of the Aztecs
   - B compare the Aztec and Spanish cultures
   - C explain why the Spanish invaded Mexico
   - D tell how Cortés defeated the Aztec Empire

2. In paragraph 3, the author helps the reader understand the word “sacrificed” by —
   - F restating the idea with a similar word
   - G giving the dictionary definition of the word
   - H providing context clues in the next sentence
   - J using a contrasting idea earlier in the paragraph

3. Based on the information in paragraph 5, the reader can infer that the Aztecs built Tenochtitlán on an island because —
   - A they wanted a source of fresh water
   - B they feared an attack by the Spanish
   - C they needed protection from other tribes
   - D they hoped to gain favor with their sun god
In “Pueblo People of New Mexico,” the author states that the Pueblo people did not make pottery when they lived as hunters and gatherers. Why not? Use details from paragraph 2 and paragraph 7, plus your own background knowledge and experience to write your answer.

Use the planning chart to organize your ideas, then write on the lines below.

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**What I can infer from these details:**

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Read Across the Texts

1. How are Pueblo pottery and Gordon Parks’s photos alike?
   A. They are influenced by other artists’ work.
   B. They are used for more purposes than art.
   C. They are created using traditional methods.
   D. They are used to bring about social change.

2. What do “The Prince and the Pauper” and “The Dream-Ship” have in common?
   F. They both use old-fashioned words.
   G. They both use third-person point of view.
   H. They both have elements that are not real.
   J. They both have the theme that everyone is equal.

3. How is the theme of equality in “Gordon Parks and His Camera” different from the theme of equality in “The Dream-Ship”?
   In “The Dream-Ship,” the theme was that everyone is treated equally, at least as far as dreams are concerned. In “Gordon Parks and His Camera,” the theme was that everyone should be treated equally, but they are not.

Text Evidence:
“On rich and poor alike they fall, / Alike on young and old, / Bringing to slumbering earth their joys / And sorrows manifold."
“Parks’s picture showed a side of American life that few white people ever thought about.”
Focus on the Genre

**MYTHS**

**What is a myth?**

**What is the purpose of a myth?**

**How do you read a myth?**

**Who invented myths?**
Myths often take place before time, or recorded history as we know it, began.

Myths often explain the origins of the world and its creatures.

Myths have characters that are humans, or humanlike, and experience human emotions.

Features of a Myth

Myths have gods, goddesses, heroes, and fantastic creatures with supernatural powers.

Characters often perform heroic tasks or go on quests.

Myths often explain the worldview of a people or culture and may have religious elements.
1 There was once a stonecutter whose name was Hafiz, and all day long he chipped, chipped, chipped at his block. Often he grew very weary of his task and he would say to himself impatiently, “Why should I not have pleasure and amusement as other folk have?”

2 One day, when the sun was very hot and when he felt especially weary, he suddenly heard the sound of many feet, and looking up from his work, he saw a great procession coming his way. It was the king, mounted on a splendid charger, all his soldiers to the right, in their shining armor, and the servants to the left, dressed in gorgeous clothing, ready to do his behests.
Hafiz said, “How splendid to be a king! If only I could be a king, if only for ten minutes, so that I might know what it feels like!” And then, even as he spoke, he seemed to be dreaming, and in his dream he sang this little song:

“Ah me! Ah me!
If Hafiz only the King could be!”

And then a voice from the air around seemed to answer him and to say, “Be thou the King.”

And Hafiz became King, and it was he who sat on the splendid charger, and they were his soldiers to the right and his servants to the left who had to do as he ordered. And Hafiz said, “I am King, and there is no one stronger in the whole world than I.”

But soon, in spite of the golden canopy over his head, Hafiz began to feel the terrible heat of the rays of the sun, and soon he noticed that the soldiers and servants were weary, that his horse drooped, and that he, Hafiz, was overcome too, and he said angrily, “What! Is there something stronger in the world than a king?” And, almost without knowing it, he again sang his song—more boldly than the first time:

“Ah me! Ah me!
If Hafiz only the sun could be!”
And the voice answered: “Be thou the sun.”

And Hafiz became the sun, and shone down upon the earth, but, because he did not know how to shine very wisely, he shone very fiercely, so that the crops dried up and folk grew sick and died.

And then there arose from the east a little cloud, which slipped between Hafiz and the earth, so that he could no longer shine down upon it, and he said: “Is there something stronger in the world than the sun?”

“Ah me! Ah me!
If Hafiz only the cloud could be!”

“Be thou the cloud.”

And Hafiz became the cloud, and rained down water upon the earth, but, because he did not know how to do so wisely, there fell so much rain that all the little rivulets became great rivers, and all the great rivers overflowed their banks, and carried everything before them in swift torrents—all except one great rock, which stood unmoved. And Hafiz said, “Is there something stronger than the cloud?”
15  "Ah me! Ah me!
    If Hafiz only the rock could be!"

16  And the voice said: "Be thou the rock."

17  And Hafiz became the rock, and the cloud
    disappeared and the waters went down.

18  And Hafiz, the rock, saw coming toward him a man—
    but he could not see the face. As the man approached
    he suddenly raised a hammer and struck Hafiz, so that
    he felt it through all his stony body. And Hafiz said, "Is
    there something stronger in the world than the rock?"

19  "Ah me! Ah me!
    If Hafiz only that man might be!"

20  And the voice said: "Be thou—thyself."

21  And Hafiz seized the hammer and said, "The sun was
    stronger than the king, the cloud was stronger than the
    sun, the rock was stronger than the cloud, but I, Hafiz,
    am stronger than all."
Describe Incidents That Advance the Story

Hafiz is a stonecutter

Hafiz becomes a rock.

Hafiz becomes a cloud.

Hafiz becomes the sun.

Hafiz becomes the king.
**Explain Conflicts**

**External Conflict**

- Hafiz becomes the king, but gets too hot from the sun.
- Hafiz becomes the sun, but dries up the crops and kills people.

**Internal Conflict**

- Hafiz is unhappy with his life and wishes it were different.

**External Conflict**

- Hafiz becomes a rock, but gets hit by a man with a hammer.
- Hafiz becomes a cloud, but floods everything.
Text Evidence Questions

1. Authors appeal to the reader’s senses to help them understand the story. Describe two examples in “Hafiz, the Stonecutter” in which the author helps the reader understand how Hafiz felt physically.

The author describes how hot Hafiz is as the king when he feels the “terrible rays of the sun” beating down on him. Then the author describes how Hafiz the rock is hit with a hammer and feels it throughout his body.

Text Evidence:
Paragraphs 7 and 18

2. How would the plot, or sequence of the story’s events, best be described: as a triangle or as a circle? Explain your answer.

The plot of the story would best be described as a circle. At the beginning of the story, Hafiz is himself. In the middle of the story, he turns into different things, but in the end, he becomes himself again.

Text Evidence:
“’Ah me! Ah me! If Hafiz only that man might be!’ And the voice said: ‘Be thou—thyself.’”

3. How do the outcomes of Hafiz’s first three wishes foreshadow, or hint at, the outcome of his wish to become a rock?

Hafiz’s first three wishes have bad outcomes. These three bad outcomes foreshadow that when he becomes a rock, something bad is going to happen, too.

Text Evidence:
“But soon, in spite of the golden canopy over his head, Hafiz began to feel the terrible heat of the rays of the sun . . .” and so on.
Practice Questions

1 Which of these best describes the main conflict in “Hafiz, the Stonecutter”?

A Hafiz wishes to be the sun, but when he gets his wish, he destroys all the crops.

B Hafiz is ungrateful for what he has, and is punished by being turned into a rock.

C Hafiz is unhappy with his life, but when he tries to change it, he creates bigger problems.

D Hafiz wants to be the king, but when he becomes king, he finds that he is not the strongest in the world.

2 What is the theme of the story?

F Nobody’s life is perfect.

G Hard work is its own reward.

H People can be their own worst enemy.

J The greatest strength is being yourself.

3 Read this sentence from the story.

And Hafiz, the rock, saw coming toward him a man—but he could not see the face.

What can the reader infer from this sentence?

A The man was actually Hafiz himself.

B The man wanted to hide his identity.

C Hafiz, the rock, had no eyes to see with.

D Hafiz was too frightened to look at the man.
**Writing**

In “Hafiz, the Stonecutter,” the only other character that Hafiz really interacts with is “the voice.” Does the voice help Hafiz resolve the main conflict or does the voice just create more conflicts for him?

Use the planning chart to organize your ideas, then write on the lines below.

Describe the main conflict:

<table>
<thead>
<tr>
<th>When Hafiz wishes . . .</th>
<th>. . . the voice responds by . . .</th>
<th>. . . and this makes the problem . . .</th>
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In the end, does the voice help Hafiz resolve the main conflict, or did it just create more conflicts for him?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Making Inferences

Use the pair of clues to complete each inference.

1

**CLUE:**
Hafiz saw the king on his charger with all his soldiers and servants.

**CLUE:**
Hafiz said: “How splendid to be king.”

**INFERENCE:** Hafiz was most likely feeling—

*sorry for himself, envious.*

2

**CLUE:**
“What! Is there something stronger in the world than a king?”

**CLUE:**
He again sang his song—more boldly than the first time.

**INFERENCE:** Even though Hafiz’s wish has been granted, he—

*still feels sorry for himself, isn’t learning anything from the experience, doesn’t feel at all happy with his life*

3

**CLUE:**
And the voice said: “Be thou—thyself.”

**CLUE:**
...the rock was stronger than the cloud, but I, Hafiz, am stronger than all.

**INFERENCE:** Hafiz finally realizes—

*his own strength, the value of being himself, that he shouldn’t try to be anyone else*
Persuasive Letters

What is a persuasive letter?
A persuasive letter is a letter that tries to convince readers to believe or do something. A persuasive letter has a strong point of view about an idea or a problem. It includes facts and examples to support an opinion, and it usually suggests a solution.

What is the purpose of a persuasive letter?
People write persuasive letters to “sway,” or change the minds of, their readers. They want readers to see their points of view. They may want readers to take action, too.

Who is the audience for a persuasive letter?
People write persuasive letters to all kinds of people: parents, friends, citizens, business leaders, world leaders, and others. They write letters to make people understand their views. Often they want to change their audience’s opinions. For example, someone might write to a leader about a law they don’t agree with. The writer might want the leader to change the law.

How do you read a persuasive letter?
Keep in mind that the writer wants you to support his or her position. Ask yourself: What is this writer’s position, or opinion? Does he support it with facts and good reasons? Do I agree with him? A good persuasive writer knows his audience. He knows what facts and reasons might change his reader’s mind.
The letter suggests solutions or actions.

The letter has a specific audience in mind.

The letter has a strong position, or point of view.

The letter uses powerful words to influence the reader.

The letter uses facts and evidence to make a case.

Features of a Persuasive Letter
Cats, dogs, and other pets can be cute and a lot of fun. They can provide lonely people with company and a sense of friendship. Nevertheless, many people in our country have gone overboard on pets. It’s time to spend our money, our energy, and our time on more important things.

People who live alone might need a pet for company, but do couples and families also need pets? After all, pets, and especially dogs, take up a lot of our time. Sometimes a parent must take yet more time away from a child or household responsibilities because a pet needs to be walked, has to go to the vet, or otherwise has to be taken care of. In some families, time spent walking a dog several times a day could be time that is not spent on helping with homework or talking with a child. Pets drain us of our free time!

Some pets, such as dogs, are likely to cost more than others, such as gerbils, but all pets cost plenty. There are the costs of food. Most pets need a cage, a tank, a fence, or a bed. Pets also need to see a vet from time to time, which can be very expensive. Many families also buy pet toys and pet treats, and a few even buy silly pet clothes. Some pet owners pay high bills to groom their animals, to board their pets when they go away, or to put their pets in daycare or play groups. This money could go to many more important
wants or needs, or it could go to a charity. Do we really want to spend a small fortune on animals when there are so many people in need of help?

4 Pets, especially dogs, use up our energy. Dogs need a lot of exercise. They have to go out on long walks or runs that can tire owners out. Pets can also do damage or bring in dirt or bugs, taking owners a lot of time to clean up, wash out, treat, or repair. For example, they can dirty floors and rugs, and they chew up things ranging from shoes to furniture. Some eat food off counters, turn over trashcans, and dig holes in yards. Don’t forget that our pets can also carry ticks and fleas that can cause diseases.

5 Finally, your pet can turn your friends and neighbors into enemies. Some people don’t like or are allergic to animals. They will stop coming to your home. Others won’t like it if your pet gets loose and damages something in their yard or leaves a mess there. If there’s one thing our country doesn’t need more of, it’s pets!
Identify the Author’s Viewpoint, Reasons, and Evidence

Author’s Point of View

*People should not get pets.*

Reason Named in Paragraph 3:

*Pets cost too much.*

- **Evidence**: play groups
- **Evidence**: food
- **Evidence**: daycare
- **Evidence**: boarding
- **Evidence**: grooming
- **Evidence**: clothes
- **Evidence**: shelter
- **Evidence**: toys
- **Evidence**: treats
## Recognize Exaggerated or Misleading Statements

<table>
<thead>
<tr>
<th>Statement</th>
<th>Type</th>
<th>Counterargument</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Finally, your pet can turn your friends and neighbors into enemies.”</td>
<td>exaggeration</td>
<td>They may not like my pet, but that doesn’t mean they will become my “enemies.”</td>
</tr>
<tr>
<td>“Some people don’t like or are allergic to animals.”</td>
<td>misleading</td>
<td>It’s true that some people don’t like or are allergic to animals, but that doesn’t mean they will stop being my friends.</td>
</tr>
<tr>
<td>“They will stop coming to your home.”</td>
<td>exaggeration</td>
<td>They may not like my pet, but that doesn’t mean they will stop coming to my home.</td>
</tr>
<tr>
<td>“Others won’t like it if your pet gets loose and damages something in their yard or leaves a mess there.”</td>
<td>misleading</td>
<td>This assumes that I won’t keep my pet at home where it belongs.</td>
</tr>
</tbody>
</table>
Text Evidence Questions

1. The first two sentences of the article go against the author’s argument. Why does the author include them?

   *In these sentences, the author admits that cats, dogs, and other pets do have some benefits. By including these sentences, the author tries to show the reader that he or she is not completely unreasonable.*

2. Does the author have a good opinion of people who own pets? Give examples that show the author’s view of pet owners.

   *The author does not have a good opinion of people who own pets.*
   *The author thinks lonely people who enjoy their pet’s company are pathetic and use their pets as substitutes for real friends.*

   *Text Evidence:*
   *“They can provide lonely people with company and a sense of friendship.”*

3. How does the author use cause-and-effect to organize paragraph 4?

   *The author begins paragraph 4 by stating an effect, then gives the causes. At the end, the author throws in another cause and effect.*

   *Text Evidence:*
   *Effect: “Pets, especially dogs, use up our energy.” Causes: “Dogs need a lot of exercise.”; “Pets, and especially dogs, can also do damage or bring in dirt or bugs, taking owners a lot of time to clean up, wash out, treat, or repair.”; “Don’t forget that our pets can also carry ticks and fleas that can cause diseases.”*
1. Read the sentence from “Don’t Get a Pet!“

People who live alone might need a pet for company, but do couples and families also need pets?

What is the author’s viewpoint in this sentence?

A. Pets are the best way to prevent loneliness.
B. Couples and families have no time for pets.
C. Only people who live alone can afford pets.
D. Couples and families have each other for company.

2. In paragraph 1, which two sentences present facts?

F. sentences 1 and 2
G. sentences 2 and 3
H. sentences 1 and 3
J. sentences 3 and 4

3. What does the author hope to accomplish by writing “Don’t Get a Pet!“?

A. to teach people the pros and cons of getting a pet
B. to make sure that pets only go to responsible people
C. to let people know that getting a pet is a big decision
D. to get people to stop wasting time and money on pets
1 To have the skills needed for jobs today, students in the United States must spend more time in school. One way to do this is to make the school year longer. Many students in the United States waste their summer vacations. Meanwhile, students in other countries are hard at work during the summer. In the nineteenth century, schoolchildren had to work the family farm come summertime. But times and needs have changed. Today there are very few family farms in this country.

2 Child psychologists and doctors argue that children are happier, healthier, and better behaved when they have regular schedules, as in school. They explain that every week students are not in school, they forget some of what they learned. This is known as “summer learning loss.” Last year, an analysis, or review, of summer learning loss studies was published. The studies found that summer learning loss equals at least one month of instruction. Students in other countries don’t seem to suffer from shorter vacations. Japanese students attend school 243 days per year. In comparison, U.S. students are in school for only 180 days per year. It’s no wonder that Japan ranked third in scientific literacy.
The situation will have a serious effect on the future. In the twenty-first-century, most occupations, or jobs, will be in the computer, mathematical, technical, and health care fields. To do these jobs, students must have strong math, science, and literacy skills. If U.S. students want these jobs, they will have to meet tough standards.

There is a solution. Students should be in school longer. Some schools already have made the school day longer. Other schools have added days to their school calendar and made their summer vacations much shorter. Studies show that more time spent in the classroom correlates, or connects directly with, higher achievement scores. A report found that reading test scores went up 19.3 percent when grade school students were in school all year.

Today, students are not just competing with other U.S. students for employment opportunities, or jobs. They are competing with students from around the world. And students from other countries are winning. Parents and teachers owe their children a chance to succeed in the competitive twenty-first-century economy. Add more days to the school year. In the long run, they will be the ones who thank you most.
1. To develop the skills required for tomorrow’s jobs, students in the United States must spend more time in school. One way to accomplish this is to extend the school year. Right now, many students in the United States take the summers off for vacation. Yet in other countries students spend their summers working hard. In the nineteenth century, schools closed during the summer so children could work the family farm. Since that scenario no longer holds true today, the school year should be longer.

2. Child psychologists and doctors argue that children are happier, healthier, and better behaved when they have regular schedules, as they do during the school year. Also, every week that students spend away from school, they forget some of what they learned. This phenomenon is known as “summer learning loss.” Last year, studies showed that summer learning loss was equal to at least one month of instruction. Students in other countries don’t suffer from summer learning loss. In Japan, students attend school for 243 days per year. Compare that to the 180 days that U.S. students spend in school! It’s no wonder that Japan is ranked third in scientific literacy.
Many experts warn that the shorter school year will mean serious consequences for U.S. students. In the twenty-first-century, most occupations will be in the computer, mathematical, technical, and health care fields. To perform these jobs, students need strong math, science, and literacy skills. If U.S. students want to compete against students from other countries, they will have to meet tough standards.

The solution is that students need to spend more days in school each year. Already, some schools have extended the school day. Other schools have added days to their calendar and shortened their summer vacations. Studies show that more time spent in the classroom directly relates to higher achievement scores. A report found that reading test scores went up 19.3 percent when grade school students spent all year in school.

Today, students are not just competing against other U.S. students for jobs. They’re also competing against students from around the world. And right now, students from other countries are at an advantage. Parents and teachers owe their children a chance to succeed in the competitive twenty-first-century economy. The answer is to add more days to the school year. In the long run, your children will thank you.
Text Evidence Questions

1. What is the author’s argument? What does the author compare and contrast in paragraph 1 to support his or her argument?

   The author’s argument is that we should make the school year longer.
   First, the author compares American students to non-American students.
   Then the author compares American kids in the nineteenth century to American kids today.

   Text Evidence:

   “Many students in the United States waste their summer vacations.
   Meanwhile, students in other countries are hard at work during the summer. In the nineteenth century, schoolchildren had to work the family farm come summertime . . . Today there are very few family farms.”

2. Which statement in paragraph 3 is an opinion? Explain how you can tell.

   The statement “Students in other countries don’t seem to suffer from shorter vacations” is an opinion. The author uses the words “don’t seem to.” These words show this is based on his or her own observations.

3. Who does “they” refer to in the last sentence of the Bridge text? What does “in the long run” suggest?

   “They” refers to students. The phrase “in the long run” suggests that at first, students will not be happy to have a much shorter school year and might complain to their parents about it.

   Text Evidence:

   “Parents and teachers owe their children a chance to succeed in the competitive twenty-first-century economy.”
Practice Questions

1. Based on information in the article, the author would most likely agree with which of the following?

A. Children in other countries are smarter than children in the United States.

B. Children in the United States are falling behind children in other countries.

C. Children all over the world are suffering because of shortened school years.

D. Children in Japan will come to the United States as adults and take the best jobs.

2. The author organizes the information in the article mainly by —

F. describing a variety of solutions to fix one problem

G. listing counterarguments and arguing against each one

H. showing the history of a problem and offering solutions

J. stating an action that should be taken and explaining why

3. Which of these sources does the author use to support his argument?

A. interviews and quotations

B. expert opinion and statistics

C. personal experience and opinions

D. documentaries and news programs
In “Don’t Get a Pet!” one of the reasons the author gives for why people shouldn’t get pets is that they cost too much. Write a counterargument.

Use the planning chart to organize your ideas, then write on the lines below.

<table>
<thead>
<tr>
<th>Argument</th>
<th>Counterargument</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pets cost too much.</td>
<td>• Pets do need food and shelter and vet care, but they don’t need a lot of the other things the author mentions.</td>
</tr>
<tr>
<td></td>
<td>• To many pet owners, their pets are family members, and what’s more important than family?</td>
</tr>
<tr>
<td></td>
<td>• Walking is good exercise, so having a dog might save people money by keeping them healthier.</td>
</tr>
</tbody>
</table>
Identify Main Idea and Supporting Details

Re-read “Don’t Get a Pet!” and find details to support each main idea.

**Main idea:** Pets are expensive.

**Supporting Details:**

1. *Feeding a pet, especially a large one, costs money.*

2. *From time to time, pets need to see a vet, and those bills can be expensive.*

3. *When owners go away, it costs a lot to board their pets.*

4. *Pet extras like toys, clothes, beds, and cages can also cost money.*

**Main idea:** Pets also cost their owners time and energy.

**Supporting Details:**

1. *Dogs need to be taken on long walks or runs that can tire owners out.*

2. *The damage that pets can cause means that their owners spend time cleaning up, washing out, or repairing things.*

3. *Pets can also carry ticks and fleas that can cause diseases.*
Realistic Fiction

What is realistic fiction?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

What is the purpose of realistic fiction?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

How do you read realistic fiction?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________
Features of Realistic Fiction

- The characters are like people you might meet in real life.
- The story takes place in an authentic setting.
- The story is told from a first-person or third-person point of view.
- At least one character deals with a conflict (self, others, or nature).
“Well, Papa,” she said softly, “If we are here I suppose we must be resigned.”

He laughed at her old-fashioned speech and kissed her. He was really not at all resigned himself, though he knew he must keep that a secret. His quaint little Sara had been a great companion to him, and he felt he would be a lonely fellow when, on his return to India, he went into his bungalow knowing he need not expect to see the small figure in its white frock come forward to meet him. So he held her very closely in his arms as the cab rolled into the big, dull square in which stood the house that was their destination.

It was a big, dull, brick house, exactly like all the others in its row, but on the front door there shone a brass plate on which was engraved in black letters:
MISS MINCHIN,
Select Seminary for Young Ladies

“Here we are, Sara,” said Captain Crewe, making his voice sound as cheerful as possible. Then he lifted her out of the cab and they mounted the steps and rang the bell. Sara often thought afterward that the house was somehow exactly like Miss Minchin. It was respectable and well furnished, but everything in it was ugly; and the very armchairs seemed to have hard bones in them. In the hall everything was hard and polished—even the red cheeks of the moon face on the tall clock in the corner had a severe varnished look. The drawing room into which they were ushered was covered by a carpet with a square pattern upon it, the chairs were square, and a heavy marble timepiece stood upon the heavy marble mantel.

As she sat down in one of the stiff mahogany chairs, Sara cast one of her quick looks about her.

“I don’t like it, Papa,” she said. “But then I dare say soldiers—even brave ones—don’t really LIKE going into battle.”

Captain Crewe laughed outright at this. He was young and full of fun, and he never tired of hearing Sara’s queer speeches.
8  “Oh, little Sara,” he said. “What shall I do when I have no one to say solemn things to me? No one else is as solemn as you are.”

9  “But why do solemn things make you laugh so?” inquired Sara.

10  “Because you are such fun when you say them,” he answered, laughing still more. And then suddenly he swept her into his arms and kissed her very hard, stopping laughing all at once and looking almost as if tears had come into his eyes.

11  It was just then that Miss Minchin entered the room. She was very like her house, Sara felt: tall and dull, and respectable and ugly. She had large, cold, fishy eyes, and a large, cold, fishy smile. It spread itself into a very large smile when she saw Sara and Captain Crewe. She had heard a great many desirable things of the young soldier from the lady who had recommended her school to him. Among other things, she had heard that he was a rich father who was willing to spend a great deal of money on his little daughter.
“It will be a great privilege to have charge of such a beautiful and promising child, Captain Crewe,” she said, taking Sara’s hand and stroking it. “Lady Meredith has told me of her unusual cleverness. A clever child is a great treasure in an establishment like mine.”

Sara stood quietly, with her eyes fixed upon Miss Minchin’s face. She was thinking something odd, as usual.

“Why does she say I am a beautiful child?” she was thinking. “I am not beautiful at all. Colonel Grange’s little girl, Isobel, is beautiful. She has dimples and rose-colored cheeks, and long hair the color of gold. I have short black hair and green eyes; besides which, I am a thin child and not fair in the least. I am one of the ugliest children I ever saw. She is beginning by telling a story. . . .”

After she had known Miss Minchin longer she learned why she had said it. She discovered that she said the same thing to each papa and mamma who brought a child to her school.
### Evaluate Sensory Details

**Miss Minchin**  
*Select Seminary for Young Ladies*

<table>
<thead>
<tr>
<th>Sensory Detail</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>big, dull, brick house</td>
<td>exactly like all the others</td>
</tr>
<tr>
<td>brass plate with black letters</td>
<td>respectable and well-furnished</td>
</tr>
<tr>
<td>everything hard and polished</td>
<td>severe tarnished look</td>
</tr>
<tr>
<td>carpet with a square pattern</td>
<td>chairs were square</td>
</tr>
<tr>
<td>heavy marble timepiece</td>
<td>heavy marble mantel</td>
</tr>
<tr>
<td>chairs</td>
<td>stiff mahogany chairs</td>
</tr>
</tbody>
</table>

**Three More Sensory Details**

1. **Smell**
   - “The house smelled like moldy bread.”
   - “Sara heard the monotonous ticking of the timepiece on the mantel.”

2. **Hear**
   - “Sara nibbled a hard, tasteless cookie that had been set out on a platter.”

3. **Taste**
   - ”The house smelled like moldy bread.”
   - “Sara heard the monotonous ticking of the timepiece on the mantel.”

4. **Touch**
   - “Sara nibbled a hard, tasteless cookie that had been set out on a platter.”
# Explain the Roles of Characters

<table>
<thead>
<tr>
<th>Character</th>
<th>Personality and Appearance</th>
<th>Attitude toward Sara</th>
<th>Honesty</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Captain Crewe</strong></td>
<td><em>He was young and fun. He laughed a lot.</em></td>
<td><em>He loved Sara and was affectionate toward her. He thought she was unique.</em></td>
<td><em>He was open and honest, except when he pretended to be cheerful. But he only did this to make Sara feel better.</em></td>
</tr>
<tr>
<td><strong>Mrs. Minchin</strong></td>
<td><em>She was dull and ugly. She had cold fishy eyes and a cold fishy smile.</em></td>
<td><em>She didn’t care about Sara, and didn’t seem to even see her. She stroked Sara’s hand, but was just faking being affectionate.</em></td>
<td><em>She said that she thought Sara was clever and beautiful, but she didn’t mean it. All she cared about was getting Captain Crewe’s money.</em></td>
</tr>
</tbody>
</table>
Text Evidence Questions

1. What details in the story show that Sara is different from other girls?

   The author states that her father never tired of hearing Sara’s “queer speeches.” Her father says that he doesn’t know anyone as solemn as Sara. Then when Sara is listening to Miss Minchin, the author states, “She was thinking something odd, as usual.”

   **Text Evidence:**

   “He was young and full of fun, and he never tired of hearing Sara’s queer speeches.”; “No one else is as solemn as you.”; “She was thinking something odd, as usual.”

2. “Sara often thought afterward that the house was somehow exactly like Miss Minchin.” How does this figurative language highlight Miss Minchin’s personality?

   Nothing about the house is warm or welcoming, and Sara tells her father that she doesn’t like it at all. By comparing the house to Miss Minchin, the author highlights Miss Minchin’s awful personality, and suggests that Sara is going to dislike Miss Minchin as much as she dislikes the house.

3. What can the reader infer about Miss Minchin from paragraphs 13–15?

   The reader can infer that Miss Minchin is a phony. Miss Minchin tells Captain Crewe how beautiful Sara is. Sara knows she isn’t all that beautiful. She realizes that Miss Minchin is lying to her father.

   **Text Evidence:**

   “After she had known Miss Minchin longer she learned why she had said it. She discovered that she said the same thing to each papa and mamma who brought a child to her school.”
Practice Questions

1 Which of these is the best summary of the story?
   - A Miss Minchin welcomes Sara to her seminary for girls, but Sara does not like or trust her.
   - B Upon arriving at Miss Minchin’s seminary for girls, Sara decides to put on a brave face for her father.
   - C Sara’s father brings her to Miss Minchin’s seminary for girls. Sara immediately dislikes both the seminary and Miss Minchin.
   - D Sara and her father arrive at Miss Minchin’s seminary for girls. Her father has second thoughts about leaving Sara with Miss Minchin.

2 Why does Miss Minchin tell Captain Crewe that Sara is beautiful and promising?
   - F She wants to cheer Captain Crewe up.
   - G She wants to get Captain Crewe’s money.
   - H She wants Sara to feel special and welcome.
   - J She wants Sara to live up to her high standards.

3 What does the word solemn mean in the story?
   - A boring
   - B serious
   - C hilarious
   - D puzzling
"Here we are, Sara," said Captain Crewe, making his voice sound as cheerful as possible.

How does Captain Crewe really feel about taking Sara to Miss Minchin’s “Select Seminary for Young Ladies”? Use clues from paragraphs 2, 7–8, and 10 in your answer.

Use the planning chart to organize your ideas, then write on the lines below.

<table>
<thead>
<tr>
<th>Clues in Paragraph 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Clues in Paragraph 8</td>
<td></td>
</tr>
<tr>
<td>Clues in Paragraph 10</td>
<td></td>
</tr>
</tbody>
</table>
Vocabulary

In both “A Little Princess” and “Hafiz, the Stonecutter,” some of the language sounds the way people talked long ago. The authors use words and phrases that would not be used today in normal conversation.

**Part 1:** Working with a partner, identify old-fashioned words and phrases.

**Part 2:** Look up the individual words in a dictionary or online. Brainstorm together to decide what you would say today.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning in Story</th>
<th>What You’d Say Today</th>
</tr>
</thead>
<tbody>
<tr>
<td>charger</td>
<td>a horse suitable to be ridden in battle.</td>
<td>horse</td>
</tr>
<tr>
<td>behest</td>
<td>an order</td>
<td>at one’s command</td>
</tr>
<tr>
<td>be thou</td>
<td>you will be</td>
<td>you’ll be</td>
</tr>
<tr>
<td>be thou—thyself</td>
<td>you will be yourself</td>
<td>just be yourself</td>
</tr>
<tr>
<td>frock</td>
<td>dress</td>
<td>outfit</td>
</tr>
<tr>
<td>timepiece</td>
<td>clock</td>
<td>clock</td>
</tr>
<tr>
<td>I dare say</td>
<td>I would assume</td>
<td>I think it’s likely, I bet</td>
</tr>
<tr>
<td>queer</td>
<td>odd, strange</td>
<td>weird</td>
</tr>
</tbody>
</table>
Focus on the Genre

Procedural Texts

What is a procedural text?
A procedural text is writing that describes how to make or do something. We use procedural texts every day! We make soup using a recipe in a cookbook. We learn new math skills by following the steps in a textbook. We learn to play new board games by reading the rules that come in the box. Adults use procedural texts at home, in their jobs, and in their hobbies. Other names for procedural texts are technical writing, instructions, directions, or how-tos.

What is the purpose of a procedural text?
A procedural text describes how to do something in a way other people can understand. The author clearly explains what supplies and equipment to use and what steps to follow. Some authors share tips they’ve learned from personal experience that will help the process go more smoothly for readers. They often include one or more photographs, illustrations, or diagrams to help readers visualize, or see, how to do the steps. Sometimes they include a picture of the finished product as well.

Who is the audience for a procedural text?
People of all ages use procedural texts to learn new skills, perform science experiments, administer first aid, build, cook or bake foods, play games, create crafts, or improve their abilities in music or sports. People can find procedural texts in books, magazines, newspapers, pamphlets, instructions that come with purchases, and on the Internet.

How do you read a procedural text?
You can choose a procedural text by its title. The title will tell you what you can learn to make or do by reading the text. Next, check the list of supplies and equipment to see if you have everything you need. After that, read through all the steps and study the pictures to make sure you understand what to do. Then begin! As you work, pay special attention to any tips the author provides.
Features of a Procedural Text

The title clearly identifies the topic.

The author includes photographs, illustrations, or diagrams.

The introduction tells why the reader will want to make or do the activity or project.

Most sentences begin with verbs. The sentences are short and direct.

Supplies and equipment are listed in the order in which they are used.

The directions are given as numbered steps or short paragraphs with sequence words.
1 Pueblo potters still use traditional methods to make pottery. In the past, the potters were generally women, but today there are many fine male potters as well.

2 Legoria Tafoya makes Santa Clara black pottery using traditional methods. Tafoya digs clay from a place known to her family for generations. She soaks the clay, and removes impurities such as stones and leaves. In most pueblos the clay needs temper in order to fire evenly and not crack. Some pueblos use local sand. Others grind basalt (a dense, hard volcanic rock) or broken pieces of pottery into fine particles.
3 The clay is usually left to “rest” overnight. A small piece is shaped into a ball and flattened into a disc. It becomes the vessel bottom. Long strips of clay are coiled around and around to build the pot’s body. The potter pinches the coils together and then scrapes the seams smooth. She does not use a wheel. When the pot has reached the desired size, the potter pulls, pushes, and scrapes the walls to the needed shape. She uses rounded pieces of gourd to smooth the pot inside and out. If the pot is for everyday use, the pinch marks are left on the outside, and only the inside is scraped smooth. The pot is then dried slowly to prevent cracking. The potter burnishes the surface with a polishing stone or cloth to produce a gleaming surface.

4 A slip of fine clay is painted onto the pot to form a canvas for the design elements. Yucca paintbrushes are still used to apply mineral paints to create design elements. Pueblo communities use distinctive color slips. Cochiti uses creamy white, and Acoma and Zuni use bright white. Each pueblo has its own designs and forms, as do individual potters.

5 The pot is fired outdoors, using wood or manure as fuel. A good fire and sufficient oxygen yields the best results.
Interpret Details from Procedural Text

My Partner’s Illustration

Interpreting My Partner’s Illustration

What step does the illustration show?

Does the illustration help me understand the step better? Why or why not?
## Synthesize and Make Logical Connections

<table>
<thead>
<tr>
<th>1. Legoria Tafoya is probably from New Mexico.</th>
<th>True/False</th>
<th>“How to Make a Pueblo Pot”</th>
<th>“Pueblo People of New Mexico”</th>
</tr>
</thead>
<tbody>
<tr>
<td>True</td>
<td>Tafoya is a Pueblo potter whose family has been digging clay from the same place for generations.</td>
<td>The Pueblo people have traditionally lived in New Mexico, so Tafoya probably lives there or her family was from there originally.</td>
<td></td>
</tr>
<tr>
<td>2. After Maria Martinez discovered how to make Santa Clara pottery, she kept the secret to herself.</td>
<td>False</td>
<td>Legoria Tafoya also makes Santa Clara pottery.</td>
<td>The reading says Santa Clara pottery is very popular today, so more than one person probably knows how to make it.</td>
</tr>
<tr>
<td>3. The Pueblo probably raised animals as well as food crops.</td>
<td>True</td>
<td>The Pueblo build fires out of manure to fire their pots. Farm animals would give them a steady supply of fuel.</td>
<td>The Pueblo lived in the dry land of the American Southwest, so there probably weren’t a lot of trees to cut down for firewood.</td>
</tr>
<tr>
<td>4. The first Pueblo potters probably did not use yucca paintbrushes.</td>
<td>True</td>
<td>It says yucca paintbrushes are used to “apply mineral paints to create design elements.”</td>
<td>The earliest potters made pottery that was “plain and simple,” so they probably didn’t need yucca paintbrushes.</td>
</tr>
</tbody>
</table>
Text Evidence Questions

1. How does the sequential organization pattern used in paragraphs 2–5 help the reader understand the article? What would happen if it were not organized this way?

_The sequential organizational pattern helps the reader understand the pot-making process from start to finish. If it were not organized this way, the reader could get very confused while reading the article._

2. In paragraph 3, why does the author put quotation marks around the word “rest”?

_The author puts quotation marks around “rest” to show that the clay isn’t really resting like a human rests. The clay needs time before it is shaped into a pot, but not because it is feeling tired._

3. What idea from paragraph 1 does the sentence “She does not use a wheel” illustrate in paragraph 3?

_The sentence “She does not use a wheel” emphasizes the idea that Pueblo pottery is still made using traditional methods._

Text Evidence:

_“Pueblo potters still use traditional methods to make pottery.”_

4. How would an expert in Pueblo pottery identify the potter who made a particular pot?

_An expert would first look at the color of the slip. To figure out exactly who made the pot, the expert would look at the designs on the pots because individual potters used their own designs._

Text Evidence:

_“Pueblo communities use distinctive color slips . . . Each pueblo has its own designs and forms, as do individual potters.”_
1. Read the sentence from the story.

In most pueblos the clay needs temper in order to fire evenly and not crack.

The word *temper* has the same root as the word *temperature*. What does the word *temper* mean in this sentence?

A. time given to clay to rest before it is fired
B. water added to clay to wash away stones and leaves
C. impurities applied to clay before it is shaped into a pot
D. material added to clay so that all parts of a pot heat equally

2. What is the last step before a Pueblo pot is fired?

A. drying the pot
B. burnishing the pot
C. adding designs to the pot
D. applying a slip of clay to the pot

3. What is the main reason that Pueblo pots are fired outdoors?

A. It keeps out odors.
B. It makes better pots.
C. It is more convenient.
D. It is a Pueblo tradition.
How to Make a Personal Budget

1. You may have seen an Internet headline such as “Congress Passes $3.7 Trillion Budget.” Or maybe you heard that a school program was canceled because of “budget cuts.” You may wonder just what a budget is.

2. A budget is a plan for how to use money. Federal, state, and local governments get money mainly through taxes. The government’s budget is a plan for how to spend that money.

3. People do the same thing for themselves and their families. A budget helps you make a plan for buying big items like houses or cars. It also helps you keep track of what you spend on things like food, clothing, and vacations. With a budget, people can save for future expenses. Parents often use a budget to save money for college.
Making your own budget will help you see where your money goes. It can also help you save money for things that are important to you. Here are the steps for making your own weekly budget.

**Step 1: List Your Income**

Think of all the ways that you get money. You may get an allowance or earn money for work. Perhaps you get gifts on your birthday or at other times. Add up all the money you get in an average week. That’s your weekly income. Here is an example for a girl named Lia. Remember that your income may be different from Lia’s.

<table>
<thead>
<tr>
<th>Type of Income</th>
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<tbody>
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<td><strong>Total Income Per Week</strong></td>
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**Step 2: List Your Fixed Expenses**

Think of all the things you spend money on. These are your fixed expenses that don’t change much from week to week. Some expenses are necessary. These include food, clothing, and housing. These are your basic necessities. Other expenses are important but you could live without. For Lia, these include paying for minutes on a cell-phone plan and a membership at the YMCA. Here are Lia’s fixed expenses.

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<td><strong>$18.00</strong></td>
</tr>
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</table>
Step 3: Subtract Your Fixed Expenses from Your Income

Subtract your fixed expenses from your income. You can choose to spend or save the amount left over. This is called your discretionary income. People use their discretion, or freedom of choice, to decide how to use this money. Lia found that each week she had $17.00 of discretionary income.

<table>
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<tr>
<th>Total Income Per Week</th>
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Step 4: Make Decisions about How to Use Discretionary Income

Lia likes to go to the movies and buy music on the Internet. She also wants to save money to go on a class trip next year. The trip will cost each student $200. She decided that each week she could spend about $12.00 on entertainment like movies and music. She can also save $5.00 each week toward the class trip and other, unexpected expenses. She added these things to her weekly expenses.

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</table>
Step 5: Adjust Your Budget as Necessary

9 Notice that Lia’s income and expenses match exactly. In the future, if her income goes up, she can change how she uses her discretionary income. If her expenses go up, she may need to find a way to make more money or reduce how much she spends or saves.

10 You may want to make your budget for a longer period of time, like a month, using the same steps. For example, you may get a gift only on your birthday and not at any other time. If you figure out your average expenses and income for a month, you can include special income like a gift. You can also plan for special expenses such as a magazine subscription for a year.

11 Consider keeping track of your actual income and expenses in a journal. That way, you can review your budget and make changes. It will help you avoid spending too much so you can keep saving for things you want. Your personal budget puts you in control of your money.
How to Make a Personal Budget

1. You may have seen a newspaper or Internet headline such as “Congress Passes $3.7 Trillion Budget.” You may have heard that an after-school program was canceled because of “budget cuts.” You may wonder just what a budget is.

2. A budget is simply a plan for how to use money. Federal, state, and local governments get money mainly through taxes. The government’s budget is a plan for how to spend or save the money that is collected.

3. Individuals and families do the same thing. A budget allows people to plan for buying expensive things, such as a house, car, or refrigerator. It also helps them monitor what they spend on things like food, clothing, sports activities, and vacations. With a budget, people can save for expenses that are years in the future. Many parents use a budget to save for a child’s college education.
Making a personal budget can help you understand your own money and how you spend it. It can also help you save money for things that are important to you. Here are the steps for making a personal weekly budget.

**Step 1: List Your Income**

Think of all the ways that you gain money. You may get an allowance from your parents, get paid for work by your parents or others, or receive gifts on a birthday or other occasion. List all of your sources of income for an average week and add them together. Here is an example for a girl named Lia. Remember that your amounts may be very different from Lia’s.

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**Step 2: List Your Fixed Expenses**

Think of all the things you spend money on regularly. These are your fixed expenses, or expenses that won’t change much from one week to the next. Some expenses are necessary. These include food (like snacks after school), clothing, and housing. They are called basic necessities. Other expenses are things you think are important but could live without. For Lia, these include paying for minutes on a cell-phone plan and a membership at the YMCA. Here are Lia’s fixed expenses.

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Subtract your fixed expenses from your income. The amount left over is money you can make a choice about spending or saving. It is called discretionary income. People can use their discretion, or freedom of choice, to decide how to use the money they have. Lia found that she had $17.00 of discretionary income each week.

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</tbody>
</table>
Step 5: Adjust Your Budget as Necessary

9 Notice that Lia’s income and expenses match exactly. In the future, if her income goes up, she can make changes in how she uses her discretionary income. If her expenses go up, she may need to find a way to make more money or reduce how much she chooses to use for her cell phone, entertainment, or savings.

10 When you make a budget, you may want to make it for a longer period of time, like a month, using the same steps. For example, you may get a gift on your birthday each year, but not in any other month. If you figure out your average expenses and income for a month, you can include special income like a gift. You can also plan for special expenses such as paying for a year’s subscription for a magazine.

11 Consider keeping track of your actual income and expenses in a journal or account book. That way, you can review your budget and make needed changes. It will help you avoid spending too much so you can keep saving for things you want. Your personal budget puts you in control of your money.
Text Evidence Questions

1. How do Lia’s lists help the reader understand how to make a budget?
Lia’s lists help the reader understand how to make a budget in two ways. First, they help the reader understand what income, fixed expenses, and discretionary income are. Second, they help the reader understand the steps to take when making a budget.

2. Imagine that Lia’s income suddenly went down and she still needed money for her class trip. Based on the information in Step 2, what could Lia do?
Lia is paying for a gym membership and a cell phone plan. If she needed money for her class trip, she could cancel either her gym membership or her cell phone plan.

Text Evidence:
“Think of all the things you spend money on. These are your fixed expenses that don’t change much from week to week. Some expenses are necessary . . . Other expenses are important but you could live without.”

3. Summarize the advice given in the last paragraph of the article. Do you think this is good advice? Why or why not?
The last paragraph tells the reader to think about writing down what you earn and what you spend in a journal. I think this is good advice because sometimes I spend money without even thinking about how it might affect my budget. Keeping a journal would help me notice just how many lattes I really buy in a month!

Text Evidence:
“Consider keeping track of your actual income and expenses in a journal. That way you can review your budget and make changes. It will help you avoid spending too much so you can keep saving for things you want.”
1. Which is the best summary of the article?
   
   A. A personal budget helps you keep track of your income and expenses so that you can control where your money goes and save for big purchases. The steps include subtracting your fixed expenses from your income, figuring out what to do with the money that’s left over, and adjusting your budget if your money situation changes.
   
   B. Congress uses a budget to keep track of the nation’s income and spending. Families use a budget to save for houses, cars, college, and other future expenses. You should use a budget, too.
   
   C. The most important step in making a personal budget is listing your personal expenses. If you list your expenses as accurately as you can, the other steps of making a personal budget are much easier.
   

2. What can the reader conclude from information in the article and Lia’s two lists?
   
   F. Lia can afford to pay for unexpected bills.
   
   G. Lia earns enough to pay for her regular bills.
   
   H. Lia will not be able to save for her class trip.
   
   J. Lia needs to earn more to meet her expenses.

3. What is the purpose of doing Step 3 in the article?
   
   A. to make sure you have enough money to pay for fixed expenses
   
   B. to plan how to spend money left over after paying for fixed expenses
   
   C. to find out how much money you can spend on things you don’t have to buy
   
   D. to discover ways to earn extra income to buy things you want
In the text “How to Make a Pueblo Pot,” the author states, “Pueblo potters still use traditional methods to make pottery.” What steps, tools, and materials does the author describe to support this idea?

Use the planning chart to organize your ideas, then write on the lines below.

<table>
<thead>
<tr>
<th>Traditional Steps</th>
<th>Traditional Tools</th>
<th>Traditional Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>digging the clay</td>
<td>the potter’s own hands</td>
<td>clay</td>
</tr>
<tr>
<td>soaking the clay</td>
<td>rounded pieces of gourd for smoothing the pot</td>
<td>sand, basalt, or broken pottery for temper</td>
</tr>
<tr>
<td>adding temper to the clay</td>
<td>polishing stone or cloth</td>
<td>mineral paints</td>
</tr>
<tr>
<td>building the pot out of coils that are pinched together (rather than using a wheel)</td>
<td>yucca paintbrushes</td>
<td>wood or manure as fuel</td>
</tr>
</tbody>
</table>
Vocabulary

Part 1: Read the following words to a partner. Then sort them by writing them into the correct column in the chart below.

<table>
<thead>
<tr>
<th>basalt</th>
<th>Cochiti</th>
<th>burnish</th>
<th>mineral paints</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acoma</td>
<td>particles</td>
<td>soaks</td>
<td>flatten</td>
</tr>
<tr>
<td>grind</td>
<td>clay</td>
<td>Zuni</td>
<td>scrape</td>
</tr>
<tr>
<td>Pueblo</td>
<td>pinch</td>
<td>manure</td>
<td>potter</td>
</tr>
</tbody>
</table>

Materials for making pots | Steps in making pots | People
---|---|---
basalt | burnish | Pueblo
mineral paints | flatten | Cochiti
clay | grind | Acoma
particles | scrape | Zuni
manure | pinch | potter
soak | | |

Part 2: Share and compare your responses with your partner.

Write a sentence using one word from each column.

Potters _soak_ the _clay_ overnight before they _begin_ _making a pot_.

___________________________

___________________________

___________________________
Focus on the Genre

PLAYS

What is a play?
A play is a story written in script form. The main goal is for the script to be performed by actors in front of an audience. The events in a play are shown in short sections called scenes. The scenes may be grouped into larger sections called acts. Many plays are divided into two or three acts. Plays consist almost entirely of dialogue (DY-uh-laug), or conversation between people.

What is the purpose of a play?
A play shows people in action. The main characters face a conflict or have a problem to solve. The purpose of a play is to let the audience (or readers) connect with the characters in the story and experience their emotions.

How do you read a play?
Pay attention to the dialogue. Nearly all of the information comes from what the characters say and do. Note when and where the story takes place. Use your imagination to “see” the settings and actions. Finally, there are notes to the actors, director, and designers of the play called stage directions, written within parentheses. As you read, you will find it helpful to picture who is talking, who is listening, who is onstage, and who is not.

Who invented plays?
The ancient Greeks performed the earliest plays. They came up with the idea of an actor who speaks and acts, or “plays at” being someone else. These early plays influenced future authors of plays, whom we call playwrights (wright means “maker”).
Plays are written to be performed by live actors, onstage.

Plays usually have one or more main characters and additional minor characters.

Plays are told through dialogue and characters’ actions.

The plot is based on conflict—a problem for the characters to solve or a decision to make.

Play scripts include stage directions.

Plays take place in one or more time frames and settings.

Plays may be divided into scenes or acts.

Features of a Play
CHARACTERS:

KAYA PHILLIPS: twelve-year-old girl
GRANDMA: Kaya’s grandmother
ELI PHILLIPS: Kaya’s father, a teacher
LEAH PHILLIPS: Kaya’s mother, a doctor

SCENE 1

1 [Lights rise on a cramped apartment in New York City. KAYA sits at her desk in her room, attempting to read. The city is loud outside with the sounds of constant shouting, beeping, and screeching. She shuts her window and goes back to reading; then she sighs and walks to the living room where GRANDMA is knitting.]

2 KAYA: Grandma, I can’t concentrate because the noise around here is so obnoxious! [She plops down on the couch.] I’ve read the same sentence like 100 times, and every time I try to start again, I hear a crash or someone yelling outside. I can’t center my brain!

3 GRANDMA: [smiles in an inviting way] Well, this is New York—of course it’s noisy outside. The hustle and bustle won’t go away, but it is possible to filter what you hear.

4 KAYA: How do you do that, Grandma? How do you filter noise?

5 [Before GRANDMA can answer, ELI and LEAH enter carrying take-out containers; the delicious aroma of hot food comes in with them.]

6 ELI: Greetings, earthlings! Who wants Chinese food? [KAYA laughs and jumps up.]

7 KAYA: I do! This is awesome, Dad! [ELI, LEAH, KAYA, and GRANDMA start setting the table and opening containers.]
8 **GRANDMA:** [to LEAH] You know, I could have made dinner for everyone tonight. I’ll bet Kaya would like some good old-fashioned pemmican and succotash, prepared the way our Iroquois ancestors used to make them.

9 **LEAH:** Mom, please don’t start. I had three surgeries back-to-back at the hospital today, and we had new-employee orientation. Anyway, don’t knock this kind of food until you try it. The Chinese food we get is excellent and certainly better than succotash.

10 **GRANDMA:** Oh, there’s nothing like corn and bean stew, my daughter, for I am, after all, the Corn Mother!

11 **KAYA:** [laughs] Corn Mother, Grandma—who is that?

12 **ELI:** Someone pretty corny!

13 *[Simultaneously, they all laugh and sit down to eat.]*

14 **GRANDMA:** Corn Mother is part of an old tale from our Iroquois ancestors. Do you know of the woman who gave her body to the earth to save her people?

15 **KAYA:** No, I’ve never heard of her.

16 **GRANDMA:** Oh, my! Well, after she died, her ashes were spread over the land and eventually grew to become the source of the first corn plants. She
sacrificed herself to save others, to nourish others, to keep them healthy. She symbolized healthy and nutritious food that doesn’t resemble what most people eat today. [She looks down at her plate and pushes her food around, suspiciously inspecting every angle.]

17 LEAH: Mom, I promise you, the food is not poisonous. It’s fresh and nourishing—and yummy!

18 GRANDMA: [skeptical] We shall see. . . .

19 [The family eats in silence while the din of the city increases and the lights dim.]

SCENE 2

20 [Lights rise on KAYA and GRANDMA walking around the city. They stop at a busy intersection as a bus whizzes by them, causing GRANDMA’S skirt to rustle.]

21 KAYA: [curiously] So, Grandma, please explain again, what are we doing here?

22 GRANDMA: Well, to continue our conversation from yesterday, you wanted to know how to tune out the city, and I’m planning to demonstrate ways to appreciate your surroundings without letting them overtake you. Close your eyes.

23 KAYA: [incredulously] Seriously?

24 GRANDMA: Yes, Kaya, just trust me.

25 [KAYA sighs in disbelief and closes her eyes.]

26 GRANDMA: What do you hear?

27 KAYA: A lot of noise! [She opens her eyes.] Come on, Grandma, this is silly! [GRANDMA just stands there staring with quiet determination.]

28 KAYA: Oh, fine! [She closes her eyes.] Okay, I hear buses, cars, people yelling. So? That’s New York.

29 GRANDMA: Yes, but imagine that the whoosh of the bus is actually wind whipping up the ocean waves and
the honking is the sound of birds communicating as they fly overhead. Substitute the sounds and images of nature to restore your cheerfulness—understand?

30 KAYA: I think so. Could the yelling be wolf cubs wrestling or attacking?

31 GRANDMA: Precisely, my dear, and what else do you hear?

32 KAYA: The whoosh of the bus could also be a rustling cornfield or swaying leaves, and the honking could be drumbeats, and the hollering could be chanting around a campfire!

33 GRANDMA: Well done. Now open your eyes and look carefully; tell me, what do you see?

34 KAYA: A concrete jungle.

35 GRANDMA: [laughs] True, but if you look carefully, you might see that a building could be the outline of a giant mountain, or the curve of the road could be a game trail through the woods or a stream bustling through the valley.

36 KAYA: And the cars are canoes, and the streetlamps are lightning bugs!

37 GRANDMA: Now you’re getting it. Remember, when the city disrupts or bothers you, just listen and look for the sounds of nature. Nature can nourish you and make you feel whole. Don’t forget, that’s how our ancestors survived.
Explain the Roles and Functions of Characters

Corn Mother

Graphic Organizers
Explain the Effect of a Historical Event

Iroquois Facts:
- The Iroquois lived in villages, in long, windowless wooden structures called “longhouses.”
- The Iroquois played lacrosse using a stick with a basket at the end to catch and carry a ball.
- The Iroquois grew corn, beans, and squash.
- The Iroquois hunted deer, bears, turkeys, and rabbits.
- The Iroquois sewed clothing and moccasins made of deerskin.
- Iroquois men wore their hair in a mohawk.
- Unmarried Iroquois girls wore their hair in two braids.
- Married Iroquois women wore their hair in one braid.
Text Evidence Questions

1 Why does the author call the play “Nature Girl” when it is about a girl who lives in the city?

Text Evidence:

2 How do Kaya’s parents react to Grandma when she talks about Iroquois traditions?

Text Evidence:

3 Compare how Kaya feels at the beginning of Scene 2 with how she feels at the end of the scene.

Text Evidence:

4 At the end of Scene 2, Grandma says, “Nature can nourish you and make you feel whole.” What does she mean by this?

Text Evidence:
Practice Questions

1. Why does Grandma react in a negative way to the food Kaya’s parents brought home?
   A. It tastes bad.
   B. It smells strange.
   C. It is not Chinese food.
   D. It is not Iroquois food.

2. What is Scene 2 mostly about?
   F. how Grandma teaches Kaya to appreciate Iroquois traditions
   G. how Grandma helps Kaya learn to cope with city sights and sounds
   H. how Grandma points out to Kaya all the nature found within the city
   J. how Grandma explains to Kaya how their Iroquois ancestors survived

3. What do Kaya’s parents represent in the play?
   A. living for the future
   B. passing on one’s culture
   C. enjoying modern living
   D. rejecting traditional values
In “Nature Girl,” how does Grandma try to help Kaya adapt to living in New York? What does Grandma do that shows she still needs to do some adapting herself?

<table>
<thead>
<tr>
<th>How Grandma Tries to Help Kaya Adapt</th>
<th>What Grandma Does That Shows She Still Needs to Adapt</th>
</tr>
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Read Across the Texts

**Part 1:** Look back at the stories “How to Make a Pueblo Pot” and “Nature Girl” to find two supporting details in each story to support the main idea.

**Main idea:** Native Americans value tradition.

**Supporting Details:**

1. 

2. 

3. 

4. 

**Part 2:** A compound word is made up of two words that come together to make one new word with a different meaning. Some compound words like *someone, cannot,* or even *homework* are used so often that we forget that they are actually made up of two separate words. Together with a partner, fill in the chart below. If you don’t know the meaning of a compound word, look it up in a dictionary. Does the compound word have a meaning different from its two separate words? How is its meaning related to its two root words?

<table>
<thead>
<tr>
<th>Compound Word</th>
<th>Separate Words</th>
<th>New Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>overboard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>daycare</td>
<td></td>
<td></td>
</tr>
<tr>
<td>trashcan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>craftsmen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>flywheel</td>
<td></td>
<td></td>
</tr>
<tr>
<td>timepiece</td>
<td></td>
<td></td>
</tr>
<tr>
<td>armchair</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drumbeat</td>
<td></td>
<td></td>
</tr>
<tr>
<td>cornfield</td>
<td></td>
<td></td>
</tr>
<tr>
<td>paintbrush</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
What is an informational text?
An informational text is a nonfiction text that presents information in an accurate and organized way. It is often about a single subject such as animal behavior, weather, or a scientific discovery.

What is the purpose of informational texts?
Informational texts have one main purpose: to inform. The best informational writing pulls readers in and makes them want to keep reading and to know more about the topic.

How do you read an informational text?
Look for facts and the details that support them. Read critically to make sure conclusions make sense. Ask yourself: Did I learn something new from this text? Do I want to know more about it? Can I draw my own conclusions from what I have read?

Who writes informational texts?
Writers who know their topic well write good informational text. They do this by becoming mini-experts on the subject they are writing about. They make sure that they support the information in their work with scientific data, graphics, and expert evidence. They use primary sources, like photographs.
The text has a strong beginning that hooks the reader.

The information is accurate, and the facts have been checked.

The text uses primary sources when appropriate.

The text has a strong ending that keeps readers thinking.

The text has a logical organization of major concepts.

The information includes graphics that support the text.
Wolves abound, not only in folklore, but in much of the Northern Hemisphere around the world. They have learned to survive in terrain as varied as mountains, plains, forests, and even deserts.

Gray wolves, like all wolves, are part of the canine family. If you were to look at a photograph of a single gray wolf, you might mistake it for a large, long-legged German shepherd.

The gray wolf is a particular type of wolf, but don’t let its name fool you. While all gray wolves have long, thick fur, not all of them are actually gray. Some are solid white, brown, or even black. There are, however, a few characteristics that they all share. Every gray wolf has a long bushy tail, small triangular ears, long legs, and brown eyes. All wolves also have sharp, pointed teeth, which they use to kill and eat prey.

Gray wolves, like all wolves, live in packs, often up to about a dozen members. Each pack has a male and a female leader, known as the alpha male and alpha female. They are the bosses, and every other wolf in the pack knows it. Should a wolf try to challenge one of the alphas, it would be punished and perhaps banished from the pack. Gray wolves do not like to live alone, so the alphas are rarely challenged.

The male and female alphas are mates and remain so throughout their lives. The alphas are the only
wolves in the pack to breed. While gray wolves often sleep on the ground out in the open, they establish a den once pups are born. Hollow logs or caves make warm and safe dens. Female gray wolves have also been known to dig dens in the ground for their pups.

Both the male and female help raise the pups. The gray wolves are attentive parents and protect their young at all costs. Once a pup reaches the age of about three, it may leave the pack and find a new life, or it may stay with the pack as an adult member.

All wolves are carnivores, or meat eaters. Gray wolves hunt deer, elk, beavers, wild rabbits, and even moose. While humans have always been afraid of wolves, humans are not on the list of wolves’ natural prey. In fact, most gray wolves seem to fear human beings and will run away as soon as they hear or see a person.

Many myths from the past tell of wolf mothers who have found human babies and raised them as their own. Perhaps these stories were told to remind us that while wolves are fierce hunters, they are simply another part of nature, just as we humans are.

Wolves in North America

The gray wolf is not the only type of wolf that lives in North America. Red wolves and eastern wolves are also found in North America.

<table>
<thead>
<tr>
<th></th>
<th>Gray Wolf</th>
<th>Red Wolf</th>
<th>Eastern Wolf</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Weight</strong></td>
<td>60–120 pounds</td>
<td>45–80 pounds</td>
<td>55–65 pounds</td>
</tr>
<tr>
<td><strong>Fur</strong></td>
<td>Gray, black, white, brown</td>
<td>Reddish along the neck and head; mostly brown on the bodies</td>
<td>Reddish brown muzzle and behind the ears and legs; black, white, and gray back</td>
</tr>
<tr>
<td><strong>Range</strong></td>
<td>Alaska, Canada, northern United States</td>
<td>Southern Canada, northeastern United States</td>
<td>Canada, New York State</td>
</tr>
<tr>
<td><strong>Prey</strong></td>
<td>Elk, beavers, rabbits, moose</td>
<td>Raccoons, rabbits, rodents</td>
<td>Deer, moose, beavers</td>
</tr>
</tbody>
</table>
Summarize the Main Ideas

Range

10%

[Diagram with sections labeled for summarizing main ideas]
**Determine the Facts in Texts**

<table>
<thead>
<tr>
<th>Sentence with an Opinion Signal Word</th>
<th>Sentence with a Fact Signal Word</th>
</tr>
</thead>
<tbody>
<tr>
<td>Paragraph 2</td>
<td></td>
</tr>
<tr>
<td>Paragraph 5</td>
<td></td>
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<tr>
<td>Paragraph 7</td>
<td></td>
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<tr>
<td>Paragraph 8</td>
<td></td>
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</tbody>
</table>

**Bonus Questions:**

1. Paragraph 6 uses the word *may* two times in one sentence. Is this sentence a fact or an opinion?

2. Reread paragraph 7. Find the idea that is presented as a fact, but which is actually an opinion.

3. Fix the sentence in paragraph 7 that has the idea presented as a fact, but which is actually an opinion. Add a signal word to show it is an opinion.
Text Evidence Questions

1. Describe three things all wolves have in common.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   **Text Evidence:**
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

2. Paragraph 4 says that gray wolves do not like to live alone. What other reason for why wolves live in packs can the reader infer from paragraph 7?

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   **Text Evidence:**
   ____________________________________________________________

3. Does the author have a positive or negative attitude toward wolves? Give examples to support your answer. Put your text evidence in your answer.

   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________
   ____________________________________________________________

   **Text Evidence:**
Practice Questions

1 Which of these is the best summary of “The Gray Wolf”?

A Gray wolves are found in the Northern hemisphere. They are canines that live in packs led by an alpha male and an alpha female. Gray wolves eat meat, but they are not interested in humans as prey. However, people are interested in wolves as the subject of folklore and myths.

B Gray wolves are found around the world. They share many characteristics. Many stories have been told about wolves. The author thinks people wrote the stories so that they would understand wolves’ place in nature.

C Gray wolves are survivors. They survive by eating meat, living in packs, and finding safe places to raise their pups. When a wolf is three, it might go off by itself. A wolf might also get banished from the pack if it challenges the alpha male or female.

D Wolves have been the subject of folklore and myths. Gray wolves live in the mountains, forests, plains, and deserts of the Northern hemisphere. Gray wolves are not all gray. Their sharp teeth help them capture prey.

2 Why is the chart at the end of the article included?

F to describe the history of wolves

G to show why wolves are in danger

H to provide details about wolf behavior

J to compare the gray wolf to other wolves

3 What do all wolves have in common?

A their prey

B their range

C their family life

D their appearance
Classification is the process of sorting things into groups that have something in common. Scientists group organisms according to the characteristics or traits that they share. The **kingdom** is the largest, most inclusive group, and it includes all organisms that are alike in some major way. For instance, the animal kingdom includes just animals, and the plant kingdom includes just plants. There are five different kingdoms in all.

Kingdoms are next divided into **phyla**, with the two largest being arthropods and chordates. Arthropods are animals that do not have a spinal cord or an internal skeleton as humans do. Instead these animals have what is called an exoskeleton, or external skeleton, which is like a shell. Most insects are classified as arthropods. Chordates, on the other hand, are animals that have a spinal cord, which is a fiber of nerves that runs along the back. Chordates are classified further into
two different groups. Those that have a spinal cord encased in bone are called vertebrates, and those chordates that don’t are called invertebrates.

3 As animals are organized into smaller groups, they become more alike. For example, birds are grouped together in one class because they all have feathers. Animals that feed milk to their young are all in a class called mammals. Humans are members of the mammal class. After being grouped in classes, all organisms are then placed in different orders. The order of primates includes animals that have well-developed hands and feet, a short nose, and a large brain. Orders are then divided into even smaller groups called families. Within the primate order, for example, is a family called Hominidae. Hominidae includes humans, chimpanzees, and gorillas. Genus and species are the final two groups in the classification system. Because they share many traits, foxes, wolves, and dogs all belong to the same family. However, foxes are in a different genus than wolves and dogs. A collie, a poodle, and a German shepherd are all dogs and so are all the same species.
Text Evidence Questions

1 Using the information in the article, explain the kingdom, phylum, class, order, and family that you belong to.

__________________________________________________________________________

__________________________________________________________________________

Text Evidence:

__________________________________________________________________________

__________________________________________________________________________

2 Is a beetle most likely an arthropod or a chordate? Explain your answer.

__________________________________________________________________________

__________________________________________________________________________

Text Evidence:

__________________________________________________________________________

__________________________________________________________________________

3 Why did the author begin by describing the kingdom group and end by describing the species group?

__________________________________________________________________________

__________________________________________________________________________

Text Evidence:

__________________________________________________________________________

__________________________________________________________________________
Practice Questions

1. Which of these best expresses the main idea of the article?

   A. Living things are classified into different kingdoms.
   B. Scientists divide living things into groups by their features.
   C. Animals of the same species have the most traits in common.
   D. Scientists study how organisms are alike and how they are different.

2. Invertebrates are different from vertebrates in that they do not have —

   F. a shell
   G. a skeleton
   H. a backbone
   J. a spinal chord

3. Based on the information in paragraph 2, the reader can conclude that sharks and whales belong to the same —

   A. class
   B. genus
   C. phyla
   D. family
There is information about gray wolves in the chart that is different from the information given about them in the text. What is this information? How would you find out whether the text or the chart is correct? Use the planning chart to organize your ideas, then write on the lines below.

<table>
<thead>
<tr>
<th></th>
<th>“The Gray Wolf” Text</th>
<th>“Wolves in North America” Chart</th>
<th>Do the two sources agree?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Range</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Fur</td>
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<td></td>
</tr>
<tr>
<td>Prey</td>
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</table>

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Vocabulary

Part 1:
1. Look back at the selections “The Gray Wolf” and “A Little Princess.”
2. Choose 3 words from each selection that you think are interesting or difficult.
3. Write the words in the boxes below.
4. Use an online or print dictionary to write the meanings next to the words.
5. Write a sentence that uses each word.

<table>
<thead>
<tr>
<th>Word</th>
<th>Meaning</th>
<th>Sentence</th>
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</thead>
<tbody>
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</tbody>
</table>

Part 2:
Compare your words with a partner. Choose 5 words from your lists to talk about. Name as many related words as you can for each word you chose. Use prefixes, suffixes, and root words to identify related words and write them on the lines below.

Example:
Word: punish Related words: punished, punishing, punishment

<table>
<thead>
<tr>
<th>Word</th>
<th>Related Words</th>
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</thead>
<tbody>
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</table>
Focus on the Genre

BIOGRAPHY

What is a biography?

What is the purpose of a biography?

How do you read a biography?

Who writes biographies?
A biography starts with a strong “hook.”

A biography tells the person’s date and place of birth.

A biography tells about the person’s family, childhood, and important events.

A biography describes the person’s impact on the world.

A biography describes the person’s personality and characteristics.

A biography quotes the person or people who knew the person.
In the early 1870s, most ships, trains, and factories were powered by steam engines. Then a German engineer named Nikolaus Otto invented a new engine that ran on gasoline. Gasoline was made from petroleum, a fossil fuel found in the earth.

Otto’s new engine was a great improvement. But both steam engines and gas engines were very inefficient. Only about 10 percent of the fuel they used actually turned into power. The rest was lost as heat.

Rudolf Diesel was a young engineering student at the time. When he saw the new engines, he became interested in the problem of fuel use. He thought an engine could be designed to use fuel far more efficiently.
Early Life and Work

4 Rudolf Diesel was born to German immigrants in Paris in 1858. When war broke out between Germany and France in 1870, the Diesel family left France for London, England. There, Rudolf went to school and learned English. After the war, his father sent him to school in Germany, where teachers soon recognized the boy's brilliance.

5 After graduating from college, Diesel worked for one of his teachers as a refrigeration engineer. But he continued to think about how to make a better gasoline engine.

6 In 1885, he set up his first shop-laboratory in Paris. For 13 years he tried various designs and fuels. One of his engines used air heated by solar power. In another experiment, he used ammonia as a fuel, and the engine blew up. This accident sent Diesel to the hospital for several months. It also left him with health problems for the rest of his life.
A New Kind of Engine

7 In a regular gasoline engine, like the one invented by Otto, fuel mixes with air. Then the fuel-air mixture is compressed. A spark from a spark plug ignites it. The energy from the little explosion becomes mechanical energy. That energy provides the power to move the ship or train or other machine.

8 As he continued his research, Rudolf Diesel determined that compressing the air first before mixing it with fuel would produce more power. He knew that this process would use more of the fuel’s energy.

9 Compressing air causes it to heat up. In Diesel’s design, fuel was injected into the hot, compressed air. High heat made the fuel explode, so no spark was needed. Like Otto’s engine, Diesel’s engine converted fuel into energy through many small explosions.

10 With a good engine design and the right fuel, Diesel applied for a patent in 1892. The patent would protect his invention from others who might want to profit from it. His first engine was just a 10-foot-high iron cylinder with a flywheel at the bottom. But Rudolf kept making it better. In 1896, he demonstrated a model that used 75 percent of the fuel’s energy. The industrial world was very interested in his work. In a few years, his pioneering design made Rudolf Diesel a millionaire.

11 Diesel’s engine had many uses in industry. It pumped liquids through pipelines and made electricity in power plants. It was used to run machines in factories and mines, railroads, ships, trucks, and some automobiles. Rudolf’s engine helped a number of industries grow and develop rapidly, and it made a number of factory owners wealthy.
An Inventor Who Cared

12 But Rudolf Diesel was not just an engineer and was not focused on making money. He was concerned about the ordinary workers, too, and the craftsmen who ran their own shops. One reason he wanted to design a better engine was to help small-business people compete with large industries. His engine could use a variety of fuels, including peanut oil or other vegetable oils. Unlike gasoline, these fuels were cheap and widely available. This would help workers and craftsmen save money because they would not have to buy gasoline, which was expensive and harder to find. However, the industrial world did not follow Diesel’s lead and did not adopt plant-based fuel. Instead, most industries moved toward petroleum. Gasoline became the fuel of choice, and a special form of gasoline was developed as diesel fuel.

13 Rudolf Diesel died relatively young and did not see his engine become widely used. He disappeared off the deck of a steamer bound for England in 1913. Some think he was on his way to give England the plans for an improved version of his engine, which would help its military, and that the German government had something to do with his death. Nobody knows for sure what really happened to Diesel, but his work lives on.
Summarizing and Paraphrasing

Nikolaus Otto’s Gas-Powered Engine

A machine can move.
Identify the Literary Language and Devices Used in Biographies

An Inventor Is Born

The College Years

The College Grad

Welcome to My Laboratory

Eureka!

Show Me the Money!
Text Evidence Questions

1 People say that someone is “obsessed” when they can’t stop thinking about something. Would you say that Rudolf Diesel was obsessed with making a more fuel-efficient engine?

Text Evidence:

2 How were Otto’s engine and Diesel’s engine alike? How were they different?

Text Evidence:

3 What can the reader infer from paragraph 6 about Diesel’s experiments with solar power?

Text Evidence:
Practice Questions

1. The author includes paragraphs 1–3 in order to —
   A. tell the history of gas engines and explain how gasoline is made from fossil fuels
   B. compare steam engines and gas engines and tell how Rudolf Diesel and Nikolaus Otto met
   C. give background information and show how Rudolf Diesel became interested in gas engines
   D. describe steam engines and explain how Nikolaus Otto made a gas engine that was more efficient

2. The key discovery that led to a more efficient engine happened when Diesel —
   F. used ammonia for fuel instead of gas
   G. compressed the air before adding it to the gas
   H. combined air with gasoline before sparking it
   J. ignited the air-fuel mixture without a spark plug

3. What is the meaning of the word pioneering in paragraph 10?
   A. new
   B. useful
   C. efficient
   D. profitable
**Writing**

Inventors often write lab notes to keep track of their ideas and the results of their experiments. Imagine that you are Rudolf Diesel. Write two entries in your lab notes. The first entry will be right before the experiment using ammonia as a fuel. Explain the purpose of the experiment and describe your feelings.

The second entry will be written after you return months later from the hospital. Explain what went wrong and your next idea (the one that will prove successful) for improving the gas-powered engine. Use the planning chart to organize your ideas, then write on the lines below.

<table>
<thead>
<tr>
<th>Before the Experiment</th>
<th>After the Experiment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose of the Experiment</strong></td>
<td><strong>What Went Wrong</strong></td>
</tr>
<tr>
<td><strong>Feelings Before the Experiment</strong></td>
<td><strong>Next Idea</strong></td>
</tr>
</tbody>
</table>

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Draw Conclusions

Read the passages below with a partner. Use the information to draw conclusions about the material and answer the questions.

1 from “Rudolf Diesel, Inventor”
For 13 years [Diesel] tried various designs and fuels. One of his engines used air heated by solar power. In another experiment, he used ammonia as a fuel, and the engine blew up. This accident sent Diesel to the hospital for several months.

What can you conclude about Diesel?

______________________________________________

2 from “The Gray Wolf”
Gray wolves, like all wolves, live in packs, often up to about a dozen members. Each pack has a male and a female leader, known as the alpha male and alpha female. They are the bosses, and every other wolf in the pack knows it.

What can you conclude about the life of the Gray Wolf?

______________________________________________

3 from “Nature Girl”
Corn Mother is part of an old tale from our Iroquois ancestors. . . . She sacrificed herself to save others, to nourish others, to keep them healthy. She symbolized healthy and nutritious food that doesn’t resemble what most people eat today.

How were the Iroquois different from most people today?

______________________________________________
Focus on the Genre

Informational Texts: Science

What is an informational text?

What is the purpose of informational texts?

How do you read an informational text?

Who writes informational texts?
The text has a strong beginning that hooks the reader.

The information is accurate, and the facts have been checked.

The text has a strong ending that keeps readers thinking.

The text uses primary sources when appropriate.

The text has a logical organization of major concepts.

The information includes graphics that support the text.

Features of an Informational Text
Meet Sue

1. On August 12, 1990, a young woman by the name of Susan Hendrickson made a remarkable discovery. Located near the base of a cliff in South Dakota were the fossil remains of a dinosaur. But this was not just any dinosaur. It was a *Tyrannosaurus rex*, the “Tyrant Lizard King.” The dinosaur had lain buried for almost 65 million years. As scientists worked to free the fossil from its resting place, they began to understand their amazing find. When fully uncovered, the dinosaur was almost 90 percent complete.

2. In 1997, the dinosaur’s bones were put up for auction. In a little over eight minutes, the winning bid was made by the Field Museum of Chicago. The museum offered over $8 million, the largest amount of money ever paid for a fossil. Now the dinosaur had both a home and a purpose.
“Sue,” named after her discoverer, is considered to be the largest and best-preserved fossil of her kind. She is also the most complete, measuring 42 feet long from snout to tail and standing almost 13 feet tall. Sue weighs an incredible 3,922 pounds; the skull alone weighs 600 pounds. Of the 324 known bones that made up the dinosaur’s skeleton, Sue has a total of 224. In fact, Sue’s body is so well preserved that scientists are actually able to see where the dinosaur’s muscles were located, particularly in the tail area.

The *T. rex* was one of the last dinosaur species to live in North America, over 67 million years ago. Because Sue is the most complete dinosaur fossil ever unearthed, she has tremendous value for people who study dinosaurs.

Sue continues to be the subject of great fascination among dinosaur lovers all over the world. And with Sue’s help, we continue to learn more about these amazing creatures.
## Determine Facts in Text

### Personal Profile

<table>
<thead>
<tr>
<th><strong>Name:</strong></th>
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</tr>
</thead>
<tbody>
<tr>
<td><strong>Age:</strong></td>
<td></td>
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<tr>
<td><strong>Height:</strong></td>
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<td><strong>Length:</strong></td>
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<td><strong>Weight:</strong></td>
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<td><strong>Residence:</strong></td>
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<tr>
<td><strong>Occupation:</strong></td>
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</table>

**Special Achievements:**

- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
- __________________________________________
## Analyze the Organizational Pattern of a Text

<table>
<thead>
<tr>
<th>Long Ago</th>
<th>Recent Past</th>
<th>Today</th>
</tr>
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<tbody>
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</tbody>
</table>
Text Evidence Questions

1 Why is Sue a “remarkable discovery”?

________________________________________________________________________

________________________________________________________________________

Text Evidence:

________________________________________________________________________

________________________________________________________________________

2 In paragraph 2, the author writes, “Now the dinosaur had both a home and a purpose.” What does the author mean?

________________________________________________________________________

________________________________________________________________________

Text Evidence:

________________________________________________________________________

________________________________________________________________________

3 How good of a job does the author do of explaining who discovered the dinosaur?

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

________________________________________________________________________

Text Evidence:

________________________________________________________________________
Practice Questions

1. What is this article mainly about?
   A. what happens to dinosaur fossils after they are discovered
   B. how scientists judge the quality of fossilized dinosaur bones
   C. how the remains of a *Tyrannosaurus rex* came to be named “Sue”
   D. why the discovery of a fossilized dinosaur was especially remarkable

2. In paragraph 4, the word *unearthed* means —
   F. filled with soil
   G. covered by dirt
   H. buried in the earth
   J. dug out of the ground

3. Based on the information in paragraph 3, the reader can conclude that other discovered *T. rex* skeletons had —
   A. at least 324 bones
   B. fewer than 42 bones
   C. fewer than 224 bones
   D. more than 3,922 bones
Imagine that the Field Museum of Chicago is going to turn Sue into an animatronic dinosaur. Write a script for Sue. The script should do two things: (1) share the story of Sue’s discovery and (2) educate the public about *T. rex* dinosaurs in general. Use the planning chart to organize your ideas and then write on the lines below.

<table>
<thead>
<tr>
<th>Details About Sue’s Discovery</th>
<th>Details About <em>T. Rex</em> Dinosaurs in General</th>
</tr>
</thead>
<tbody>
<tr>
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</table>
Sequencing and Summarizing

Practice Sequencing for “Meet Sue” and “Rudolf Diesel, Inventor”

Part 1: The list below includes events that occur in “Meet Sue.” Number them in order from first to last.

___ Freed from its resting place, *T. rex* is 90 percent complete.
___ Dinosaur bones are put up for auction.
___ The *Tyrannosaurus rex* lived in North America.
___ Susan Hendrickson discovers fossil remains.
___ Field Museum of Chicago pays $8 million for dinosaur bones.
___ Sue helps people learn about dinosaurs.

Part 2: The list below includes events that occur in “Rudolf Diesel, Inventor.” Number them in order from first to last.

___ Rudolf Diesel is born to German parents in Paris.
___ Diesel invents an engine with an iron cylinder and a flywheel at the bottom.
___ Diesel sets up shop-laboratory in Paris.
___ Diesel disappears off a ship.
___ Diesel’s engine has many uses in industry.
Routine for Finding Text Evidence

☐ Read the question carefully.
  
  **Ask yourself:** What words in the question help me know what evidence to look for?

☐ Reread the text to find the clues and evidence.

☐ Evaluate the evidence.
  
  **Ask yourself:** Does the evidence I found help me answer the question? Do I need more evidence?

☐ Use the evidence to answer the question.
  
  **Ask yourself:** Does my evidence support my answer?