

Shelby County Schools
Extended Learning Guide



English/ Language Arts
Grade 4

Lesson 12

Supporting Inferences About Literary Texts



Use story details and examples to explain what the story says and to support inferences you make.

► **Read** An **inference** is a reasonable guess you've figured out based on what you already know and the **details** of what you see or read. When you make an inference, be sure you can support it with **evidence**, or details and **examples** given in the text.

Readers make inferences to figure out what a story does not say directly. Evidence from a text can often help you understand something that an author hints at but does not state directly.

Look at the cartoon below. What inferences can you make about the girl? Which details help you figure out her feelings?



► **Think** What have you learned about using details to make inferences? Consider what happens in the cartoon. How does the girl eventually feel about the movie? Use what you figured out about the girl to complete the *Inference Chart* below. Make inferences based on the details in the cartoon and what you already know.

| What the Cartoon Shows (Evidence) | What I Know (Experience) | My Inference |
|--------------------------------------|--|--------------|
| | <p><i>People often look forward to seeing a new movie, especially if they've heard good things about it.</i></p> | |
| | | |
| | | |

► **Talk** Did you and your partner write the same things in the “What I Know” column? How did that information affect what you wrote in the “What the Cartoon Shows” column? How did the evidence help you make inferences?



Academic Talk

Use these words to talk about the text.

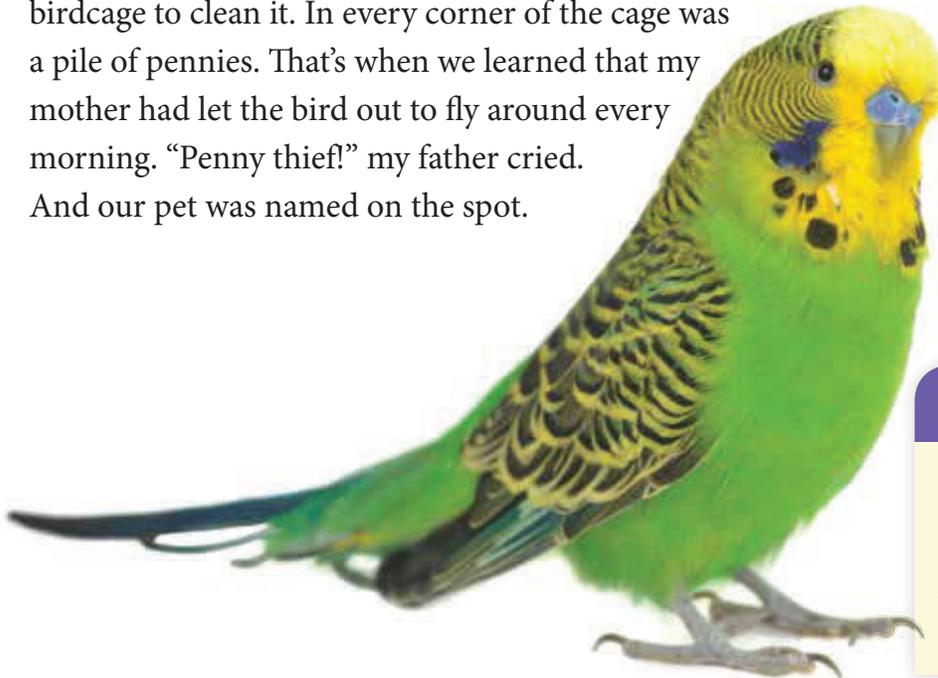
- inference
- details
- evidence
- examples

The

Penny Thief

by
Charlotte
Fairchild

- 1 My family got a parakeet on the very day that we moved into our new apartment. On our first night in the new place, we tried to name our new pet. I wanted to call it Tweetie, but no one else liked that name. We couldn't find a name that everyone agreed on, so we agreed to think about it for a while.
- 2 My father always emptied his pocket change into a large glass bowl in the hallway. When we wanted money for this or that, he would count it out for us from the bowl. The very next night, as he tossed his change into the bowl, he mumbled, "Funny! I'm sure there were mostly pennies on top." None of us knew where the pennies had gone.
- 3 Every day that week, my father complained that someone was taking pennies from his bowl. We all pleaded ignorance. And every day that week, we discussed a new name for our pet.
- 4 At the end of the week, we took everything out of the birdcage to clean it. In every corner of the cage was a pile of pennies. That's when we learned that my mother had let the bird out to fly around every morning. "Penny thief!" my father cried. And our pet was named on the spot.



Close Reader Habits

As you read, **underline** the details the characters used as clues to figure out what happened to the pennies.

Explore

What details in the mystery help you make inferences about story events in “The Penny Thief”?



Think about your inferences. Is each one based on text details? Does it make sense?

Think

- 1 Complete the Inference Chart below. It will help you understand the inferences the main character made.

| What the Text Says (Evidence) | What I Know (Experience) | My Inference |
|----------------------------------|---|--|
| | | <i>The family wants to find out what is happening.</i> |
| | <i>Some birds are attracted to shiny objects.</i> | |

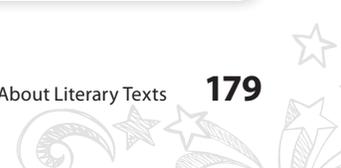
Talk

- 2 As you read the story, what inferences did you make about the missing pennies? What text details supported your inferences?

Write

- 3 **Short Response** Explain what inferences you made about the parakeet. Include at least **two** pieces of text evidence to support your answer. Use the space provided on page 182 to write your response.

HINT To explain your inferences, give story clues that tell about what the parakeet does.



Thinking Out Loud

by Ben Karlsen

1 Slipping off the helmet of her space suit, Shaundra took a deep breath, then another. As she had hoped, fresh air filled her lungs. It was true: This planet, which she and her crew had spied from the mother ship, had an atmosphere like Earth's. And because it had air, perhaps the planet resembled Earth in other ways. Was it possible that she, Miek, and Goran had found what humans had long sought? Could there be intelligent life here?

2 For hours, the three astronauts wandered through forests and meadows filled with flowers of every color, shape, and aroma, but they were disappointed. The astronauts saw nothing that looked or acted like Earth animals—not even the tiniest insect. Certainly, they met no living creature with a human form.

3 Finally, they returned to their landing site. Before entering the mother ship, they had to collect samples of the plants. Shaundra grasped the stem of a particularly lovely flower and placed her knife against it. Suddenly, her eyes opened wide in surprise. “Did you hear that?” she asked the other two. “Well, I don’t mean hear, exactly. It was as if this flower spoke to my mind. It seemed to be asking me not to harm it.”

4 Miek was about to tease Shaundra when his jaw dropped. “I heard it—no, I felt it speak! It wants to know where we come from and why we’re here. How should we answer it?”

5 “That’s obvious,” replied Shaundra. “We need only to think our answers, and this creature will understand. This planet is full of intelligent life—and it’s beautiful life, too.”

Close Reader Habits

What details help you understand the inferences that the astronauts made? Reread the story. To help you answer the questions that follow, **underline** the details that tell what the astronauts expected to find.

Think Use what you learned from reading the science fiction story to respond to the following questions.



A science fiction story tells about fictional settings, characters, and events but is based on scientific knowledge or theories.

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

Part A

What kind of intelligent life did the astronauts expect to find?

- A** The astronauts expected to find plants that could communicate.
- B** The astronauts expected to find life forms they had never seen before.
- C** The astronauts expected to find life similar to that on Earth.
- D** The astronauts expected to find dangerous creatures.

Part B

Identify **two** sentences from paragraphs 1 and 2 that **best** support your answer to Part A. Write them in the box below.

Talk

- 2** Based on the astronauts' words and actions, what inferences did the astronauts make when they started collecting flowers? Use the Inference Chart on page 183 to organize your thoughts.

HINT Think about what the astronauts already knew that helped them make inferences about what they observed.

Write

- 3 Short Response** Use the information from your chart to describe how the characters used evidence to make their inferences. Include at least **two** details from the story to support your answer. Use the space provided on page 183 to write your response.

Thinking Out Loud

2 Use the Inference Chart below to organize your ideas.

| What the Text Says (Evidence) | What I Know (Experience) | My Inference |
|----------------------------------|-----------------------------|--------------|
| | | |



Write Use the space below to write your answer to the question on page 181.

3 Short Response Use the information from your chart to describe how the characters used evidence to make their inferences. Include at least two details from the story to support your answer.

WORDS TO KNOW

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

- **immediately**
- **restore**

They Glow by Night

by Lorrie Doyle



- 1 My name is Aimee. My real name is Amy, but I prefer Aimee since it's more original and seems kind of French. Sometimes when I write Aimee I use a little heart to dot the *i*, but I think I might be growing out of that—I am, after all, almost ten.
- 2 You would think an almost-ten-year-old wouldn't need a baby-sitter, but then again, you're not my parents. They are convinced that I still need a sitter. "It's your money," I keep pointing out to them. "If you want to throw it away on a baby-sitter, that's up to you!"
- 3 Anyway, Emily's not so bad. Sometimes we actually have fun, since she always brings a supply of the newest shades of nail polish for me to try. But on this particular night, I was having a hard time concentrating on the "Glowing Green Goddess" Emily was applying to our fingers and toes. Outside, it poured rain. Lightning flashed across the sky, and thunder cracked so loudly it seemed to be exploding right in the living room. I could feel myself getting more and more nervous—not for myself, of course—I was worried about my parents being out in the storm, however.
- 4 Just as Emily was putting the finishing touches on my right pinky toe, there was a flash of lightning followed immediately by the loudest crack of thunder I'd ever heard. The television went blank and silent, and the hallway light went out, too. I noticed the familiar hum of the refrigerator was missing. The house was completely dark and silent. Emily stumbled to the window and peered outside.
- 5 "All the street lights are out. None of the other houses have lights either, so the power must be out in the whole neighborhood." She slowly bumped her way over to the phone and picked up the receiver. "No dial tone," she said glumly. "The telephone lines must be down too." She stopped and thought for a moment. "Your parents must have a flashlight around here somewhere. Do you know where they keep it?"

6 Before I could tell her I had no idea where the flashlight was, I started to cry. Yes, it's true. I cried, I wailed, I boo-hooed like a baby. I pressed my hands over my eyes to stop the flow, and still the tears kept coming. We were stuck here in the dark and quiet forever. And, to top off my fear and misery, what did I hear? Emily! Laughing! That was the last straw.

7 "Here we are," I sobbed, "stranded in the dark with my parents lost, no doubt, in the storm, and you're laughing!"

8 "Look Amy," she said. She reached out for my hand. And there, glowing in the dark, were my ten fingernails, and down at my feet were my ten glowing toenails. I looked over at Emily, whose toes and fingers were all aglow too! "Glowing Green Goddess" was fluorescent!

9 "See, we're not completely in the dark!" she said. "We can use our toes and our fingers to guide us. At least we won't bump into each other. Here, grab that bottle of nail polish. We'll search for the flashlight by the light of 'Glowing Green Goddess.'"

10 And we did. We found the flashlight, but we didn't even use it because we preferred getting around the house by "toe-light." My parents eventually got home, and the telephone and electrical service were restored. But ever since that night, I have kept an extra bottle of "Glowing Green Goddess" around because you never know when you might need some polish power!



 **Think**

Using what you learned from reading the story, respond to the following questions.

1 Which sentence **best** supports the inference that Amy isn't having fun with Emily that night?

- A** "They are convinced that I still need a sitter."
- B** "Sometimes we actually have fun, since she always brings a supply of the newest shades of nail polish for me to try."
- C** "But on this particular night, I was having a hard time concentrating on the 'Glowing Green Goddess'"
- D** "I noticed that the familiar hum of the refrigerator was missing."

2 The following question has two parts. First, answer Part A. Then answer Part B.

Part A

Which of these inferences about Emily is supported by paragraph 9?

- A** Emily is bossy and loud.
- B** Emily is clumsy and stubborn.
- C** Emily is clever and creative.
- D** Emily is kind and caring.

Part B

Underline **one** sentence in the paragraph that **best** supports your answer from Part A.

"See, we're not completely in the dark!" she said. "We can use our toes and our fingers to guide us. At least we won't bump into each other. Here, grab that bottle of nail polish. We'll search for the flashlight by the light of 'Glowing Green Goddess.'"

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

Part A

What is the meaning of the word aglow as it is used in paragraph 8 of “They Glow by Night”?

- A** very excited
- B** shining with light
- C** bright green
- D** painted

Part B

Which detail from the story helps the reader understand the meaning of aglow?

- A** The girls’ nails helped them see in the dark.
- B** The nail polish was a very flashy color.
- C** The girls were painting their nails.
- D** The girls were very excited to paint their nails.

- 4** From which sentence can you infer that Amy isn’t as grown-up as she thinks she is?

- A** “Sometimes when I write Aimee I use a little heart to dot the *i*, but I think I might be growing out of that. . . .”
- B** “I could feel myself getting more and more nervous—not for myself, of course—I was worried about my parents being out in the storm, however.”
- C** “Before I could tell her I had no idea where the flashlight was, I started to cry.”
- D** “But ever since that night, I have kept an extra bottle of ‘Glowing Green Goddess’ around. . . .”

**Write**

- 5 Short Response** Make an inference about how Amy feels about needing a baby-sitter **after** the events of this story. Explain your thinking. Include **two** details from the story to support your answer.

**Learning Target**

In the lesson, you learned how to use details and examples from a story to make inferences about what the story is telling you. Write about how making inferences helped you develop a better understanding of a story.

Lesson 6

Supporting Inferences About Informational Texts



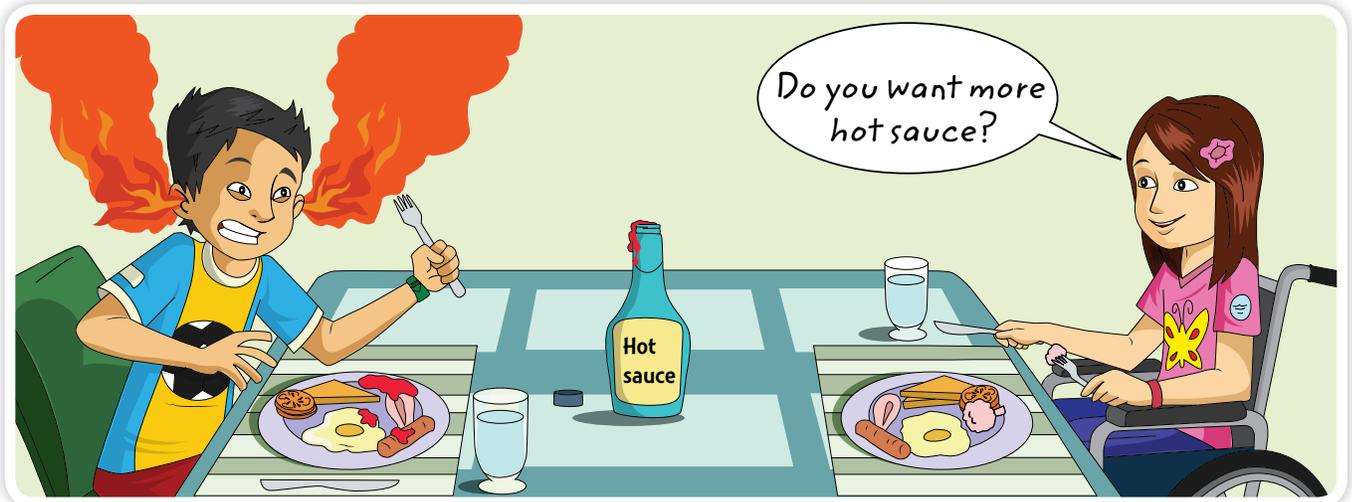
Learning Target



Making inferences based on key details and examples in an informational text will help you better understand the author's ideas about the topic.

- ▶ **Read** When you read informational texts, you can learn important information about a topic. Often, a text will state facts, **examples**, and other **details** directly. Other times, however, you must figure out an important idea on your own. To do this, use **text evidence** and what you already know from experience to make an **inference**, or a "sensible guess."

Study the cartoon below. Use what you see and what you know to make an inference about what is happening to the boy.



► **Think** Consider what you’ve learned so far about making inferences. What is happening to the boy? Complete the *Inference Chart* below to make an inference based on cartoon details and what you already know.

| What the Cartoon Shows (Evidence) | What I Know (Experience) | My Inference |
|--------------------------------------|-----------------------------|--------------|
| | | |

- **Talk** Share your inference and chart with a partner.
- Did you agree on what happened in the cartoon?
 - Did you agree about the details added to your charts?
 - Why did you agree or disagree?



Academic Talk

Use these words and phrases to talk about the text.

- **examples**
- **details**
- **text evidence**
- **inference**

The Travels of the POTATO

by Marie Schaeffer



1 The potato plant is native to the Andes Mountain region of South America. This is where it first appeared and thrived. The ancient Incas were the first people known to eat the potato. It is an excellent food source, one that provides both energy and vitamins. During the 1500s, Spanish explorers to that region encountered the potato. They had never seen it before. By the 1600s, potatoes were grown in many places in Spain.

2 Early on, some Europeans shunned the potato. Scientists learned that it was closely related to some poisonous plants. But some European doctors accepted the potato as a medicine and used it to treat common illnesses. By the early 1700s, potatoes were being raised in England as a food crop. The plants grew well in the cool, moist climate. Soon, the potato became a major food staple, particularly in Ireland. Finally, in 1719, immigrants from England and Ireland introduced the potato to the New England area of North America.



Close Reader Habits

Think about key details in the passage that help you make inferences. Then **underline** key details that describe the events that brought the potato to Europe.

Explore

How do the details in the article help you make inferences about why the potato came to be used in Europe and elsewhere?



Look for details that help you make inferences about how the potato traveled.

Think

1 Complete the Inference Chart below to help you make inferences about the spread of the potato as a food crop.

| What the Text Said (Evidence) | What I Know (Experience) | My Inference |
|---|-----------------------------|--------------|
| <ul style="list-style-type: none"> • “The potato plant is native to the Andes Mountain region of South America.” • “Spanish explorers. . . had never seen it before.” • “By the 1600s, potatoes were grown in many places in Spain.” | | |
| <ul style="list-style-type: none"> • “By the early 1700s, potatoes were being raised in England as a food crop.” • “The plants grew well in the cool, moist climate.” | | |

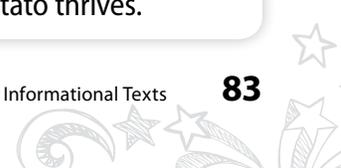
Talk

2 Explain what you can infer about how and why the use of the potato spread. Identify text details you used to support your inferences.

Write

3 Short Response Explain how and why the use of the potato spread to other countries. Include at least three text details as support. Use the space on page 86 to write your response.

HINT To organize your writing, identify details about the climate where the potato thrives.



Fruit of the Bog

by Alden Sims

- 1 The first people known to eat cranberries were the Native Americans in northern regions of what is now the United States. Centuries before the Pilgrims arrived in 1620, Native Americans ate a bread made with cranberries mashed into cornmeal. They also munched on dried cranberries throughout the winter. But cranberries were useful for more than just food. Native Americans made dye from the berries to color blankets and rugs. And, they used the berries as a medicine for the treatment of wounds.
- 2 In 1810, Henry Hall from Cape Cod, Massachusetts, became the first person known to cultivate cranberries. (The word *cultivate* means “to grow as a farm crop.”) Cranberries grow only in particular conditions. They grow best in bogs. They need an acid, peat soil, a steady water supply, and a covering of sand. The growing season must last from April to November, followed by a dormant period in the winter. The winter chill is needed for the fruit buds to mature.
- 3 Do you know how cranberry farmers know when the berries are ripe and ready to harvest? The small berries float to the surface of the bog and bob along there. The farmers are able to pull off this nifty harvest trick because inside each berry is a tiny pocket of air.
- 4 For years, the number-one cranberry-producing state in the United States was Massachusetts. However, since 1995, the state of Wisconsin has been the top cranberry producer. In 2010, Wisconsin harvested more than 4 million barrels of cranberries.

Close Reader Habits

What are growing conditions like in Massachusetts and Wisconsin? As you reread the article, **underline** details that tell about conditions all cranberries need to grow.





Good inferences are those you can back up with words, phrases, or sentences from the text.

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

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

Part A

What inference can you make about Wisconsin based on details in the article?

- A** It was first settled by Native Americans who ate berries and corn.
- B** It was a major producer of blankets and rugs dyed red.
- C** It provides the conditions needed for growing cranberries.
- D** It has always been the number-one cranberry-producing state.

Part B

Choose one piece of evidence from the article that **best** supports the answer in Part A.

- A** "The first people known to eat cranberries were the Native Americans in northern regions of what is now the United States."
- B** "The growing season must last from April to November, followed by a dormant period in the winter."
- C** "For years, the number-one cranberry-producing state in the United States was Massachusetts."
- D** "However, since 1995, the state of Wisconsin has been the top cranberry producer."

Talk

- 2** Explain what you can infer about growing conditions in Massachusetts and Wisconsin based on the details in the article. Use the Inference Chart on page 87 to organize your thoughts. Make sure to include details that describe the growing conditions needed by cranberries.



Write

- 3 Short Response** Using information from your chart, explain your inferences about growing conditions in Massachusetts and Wisconsin. Use details from the passage to support your response. Use the space provided on page 87 to write your answer.

HINT To organize your ideas, think about which details **best** explain your inference.

Fruit of the Bog

2 Use the Inference Chart below to organize your ideas.

| What the Text Said (Evidence) | What I Know (Experience) | My Inference |
|----------------------------------|-----------------------------|--------------|
| | | |



Write Use the space below to write your answer to the question on page 85.

3 Short Response Using information from your chart, explain your inferences about growing conditions in Massachusetts and Wisconsin. Use details from the passage to support your response.

HINT To organize your ideas, think about which details best explain your inference.

Why Salt?

Valuable Little Cubes

by Leigh Anderson and David Chandler, *Appleseeds*

WORDS TO KNOW

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

- **role**
- **regulated**
- **access**



The *Via Salaria*, shown in yellow, led from the sea coast to Rome, an important center of trade.

- 1 Today, salt is given out freely in shakers and packets at our favorite restaurants. We can buy it cheaply at any grocery store. But it hasn't always been so easy to get salt. This tiny crystal cube has played a much more important role in history than just flavoring our fries. Around the world, cities were founded, roads were built, wars were fought, and trade routes were established, all for one reason: humans can't live without salt. Literally. Because of this simple fact, salt became a valuable item a long time ago. People who controlled salt had power. Around 2,000 years ago, some of the people with salt—and power—were the Romans.
- 2 One way Rome controlled salt was by building villages along the Mediterranean coast. This gave them access to the sea where they could harvest salt. One of the first great roads built by Romans . . . is called *Via Salaria*, or "Salt Road." It is the oldest road in Italy today. As you might have guessed, it was built to transport salt.
- 3 As Rome grew, it became a great trading center, and salt was one of the main items traded there. Salt was so important in the daily lives of the Romans that soldiers were paid in blocks of salt. This pay was called *salarium argentums* or "salt money," giving us our word *salary*. In fact, the word *soldier* comes from the Latin *sol dare*, meaning "to give salt."



- 4 Throughout history and around the world, governments have regulated and taxed salt. . . . Salt played a role in the history of our country, too. In both the Revolutionary and Civil wars, keeping enough salt for the soldiers was important. In these and other wars, enemies have tried to keep salt away from each other. The history of the world is overflowing with stories of salt.

What's So Important About Salt?

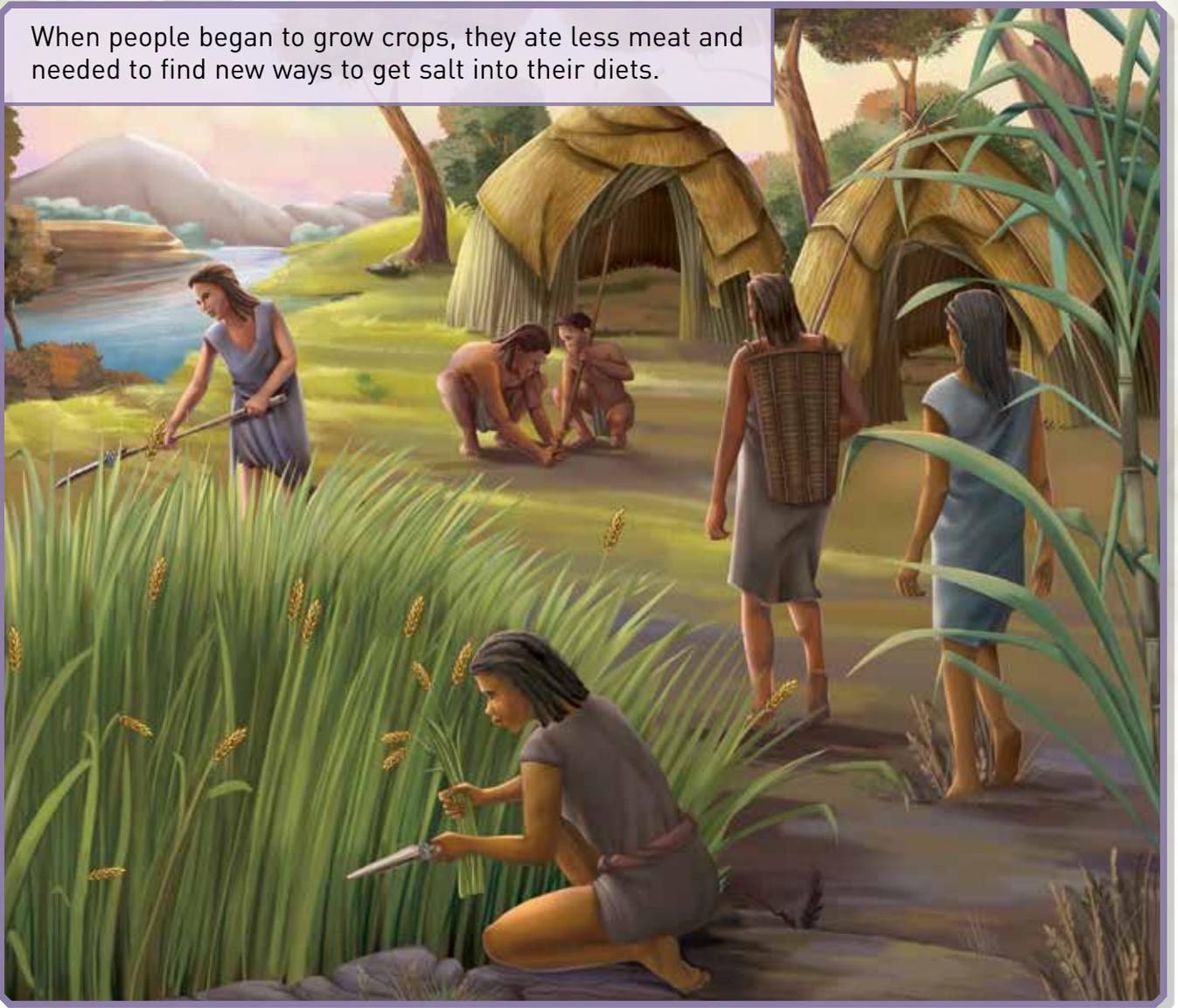
- 5 Human beings can't live without salt. It is a basic ingredient in our bodies. Salt is in our tears, sweat, saliva, blood, and even in our urine. Without this mineral our cells, nerves, and muscles can't do their jobs properly. However, too much salt can cause kidneys to work overtime, blood vessels to swell, and blood pressure to go dangerously high.



Roman soldiers were paid in *salarium argentum* or “salt money.”

- 6 Our health depends on having the right amount of salt in our bodies. Generally, the human body is very good at keeping our salt levels balanced. But sometimes that balance can be thrown off. Our diets, for example, might contain extremely low or extremely high amounts of salt. If this goes on for too long, there could be serious consequences—even death.
- 7 When early humans survived on the meat they hunted, their bodies got enough salt from the animals they ate. As people learned to grow their vegetables and grains and began to eat less meat, salt became more important. And it was often hard to find. The need for salt and the limited supply of it made salt very valuable!

When people began to grow crops, they ate less meat and needed to find new ways to get salt into their diets.



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

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

Part A

What inference can you make based on the information in paragraph 3?

- A** The soldiers used blocks of salt as payment so they could travel along the Salt Road.
- B** Salt was so valued by Romans that it was used as a form of pay.
- C** The soldiers did not have a healthy diet, so they were paid in blocks of salt.
- D** The Roman government ran out of gold, so it paid soldiers in blocks of salt.

Part B

Which **two** sentences from the text provide the **best** support for your answer in Part A?

- A** "This . . . was called *salarium argentums* or 'salt money.'"
- B** "Throughout history and around the world, governments have regulated and taxed salt."
- C** "This tiny crystal cube has played a much more important role in history than just flavoring our fries."
- D** "The word soldier comes from the Latin *sol dare*, meaning 'to give salt.'"
- E** "Human beings can't live without salt."
- F** "The need for salt and the limited supply of it made salt very valuable!"

- 2** Underline **two** sentences in the paragraph below that **best** support the idea that our bodies need salt.

Our health depends on having the right amount of salt in our bodies. Generally, the human body is very good at keeping our salt levels balanced. But sometimes that balance can be thrown off. Our diets, for example, might contain extremely low or extremely high amounts of salt. If this goes on for too long, there could be serious consequences—even death.

- 3** Read the following inference.

The salt transported over the Salt Road helped Rome to become a great and important trading center.

Which **three** details from the text provide the **best** support for the inference?

- A** "People who controlled salt had power."
- B** "When early humans survived on the meat they hunted, their bodies got enough salt from the animals they ate."
- C** "Around 2,000 years ago, some of the people with salt—and power—were the Romans."
- D** "One way Rome controlled salt was by building villages along the Mediterranean coast."
- E** "Human beings can't live without salt."
- F** "As people learned to grow their vegetables and grains and began to eat less meat, salt became more important."

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

Part A

Read the sentence from paragraph 4 of the passage.

The history of the world is overflowing with stories of salt.

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

- A** wide and vast
- B** overly full of
- C** covered completely
- D** in short supply

Part B

Underline **three** sentences in the paragraph below that provide the **best** support for your answer in Part A.

Throughout history and around the world, governments have regulated and taxed salt. . . . Salt played a role in the history of our country, too. In both the Revolutionary and Civil wars, keeping enough salt for the soldiers was important. In these and other wars, enemies have tried to keep salt away from each other. The history of the world is overflowing with stories of salt.

**Write**

- 5 Short Response** How is the value of salt different today than it was in ancient Roman times? Include **three** details from the article to support your response.

**Learning Target**

In this lesson, you learned to use text details and what you know to make inferences. Now explain how this can help you develop a deeper understanding of informational texts.

Lesson 9

Determining the Theme of a Story



Learning Target

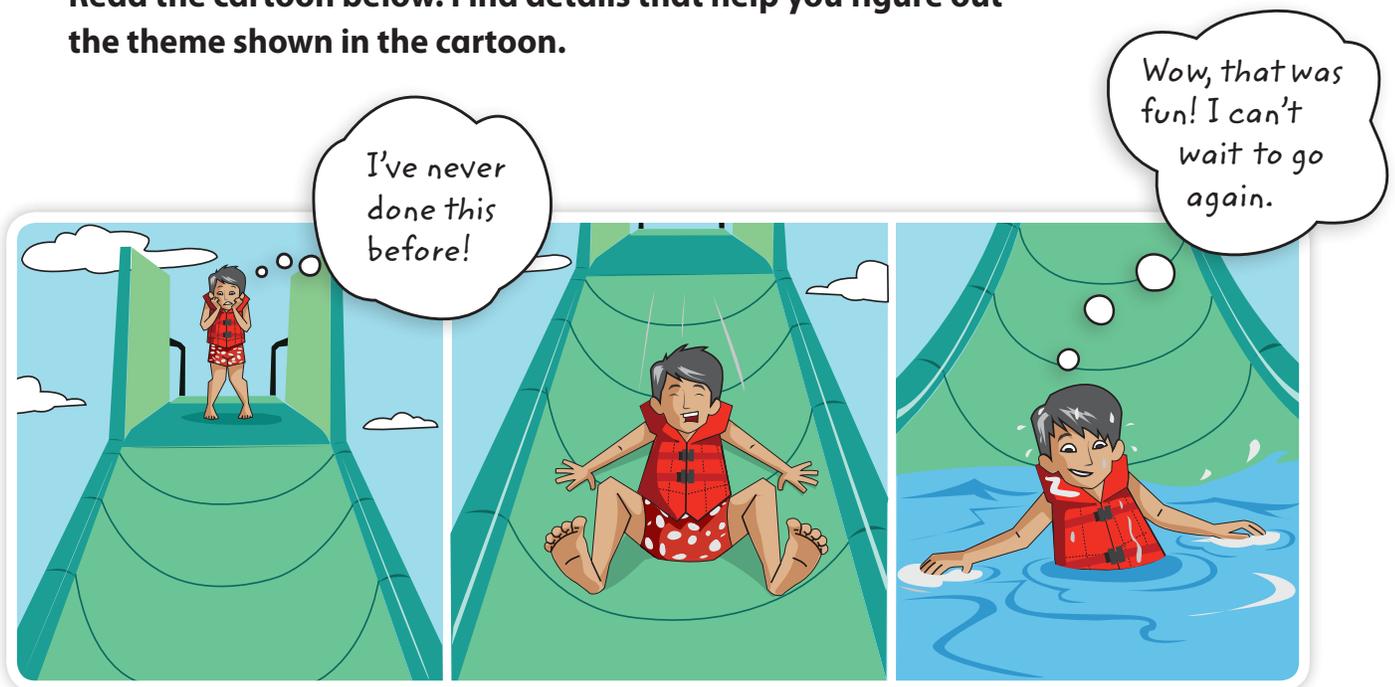


Using details in the text to identify the theme of a story will help you understand the story's important message, or lesson.

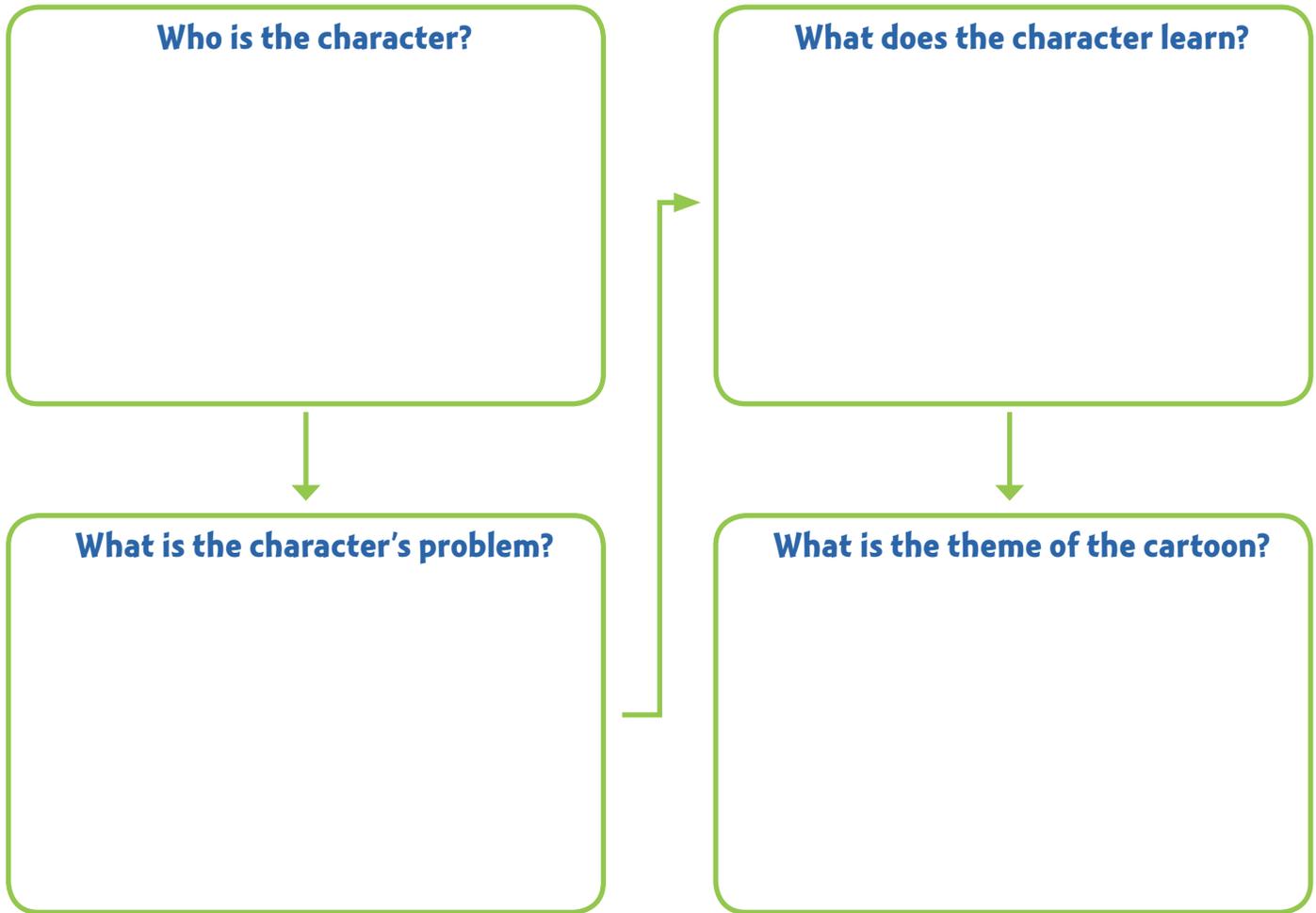
- ▶ **Read** Most story authors want to share an important message or lesson about people or life called the **theme**. Normally, authors do not state the theme directly. Instead, they expect their readers to **infer** the theme from what happens in the story.

To figure out the theme of a story, look for details that show what the characters do, say, think, and feel. Think about how the characters solve their problems and what can be learned from their experiences.

Read the cartoon below. Find details that help you figure out the theme shown in the cartoon.



► **Think** What have you learned about how details help to develop the theme of a story? Think about the important details you identified in the cartoon. Complete the *Theme Chart* to identify the theme of the cartoon.



► **Talk** Share your chart with a partner.

- Which details about the character did you include?
- How did each of you describe what the boy learned?
- Did you agree about the theme of the cartoon?



Academic Talk

Use these words to talk about the text.

- **theme**
- **infer**

The Two Travelers

adapted from a fable by Aesop

1 Two men planned a trip that would take them through wild, lonely country. They promised that if they met with danger they would stand by each other.

2 “To the end!” said the first man.

3 “To the end!” said the second man.

4 They traveled only a short distance when a bear rushed out of the woods at them. The first man, as soon as he saw the bear, rushed to a tree and climbed it as quickly as he could. The other man, who was slower to see the bear, realized he had no time to escape. He fell to the ground, pretending to be dead.

5 The bear came over to the man on the ground. The animal sniffed and smelled the traveler. The bear put his face right up to the man’s ear. But the man held his breath and soon, losing interest, the bear walked away.

6 When the bear was safely out of sight, the first traveler slid down the tree and walked over to his companion, who was now sitting by the side of the road.

7 “Well, that was a close one, wasn’t it?” the first man said. “What did that bear say when he had his mouth to your ear?”

8 “It’s no secret,” growled the second man. “He said I should never again believe anything said by a coward like you!”



Close Reader Habits

Underline words and phrases that tell you about the thoughts and feelings the second man has about the story events.

Explore

How do the details about the story characters and events help to develop the theme in “The Two Travelers”?



What happens in the story? How do characters act and feel? These questions will help you figure out the theme.

Think

1 What do the characters promise each other as the story opens?

What happens that creates a problem for the characters?

2 How does each character attempt to solve the problem?

First Man: _____

Second Man: _____

3 At the end of the story, what has the second man learned about the first man’s promises?

Talk

4 Discuss story details that develop the theme of “The Two Travelers.” How do the story events, especially the ending, help to reveal the author’s lesson about life?

Write

5 Short Response Describe a theme of “The Two Travelers.” Include details about the story events and characters’ actions that helped you infer the theme, or the author’s life lesson. Use the space provided on page 140 to write your response.

HINT Focus on what the characters do and what they say.



Claudine's Tack Attack

by Nadine Blanc

1 For three long years, the Nazis had occupied France. By now, everyone in my village was used to German trucks driving through, carrying ammunition and supplies to the front to supply Nazi soldiers in their battles against the American troops. From her window, my friend Claudine and I watched glumly as the trucks roared and rumbled by.

2 “Too bad we can’t slow them down,” I remarked one day.

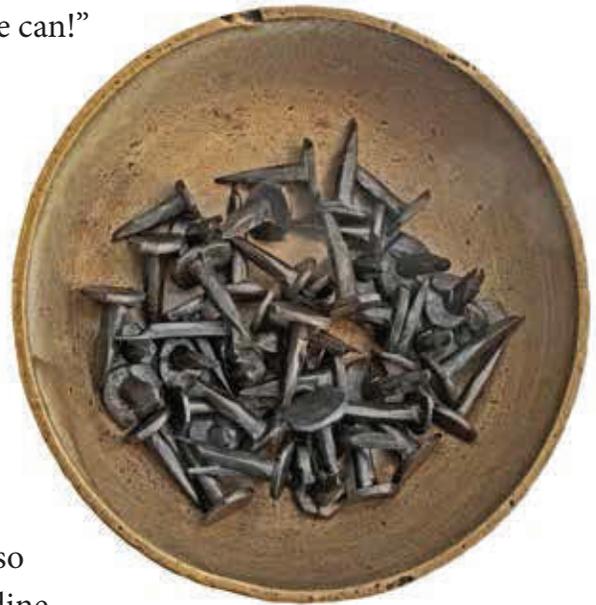
3 Claudine’s eyes became thoughtful. “Maybe we can!” She shared her idea, and we ran to her father’s workshop.

4 “These might work,” she announced, holding out a can of short, extremely sharp, steel tacks. “Papa uses them to shingle roofs.”

5 Heading back to the road, I had second thoughts. How could two eleven-year-olds slow down a war machine with a bunch of tacks? Still, I followed Claudine up the hill to a spot above the road and crouched behind an old stone wall.

6 All too soon we heard the rumble of engines, so we raced to the road. “Like this,” whispered Claudine. She began flinging handfuls of tacks onto the pavement, so I threw handfuls, too. Then, just in time, we ducked out of sight. Blam! The exploding tire sounded like a gunshot. Then another. Blam!

7 “Two blowouts!” Claudine whispered as we crept away. After dark, we crept back toward the road. The German soldiers were still struggling with the heavy rubber tires. Better yet, the road was so narrow that the other trucks could not pass. Claudine and I had delayed twelve trucks for half the day!



Close Reader Habits

How do the girls’ actions relate to the theme? Reread the story.

Underline details that explain what happens as a result of the girls’ actions.



Historical fiction is set in the past. Some parts are based on historical fact. Other parts have been made up by the author.

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

- 1 Which statement **best** explains why the girls wanted to slow down the German trucks?
 - A The girls did not want the Nazi trucks to take French supplies back to Germany.
 - B The girls wanted to make trouble for the German troops who were occupying France.
 - C The girls wanted to help the Americans troops steal German supplies that were being carried on the trucks.
 - D The girls wanted to slow down trucks delivering supplies to soldiers who were fighting American troops.

- 2 Which statement **best** describes how events in paragraphs 5, 6, and 7 are important to the theme of the story?
 - A They show that the girls grew tired of looking out a window.
 - B They show that the girls passed up a chance to be brave.
 - C They show that the girls' dangerous risk paid off.
 - D They show that the girls' clever plan was only temporary.

Talk

- 3 Discuss the theme of the story. Identify important details about events and the girls' motivations and behavior that help reveal the theme. Organize the information in the Theme Chart provided on page 141.

Write

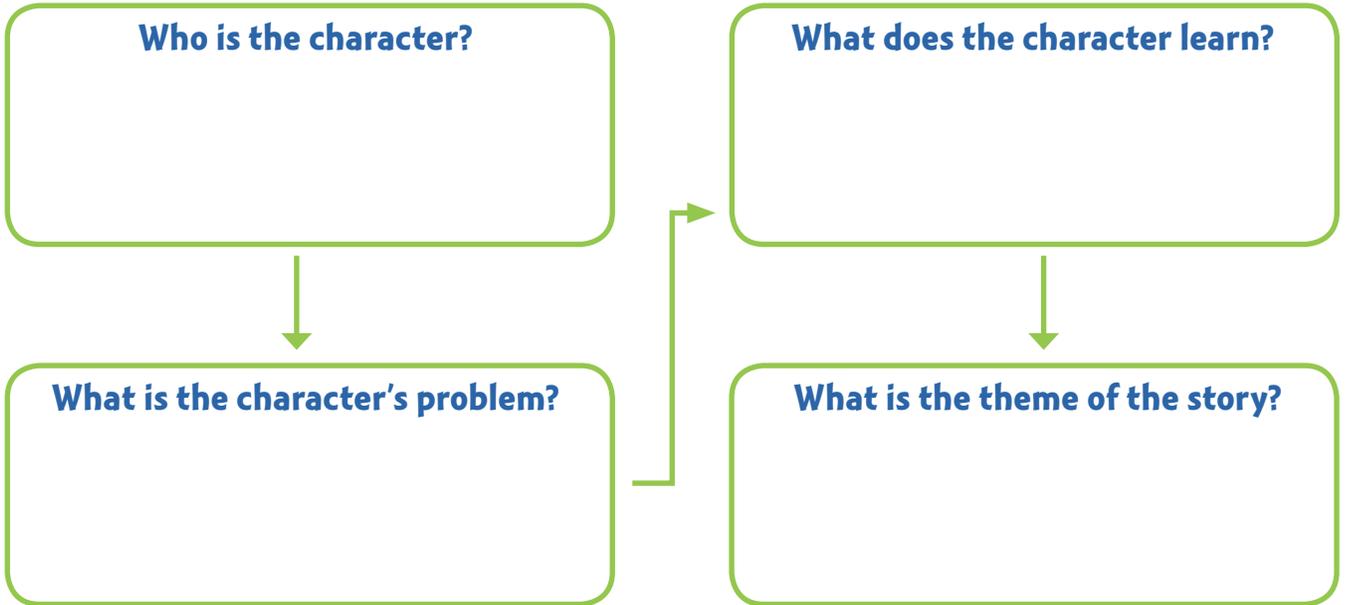
- 4 **Short Response** Use the information in your chart to write about the theme, or lesson, that can be learned from the girls' experience. Support your response with details from the story. Use the space provided on page 141 to write your response.

HINT Characters' thoughts, feelings, and actions can help reveal why they behaved as they did.



Claudine's Tack Attack

3 Use the Theme Chart below to organize your ideas.



Write Use the space below to write your answer to the question on page 139.

4 Short Response Use the information in your chart to write about the theme, or lesson, that can be learned from the girls' experience. Support your response with details from the story.

HINT Characters' thoughts, feelings, and actions can help reveal why they behaved as they did.

WORDS TO KNOW

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

- **courtesy**
- **determined**
- **disobedient**

FROM Sir Ivaine

by Maude L. Radford,
King Arthur and His Knights

- 1 Among Arthur's Knights of the Round Table was one who was a mixture of good and bad, as indeed most people are. His name was Sir Ivaine; brave, kind-hearted, and merry; but at the same time fickle, sometimes forgetful of his promises, and inclined to make light of serious things.
- 2 One night, in the early spring, the knights and ladies of Arthur's Court were sitting in the dining-hall. . . .
- 3 Sir Ivaine was telling of his experience with the Black Knight.
- 4 "It was when I was very young," he said; "indeed, I had just been made a knight. Some one told me of the wicked Black Knight who lived, and still lives, in a wood a long way from here. Knowing that he did much evil, I determined to kill him. I rode to the wood where he lived, and in which I found a marble platform. In the middle of it was a sunken space holding a fountain. I walked to this, and following the directions of some writing which was on the stone, picked up a cup that lay at hand, and filling it with water, poured it into the fountain.
- 5 "Then a great storm of wind and rain arose, and when it was at its height the Black Knight rode up and began to attack me. We fought for a little while, but he easily overthrew me. Thinking me dead, he rode back, leaving me on the ground. But after a time I was able to mount my horse, and went back to my mother's castle."
- 6 At this moment the king and the queen entered, unperceived by any one except Sir Ivaine. The young man, who was always polite, sprang to his feet; then the other knights rose. Sir Kay, who was not always sweet-tempered, said to Sir Ivaine:
- 7 "We all know that you are very polite, but you have more courtesy than bravery."

8 At that Sir Ivaine said: “I was almost a boy when the Black Knight overthrew me, but I could conquer him now.”

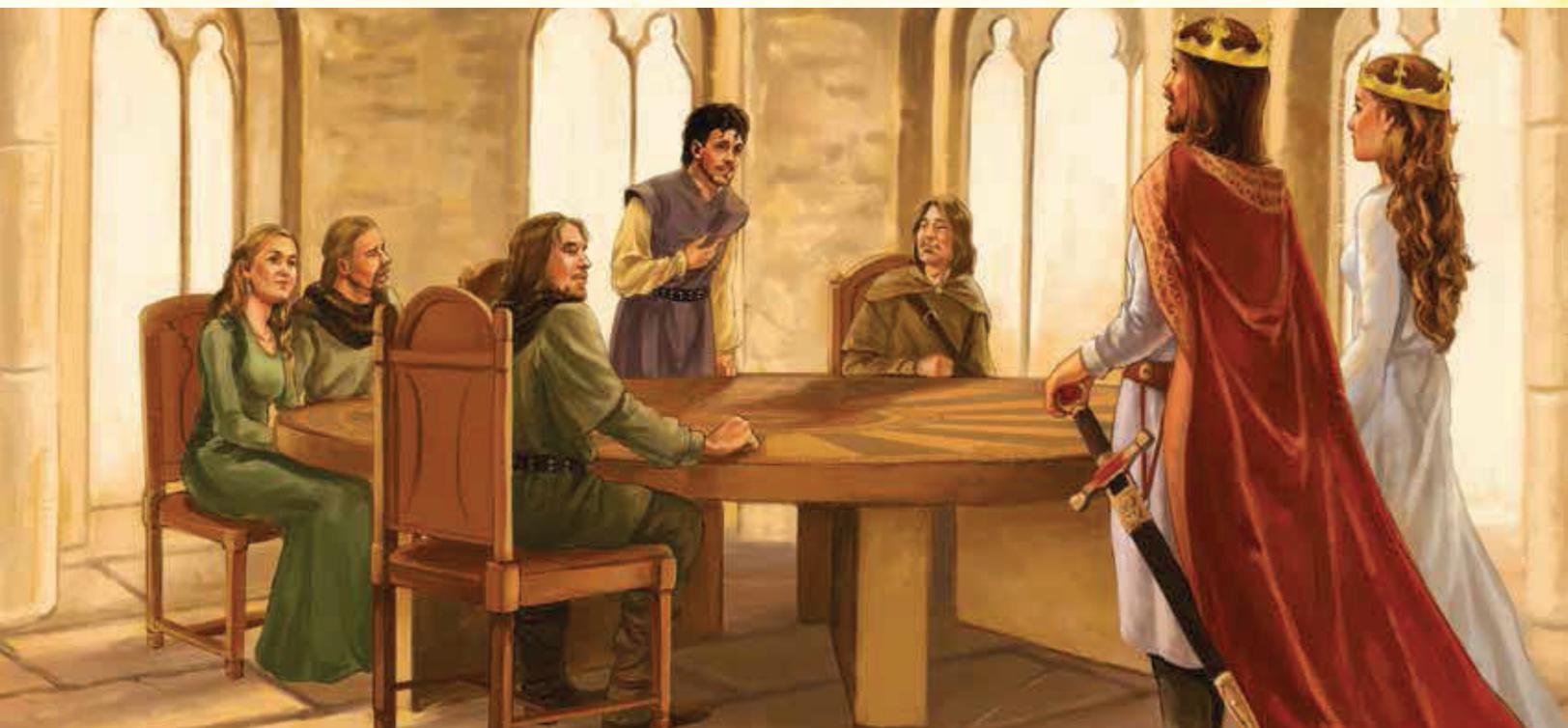
9 “It is very easy to say that after you have eaten,” said Sir Kay. “Almost any knight feels brave and self-satisfied when he has had a good supper of venison.”

10 The king asked what the conversation was about, and Sir Ivaine repeated the story of his adventure, adding: “And, Sir King, I crave your permission to set forth to-morrow to slay this Black Knight who is a pest in the land.”

11 “I have heard of this man,” said the king, “and have often thought of sending some one to punish him. But he lives far away, and it has been necessary heretofore to right first the wrongs nearest home. Yet now his evil deeds and persecutions must cease. Tomorrow a company of us will set forth and conquer him and all his people.”

12 The king named some half-dozen of his knights, Sir Ivaine among them, who were to undertake this adventure.

13 Sir Ivaine was displeased; he thought that the adventure should be his alone. So he rose in the middle of the night and stole away unattended, determined to go in advance of the others and kill the Black Knight. It did not occur to him that in proving himself brave, he was also proving himself disobedient.



14 He rode forth in the darkness, humming merrily to himself. . . . After many days of travel, Sir Ivaine reached the forest in the midst of which was the castle of the Black Knight. He rode to the platform of stone, [and] the Black Knight appeared.

15 He recognized the armor of Sir Ivaine, and said: “Aha! I see I did not kill you before, but you shall not escape me this time.”

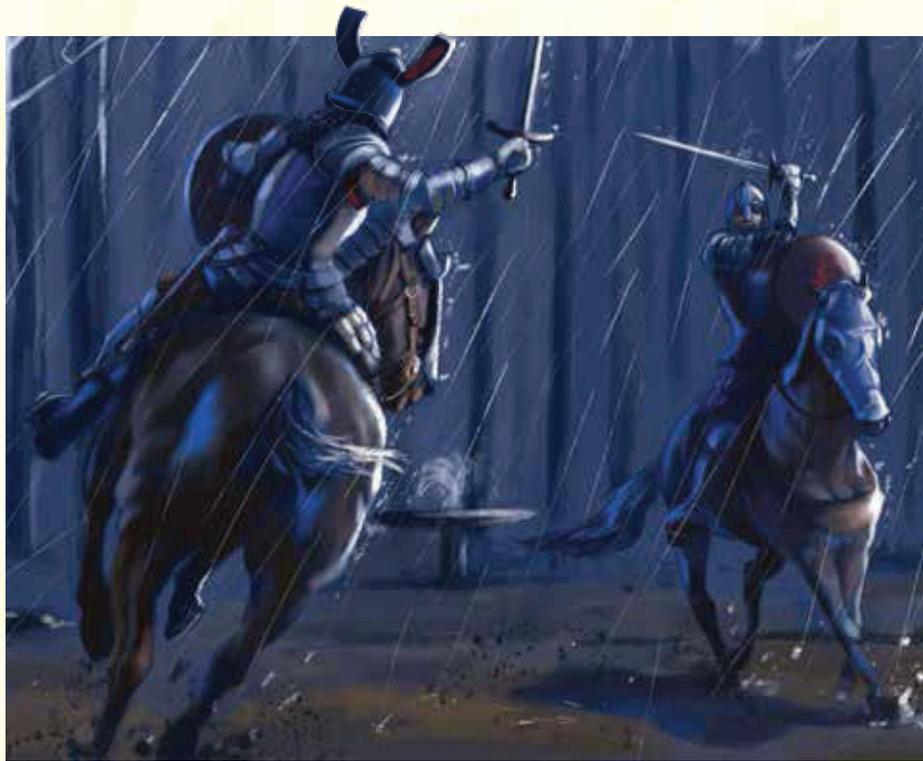
16 “The best man shall win,” said Sir Ivaine, cheerfully.

17 Then the two began a great combat. . . . [They] fought so eagerly that they were not even aware of the storm. It was not long before the Black Knight began to grow weak from the many powerful and death-dealing strokes from Sir Ivaine’s sword. At last, seeing that he was mortally wounded, the Black Knight turned his horse. [He] galloped in the direction of his castle.

18 . . . Sir Ivaine followed. But he could not quite catch up with the Black Knight, although gaining on him inch by inch. By the time the castle moat was reached, Sir Ivaine was only five feet behind. The horses thundered one after the other over the bridge. The Black Knight rode under the portcullis, or sharp iron gate, which was raised. The instant he was inside, the portcullis fell, in order to shut out Sir Ivaine.

19 But Sir Ivaine had already passed beneath it. [He] sprang to his feet and drew his sword to renew his attack upon the Black Knight, but he was already dead

20 Then Sir Ivaine realized what his recklessness had cost him. There he was, alone in a strange castle, the lord of which he had killed. Soon the people of the castle would come and capture him, for he could not escape, since the portcullis was down. . . .



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

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

Part A

In paragraph 7, Sir Kay says that Sir Ivaine is more polite than brave. Which statement below describes how Sir Ivaine tries to show that Sir Kay is wrong?

- A** Sir Ivaine wants to prove that he can be both kind-hearted and polite.
- B** Sir Ivaine wants to prove that he can defeat the Black Knight by himself.
- C** Sir Ivaine wants to prove that he can be brave after a good meal of venison.
- D** Sir Ivaine wants to prove that he can lead the company of knights.

Part B

Which statement below **best** supports the answer in Part A?

- A** "Among Arthur's Knights of the Round Table was one who was a mixture of good and bad, as indeed most people are."
- B** "'I have heard of this man,' said the king, 'and have often thought of sending someone to punish him.'"
- C** "'. . . Sir King, I crave your permission to set forth to-morrow to slay this . . . pest in the land.'"
- D** "It did not occur to him that in proving himself brave, he was also proving himself disobedient."

- 2** Read the sentence from the passage.

Sir Ivaine was displeased; he thought that the adventure should be his alone.

What does the prefix *dis-* mean in the word displeased?

- A** over
- B** not
- C** again
- D** under

- 3** Reread paragraph 13. How is Sir Ivaine’s response to the king’s plan important to the theme of the story?

- A** It shows he thought the knights named by the king were cowardly.
- B** It shows he thought the Black Knight could be defeated quickly and easily.
- C** It shows he did not think that evil deeds should go unpunished.
- D** It shows he did not think carefully about what he was about to do.

- 4** Read the sentence from paragraph 20.

Then Sir Ivaine realized what his recklessness had cost him.

Which **three** statements **best** describe how the consequences of Sir Ivaine’s actions support a story theme?

- A** Sir Ivaine had learned how to win a fight.
- B** Sir Ivaine needed to find a new company of knights.
- C** Sir Ivaine had shown the king he was disobedient.
- D** Sir Ivaine needed to prove himself again to the king.
- E** Sir Ivaine had put his life in great danger.
- F** Sir Ivaine would be embarrassed if he returned home.
- G** Sir Ivaine would have little hope of escape.



Write

5 Short Response What lesson does Sir Ivaine learn in this passage? How does his experience relate to the theme in the story? Use details from the passage to support your answer.



Learning Target

In this lesson, you learned to identify the theme of a story by using details in the text. How did learning to identify the theme help you better understand the story?

Lesson 11

Summarizing Literary Texts



Learning Target



Identifying the most important events and details in a story or play helps you summarize and better understand what you read.

- **Read** When you **summarize** a literary text, you briefly retell story details and events in your own words.

A good summary includes only important story details. It tells about the main characters and setting. It also describes the **plot**, or story events, including the **problem** the characters face and its **solution**.

Read the story below. Think about which details to use to summarize it in two or three sentences.

A Jacket in the Boot

When we visited my parents' friends in England, their son James and I became fast friends. One afternoon, he and I decided to go to the park. It was cool outside, so James was looking for his jacket. Then he said, "Oh, I think I left it in the boot." I looked at him, puzzled. Why would he leave his jacket in a boot?

James started laughing. Then he told me that, in England, the trunk of a car is a *boot*. We had taken a drive in the countryside earlier. Because it had been warmer then, he had left his jacket in the trunk instead of wearing it.

► **Think** To summarize the story, think about the details that were important to understanding it. Complete the *Story Map* below to identify important story details. Then write the summary.

| | | |
|-------------|---|----------------|
| | Characters | Setting |
| | An American boy and James, an English boy | |
| Plot | Problem | |
| | Events | |
| | Solution | |

Summary: _____

► **Talk** Share your Story Map and summary with a partner. Did you agree about which details were important to include in your summaries?

 **Academic Talk**

Use these words to talk about the text.

- summarize
- problem
- plot
- solution



The MIX-UP

by Frank Auster

- 1 Last month, Jenna announced to her mom that she planned on taking a long bike ride around the neighborhood.
- 2 “In that case,” her mom responded, “would you please deliver these packages for me? This one is for Great Aunt Sally, and this one is for your cousin, Joey.” Her mom explained that both relatives had birthdays coming up next week, and she wanted to surprise them.
- 3 “No problem,” replied Jenna quickly. Since all of Jenna’s relatives had settled in the same small town, no one lived too far away from the others. She tucked the packages in her backpack, hustled out to the garage, and grabbed her new bike.
- 4 When Jenna arrived at Great Aunt Sally’s house, she suddenly realized that neither package had a name on it. But she was certain that Sally’s was the one in the striped wrapping paper. Or was it? Wanting to be on her way, Jenna gave her great aunt the striped package and soon dropped off Joey’s present, too.
- 5 The following week, Great Aunt Sally invited Jenna and her mom over for lunch. Sally answered the door wearing a bright, new baseball jersey. “How did you know this is my new favorite team?” she asked smiling at her guests.
- 6 “Oh, just a guess,” said Jenna’s mom sarcastically. She glared at Jenna, who quickly recognized her mistake.

Close Reader Habits

Underline the most important details that help you summarize the story.

Explore

Which details should be included in a summary of "The Mix-Up"?



In your Story Map, list only important parts of the story, not unimportant details.

Think

- 1 Complete the Story Map below by adding important details.

| | | |
|-------------|-------------------|---|
| | Characters | Settings • Jenna's house and neighborhood |
| Plot | Problem | |
| | Events | |
| | Solution | |

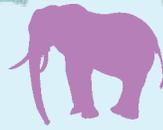
Talk

- 2 Compare the details from the story that you included in your Story Maps. How did you decide which details are the important ones?

Write

- 3 **Short Response** Write a short summary of "The Mix-Up." In it, be sure to include important characters and events from the text. Use the space provided on page 168 to write your answer.

HINT Remember to tell the story events in the order they occurred.



The Blind Men and the Elephant

based on an Indian folktale

- 1 [*Four blind men stand by a road. A man on an elephant rides by.*]
- 2 RIDER: Make way! Make way! I must take my elephant by.
- 3 FIRST MAN: I have never seen an elephant, sir.
- 4 OTHER MEN: Nor I!
- 5 RIDER: Never? Do you not know what he is like?
- 6 ALL FOUR MEN: No, sir.
- 7 RIDER: Come, then, stand by him, and touch him.
- 8 FIRST MAN [*placing his hand on the elephant's side*]: How interesting! Now I know all about him! He is exactly like a wall!
- 9 SECOND MAN [*feeling the tusk*]: Hah, not at all like a wall! He is round and smooth and sharp. He is like a spear.
- 10 THIRD MAN [*feeling the trunk*]: Oh, no! He is like a snake.
- 11 FOURTH MAN [*feeling a leg*]: Oh, how wrong you are! He is round and tall like a tree! [*All four men start arguing.*]
- 12 RIDER: Yet none of you can see! Ha, ha, ha! [*He rides on, laughing.*]
- 13 FIRST MAN: Ha, ha, ha! Hear how he laughs at you all!
- 14 SECOND MAN: He laughs at you and the others.
- 15 THIRD MAN: He laughs not at me!
- 16 FOURTH MAN: I say he laughs at all three of you!
- 17 [*The four men shake their fingers angrily and shout at each other.*]

Close Reader Habits

Why do the four blind men disagree about what an elephant looks like? Reread the drama. **Underline** details that explain why the men disagree.



A Story Map can help you organize details to use in a summary. Be sure to list story events in order.

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

- 1** Choose the **three** most important events to use in a summary of the drama.
 - A** An elephant rider allows four blind men to touch the elephant.
 - B** The blind men touch different parts of the elephant.
 - C** One man says the elephant must be like a snake.
 - D** One man declares the elephant is round and tall, like a tree.
 - E** Each man claims that only he knows what an elephant is like.
 - F** The blind men cannot agree about why the rider is laughing.

- 2** Which statement **best** summarizes why the elephant rider laughs?
 - A** Each man believes the rider is laughing at the other men.
 - B** Three of the men agree the rider is laughing at what the fourth man has said.
 - C** None of the men can see the elephant, but all four claim to be experts on its appearance.
 - D** The four men foolishly thank the rider for allowing them to get close to his pet elephant.

Talk

- 3** Discuss the details in the drama that are important enough to include in a summary. Use the Story Map on page 169 to organize your ideas.



Write

- 4** **Short Response** Use the information in your Story Map to summarize the drama. Include details from the text to support your summary. Use the space provided on page 169 to write your answer.

HINT Retell the important events and ideas in the drama using your own words.



Write Use the space below to write your answer to the question on page 165.

The MIX-UP

HINT Remember to tell the story events in the order they occurred.

3 Short Response Write a short summary of “The Mix-Up.” In it, be sure to include important characters and events from the text.



Don't forget to check your writing.

Check Your Writing

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

WORDS TO KNOW

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

- **certainly**
- **conversation**
- **native**

The Two Frogs

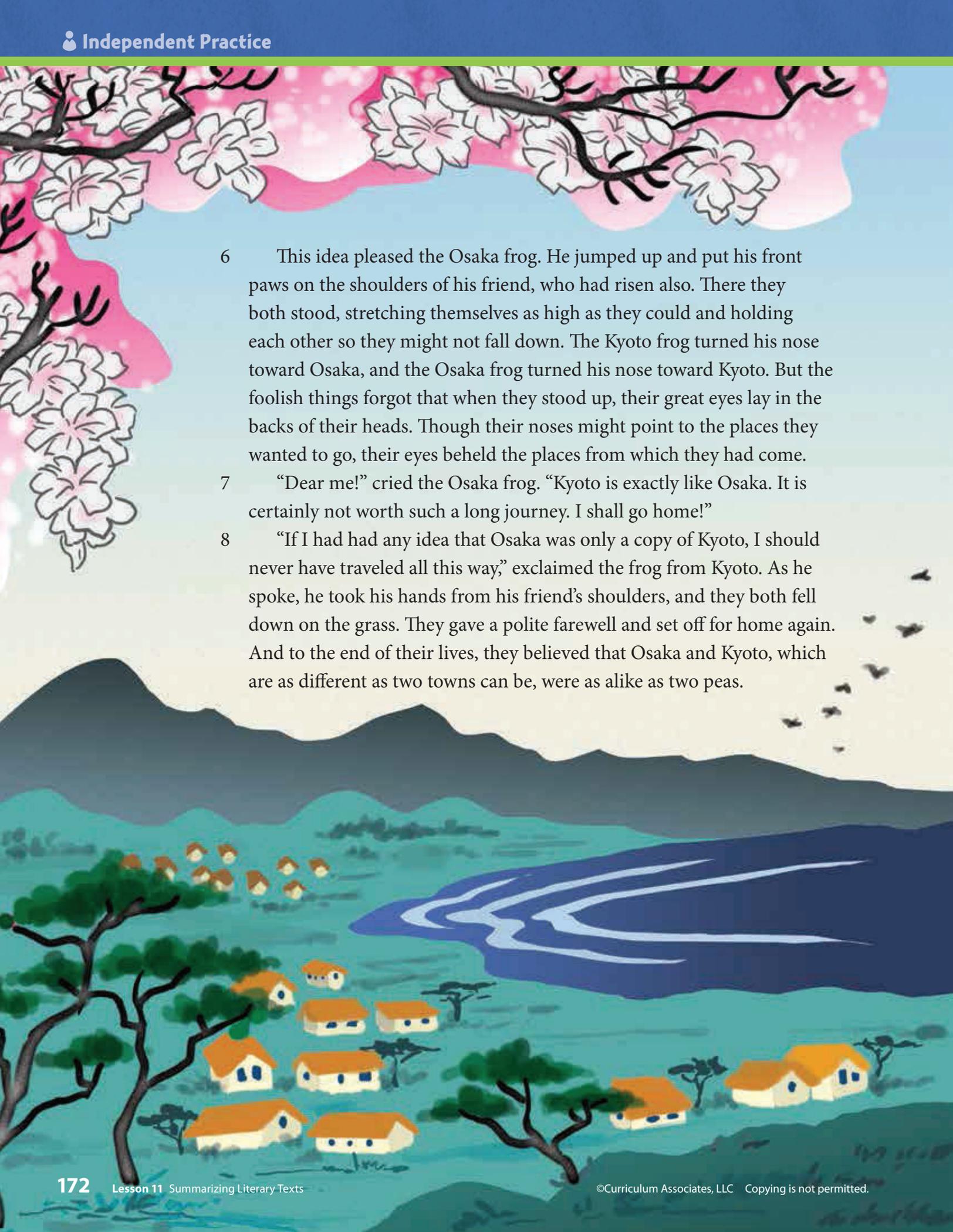
a Japanese Fable

- 1 Once upon a time in the country of Japan, there lived two frogs. One made his home in a ditch near the town of Osaka, on the seacoast. The other dwelt in a clear little stream that ran through the city of Kyoto. At such a distance apart, they had never heard of each other. But funnily enough, the idea came into both their heads that they should like to see a little more of the world. After much thought, the frog who lived at Kyoto decided he wanted to see Osaka and the sea. At the same time, the frog who lived at Osaka decided he wanted to go to Kyoto
- 2 So one fine morning, they both set out along the road that led from Kyoto to Osaka. Half way between the two towns, there arose a mountain that had to be climbed. It took them a long time and a great many hops to reach the top, but they were there at last. Each was surprised to see another frog standing before him!



- 3 They looked at each other for a moment without speaking. Then they fell into conversation, explaining the cause of being so far from home. It was delightful to find that they both felt the same wish—to learn a little more of their native country. As there was no hurry, they stretched themselves out in a cool, damp place for a good rest before they parted.
- 4 “What a pity we are not bigger,” said the Osaka frog. “We could see both towns from here and tell if it is worth our while going on.”
- 5 “Oh, that is easy,” returned the Kyoto frog. “We have only to stand up on our hind legs and hold on to each other. Then we can each look at the town we are traveling to.”



- 
- 6 This idea pleased the Osaka frog. He jumped up and put his front paws on the shoulders of his friend, who had risen also. There they both stood, stretching themselves as high as they could and holding each other so they might not fall down. The Kyoto frog turned his nose toward Osaka, and the Osaka frog turned his nose toward Kyoto. But the foolish things forgot that when they stood up, their great eyes lay in the backs of their heads. Though their noses might point to the places they wanted to go, their eyes beheld the places from which they had come.
- 7 “Dear me!” cried the Osaka frog. “Kyoto is exactly like Osaka. It is certainly not worth such a long journey. I shall go home!”
- 8 “If I had had any idea that Osaka was only a copy of Kyoto, I should never have traveled all this way,” exclaimed the frog from Kyoto. As he spoke, he took his hands from his friend’s shoulders, and they both fell down on the grass. They gave a polite farewell and set off for home again. And to the end of their lives, they believed that Osaka and Kyoto, which are as different as two towns can be, were as alike as two peas.

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

- 1** Create a summary of important story events by choosing sentences from the box below. Write **three** sentences that describe the events in the box titled "Summary." Write the sentences in the order they happened.

The frogs rested in the cool, damp shade.
They decided not to continue their journeys.
It took time for the frogs to climb the mountain.
They tried to see the town they hoped to visit.
Two frogs were traveling to new towns.
They were surprised to see another frog.

Summary

- 2** Which statement **best** summarizes paragraphs 7 and 8 in the text?
- A** Both frogs show each other proof that their hometowns and the towns they are traveling to are copies of each other.
 - B** Both frogs decide to stop traveling because they incorrectly believe the new towns are like their hometowns.
 - C** Both frogs politely say goodbye and leave for their hometowns after falling on the grass.
 - D** Both frogs say they wish they had never started on their journeys, and then they leave for home.

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

Part A

Which statement **best** describes why the frogs make the mistake they did?

- A** Kyoto looked exactly like Osaka, so the frogs did not think such a long journey was worth it.
- B** Each frog stood up on his hind legs and held on to the other frog to see the town he wanted to visit.
- C** The frogs' noses pointed in the right direction, but their eyes only saw what was behind them.
- D** The frogs got confused about the direction each of them had been traveling.

Part B

Underline **two** details in paragraph 6 that **best** support your answer in Part A.

... There they both stood, stretching themselves as high as they could and holding each other so they might not fall down. The Kyoto frog turned his nose toward Osaka, and the Osaka frog turned his nose toward Kyoto. But the foolish things forgot that when they stood up, their great eyes lay in the backs of their heads. Though their noses might point to the places they wanted to go, their eyes beheld the places from which they had come.

4 In paragraph 1, what is the meaning of the word dwelt?

- A** ate
- B** lived
- C** slept
- D** swam

**Write**

- 5 Short Response** Summarize important story events that occur after paragraph 4 when the frogs decide to view the towns from the mountain. Use story details to support your summary.

**Learning Target**

In this lesson, you learned to summarize the most important events and details in a literary text. Explain how learning to summarize will help you better understand a story or drama.

Lesson 8

Describing Settings and Events in Stories



Learning Target



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

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

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

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



► **Think** What have you learned so far about story settings and events? Think about the important details you saw in each photo. Which details tell when and where the event occurs? Which tell about what is happening? Complete the chart by adding details, settings, and events.

| | Left Photo | Right Photo |
|--------------------------------|------------|-------------|
| Details | | |
| Setting (Place and Time) | | |
| Events (What is happening?) | | |

- **Talk** Share your chart with a partner.
- Which details did each of you include?
 - How did each of you describe the events and settings?
 - How did the details in the photos affect your understanding of the time, place, and events being shown?



Academic Talk

Use these words to talk about the text.

- **problems**
- **solutions**
- **events**
- **settings**
- **details**

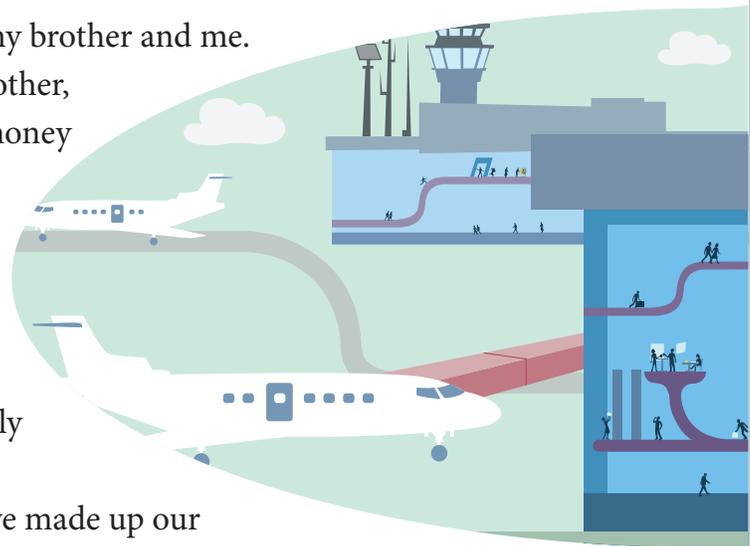


Meeting Grandma



by Gillian Adams

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



Close Reader Habits

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

Explore

What is the setting, and how does it influence the story characters and events in “Meeting Grandma?”



Think about how the setting—the time and place—influences what happens in the story.

Think

- 1 Fill in the chart with details about the story setting and events.

| | Setting |
|------------------|---------|
| Important Events | First |
| | Next |
| | Last |

- 2 How does the setting affect the family’s actions, and how does that lead to the last important event in the story?

Talk

- 3 Describe the story setting in “Meeting Grandma.” How did it influence the characters and story events?

Write

- 4 **Short Response** Describe the way the story setting of “Meeting Grandma” affected the characters and events. Include details from the story to support your response. Use the space provided on page 126 to write your response.

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



Baseball Lessons

by Bianca Gomez

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



Close Reader Habits

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

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



In some stories, a character's feelings and actions are what impact the story's outcome the most.

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

- 1** Reread paragraph 2. Which **two** events result from what Elena says about her brothers' unwillingness to teach her to play baseball?
 - A** Jorge calls Elena "little one" and tells her to go away.
 - B** Jorge and Hector find a friend who teaches Elena how to play.
 - C** Elena and Abuela practice baseball for three weeks.
 - D** Jorge tries to send Elena away when she asks to join a baseball game at the park.
 - E** Elena learns how to reach up and catch a long, high ball easily.
 - F** Abuela teaches Hector to play baseball.

- 2** Which details **best** describe the settings in this story?
 - A** Elena's kitchen chair and the park
 - B** the park and Elena's backyard
 - C** Abuela's kitchen and the park
 - D** the park on two different days

Talk

- 3** Which story events explain the change in Jorge's attitude toward Elena? What does Elena learn that makes him change his mind? List the events in the chart on page 127 to help organize your thoughts.



Write

- 4 Short Response** Describe the events that lead to a change in Jorge's attitude toward Elena. Include story details to support your response. Use the space provided on page 127 to write your response.

HINT Identify the important events that take place in the story.



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

Meeting Grandma

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

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



Don't forget to check your writing.

Check Your Writing

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

Baseball Lessons

3 Use the chart below to organize your ideas.

| | | |
|------------------|-------|--|
| Important Events | First | |
| | Next | |
| | Last | |



Write Use the space below to write your answer to the question on page 125.

4 Short Response Describe the events that lead to a change in Jorge's attitude toward Elena. Include story details to support your response.

HINT Identify the important events that take place in the story.

King Lear

by William Shakespeare

WORDS TO KNOW

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

- **grudge**
- **proposed**
- **conduct**

adapted from a retelling in *Beautiful Stories from Shakespeare*

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



7 “Nothing can come of nothing. Speak again,” said the King.

8 And Cordelia answered, “I love your Majesty according to my duty—
no more, no less.”

9 This she said, because she was disgusted with the way in which her
sisters professed love, when really they had not even a sense of duty to
their old father.

10 “I am your daughter,” she went on. “You have brought me up and
loved me. I return you those duties back as are right and fit, obey you,
love you, and most honor you.”

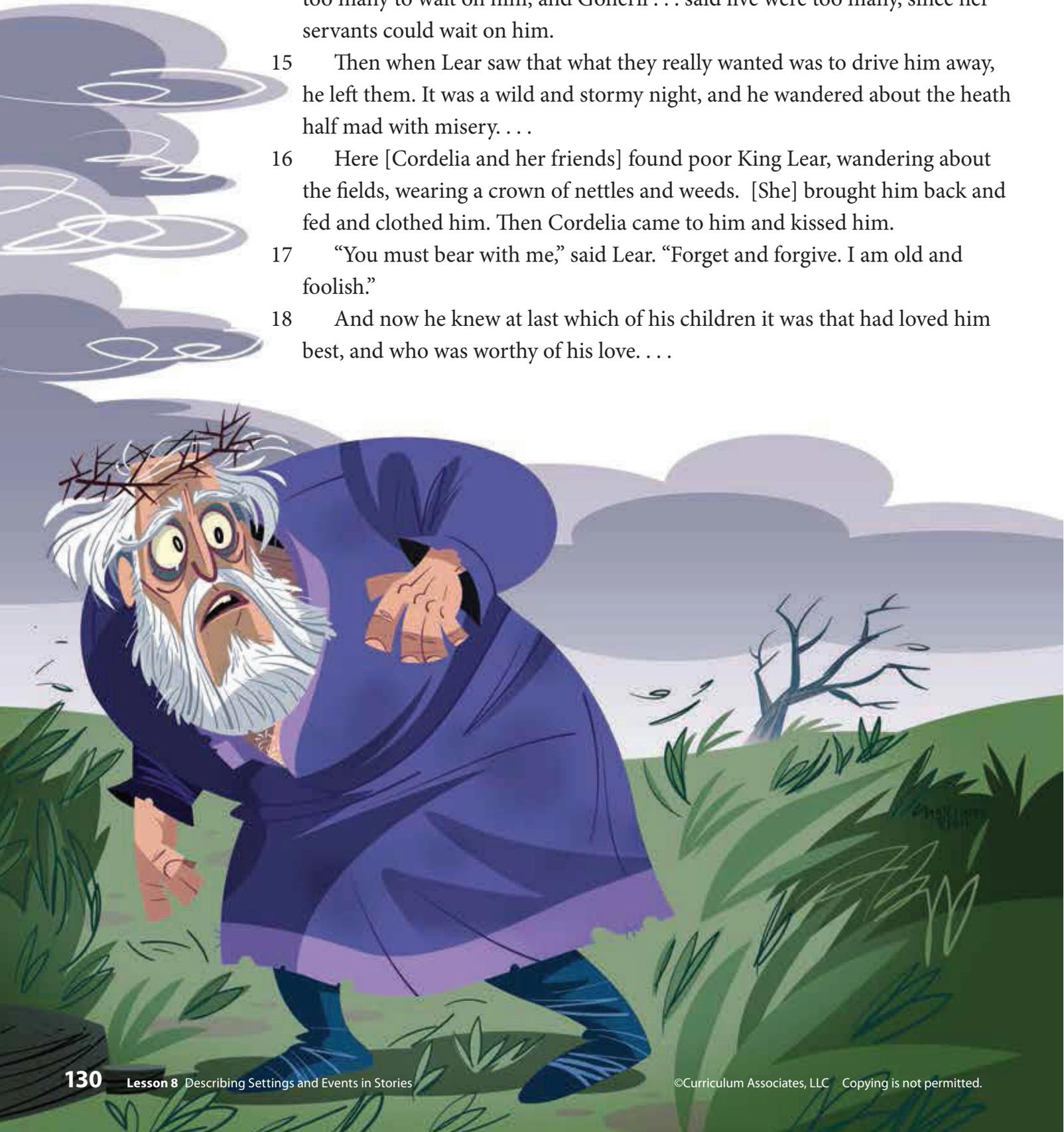
11 Lear, who loved Cordelia best, had wished her to make more
extravagant professions of love than her sisters. “Go,” he said. “Be
forever a stranger to my heart and me.” He divided the kingdom
between Goneril and Regan, and told them that he should only keep a
hundred knights at arms, and would live with his daughters by turns. . . .

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

13 “Goneril,” said Lear, “I will not trouble you further—yet I have left
another daughter.”



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



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

- 1** Reread paragraph 11. Which statement about story events **best** shows the relationship between King Lear and Cordelia at this point?
- A** King Lear began to believe that Cordelia had outdone her sisters in undutiful conduct.
 - B** King Lear saw that each of his daughters really had wanted to drive him away all along.
 - C** King Lear sent Cordelia away because she did not give him a strong enough expression of her love.
 - D** King Lear knew at last that each of his daughters had never really loved him the way she had claimed.
- 2** Choose **two** statements that **best** describe the setting of the story.
- A** Lear's castle is too small for his daughters to live there.
 - B** Regan's castle is surrounded by fields of nettles and weeds.
 - C** The story takes place on a windy winter night.
 - D** It is a time when kings rule and knights serve them.
 - E** The castles are chilly places without much light.
 - F** Lear's kingdom is large, wealthy, and beautiful.
 - G** Goneril's castle is bigger and fancier than Regan's.
- 3** Read the sentence from paragraph 17 in the passage.

"You must bear with me," said Lear. "Forget and forgive. I am old and foolish."

Which dictionary definition **best** defines the word bear as it is used in the sentence?

- A** stand up to
- B** get over
- C** put up with
- D** provide for

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

Part A

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

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

Part B

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

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

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

**Write**

- 6 Short Response** What conclusions can be drawn about King Lear's experiences with his three daughters? What lesson did he learn? Use details about events from the story to support your response.

**Learning Target**

In this lesson, you learned to use details to describe the setting and events in a story. Now, explain how understanding the setting and events help you better understand a story.

Lesson 13

Unfamiliar Words



Learning Target



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

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

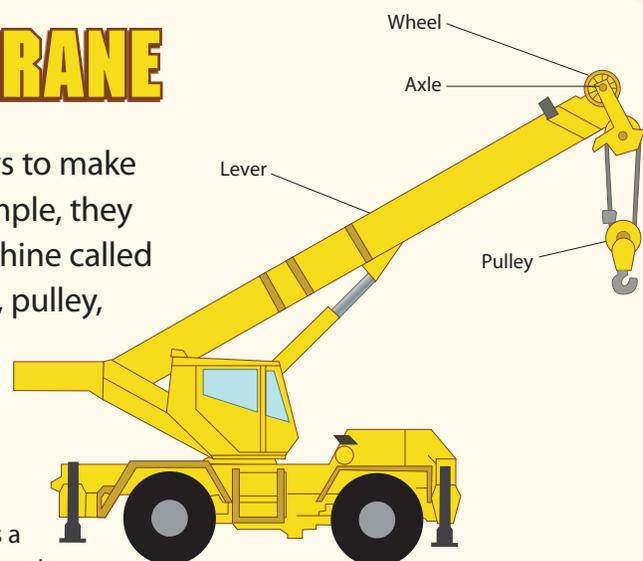
- Some words usually appear only in texts in one **subject area**. For example, you'll see the word *fossil* in science texts and the word *geography* in social studies texts.
- Other words, called **academic words**, are useful in many subject areas. For example, the academic word *process* often appears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

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

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

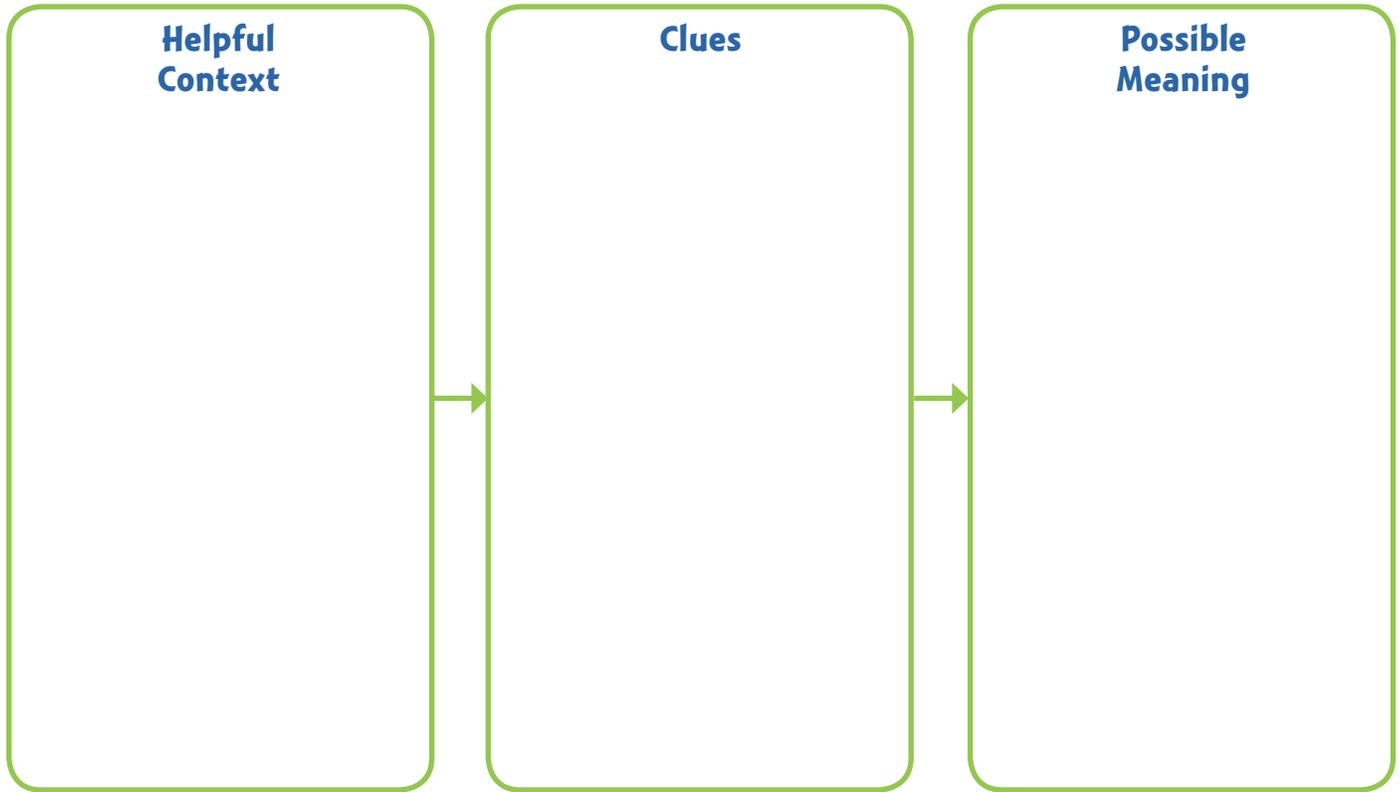
INVENTING THE CRANE

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



A modern crane is a compound machine, too.

► **Think** What have you learned about figuring out the meaning of unfamiliar words? Complete the chart below to figure out the meaning of the phrase conceived of as it is used in the passage. Then explain what the phrase most likely means.



The meaning of the phrase: _____

- **Talk** Share your chart and meaning with a partner.
- Did you agree about the helpful context?
 - Did you agree about the meaning of the phrase?



Academic Talk

Use these phrases to talk about the text.

- **subject area**
- **academic words**
- **context clues**

fire and Air

by Johanna Joyner

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

An Experiment with Fire

4 Materials You Will Need

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

5 Procedure to Follow

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

Close Reader Habits

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

Explore

How did context clues help you figure out the meaning of unfamiliar words in the science text?

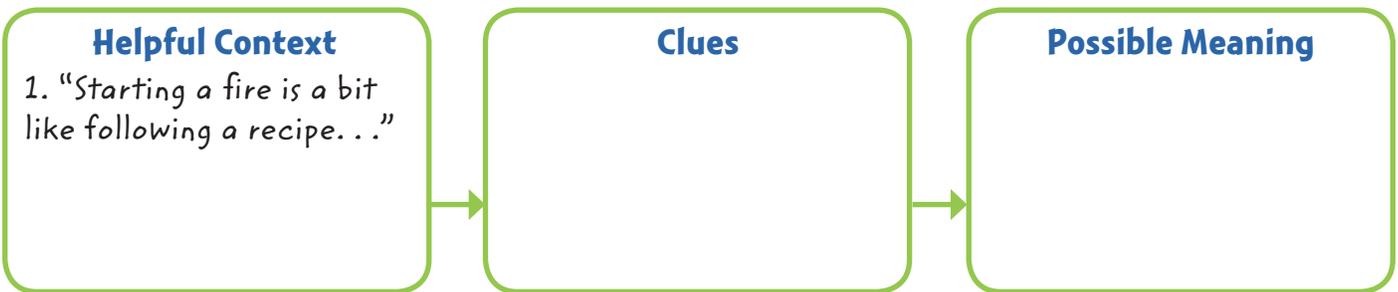


A chart will help you identify the parts of the text that provide context clues.

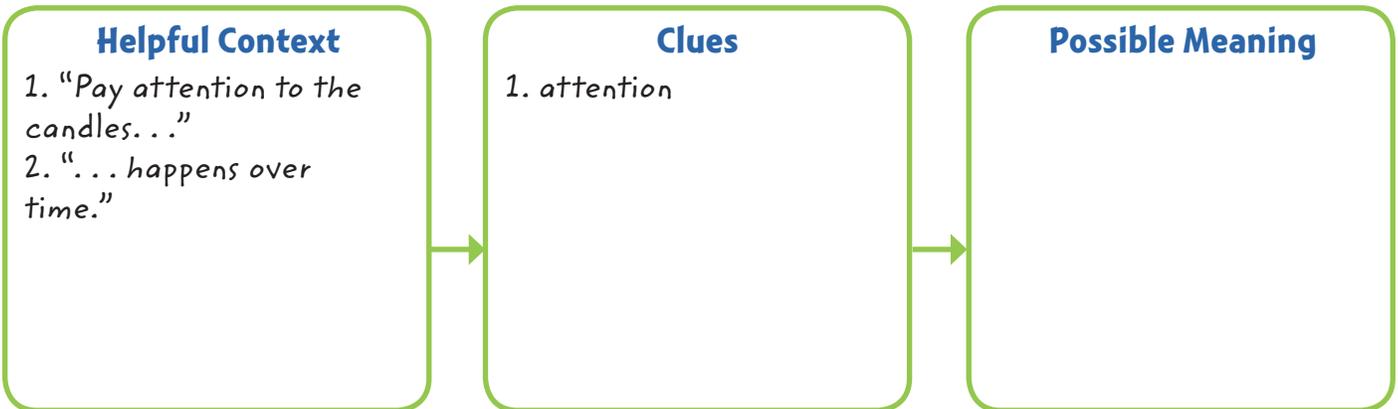
Think

- 1 Complete the chart below. Write the helpful context and clues you used to figure out the meaning of each unfamiliar word.

Combust means:



Monitor means:



Talk

- 2 Explain how figuring out the meaning of unfamiliar words helped you understand the text. Which context clues were the most helpful? Why?

Write

- 3 **Short Response** Briefly explain how you figured out the meaning of combust and monitor. Use text details to support your answer. Use the space on page 208 to write your answer.

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

Over Bridge, Under Tunnel

by Lloyd Frank

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

Close Reader Habits

How can context clues help you? **Circle** words that are unfamiliar.

Reread the article.

Underline clues that help you figure out the meaning of the words.



Synonyms are context clues with meanings that are almost like the unfamiliar words. Antonyms are context clues with meanings that are opposite to the unfamiliar words.

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

- 1 What is the meaning of obstacles as it is used in paragraph 1 of the text?
 - A things made below or above ground
 - B things that slow or stop movement
 - C things that help people travel
 - D things built through mountains or over water

- 2 Underline **four** context clues in paragraph 2 that **best** help you understand the meaning of the word renowned.

A bridge is built over a body of water, a highway, or a railroad track. . . . Bridges vary in shape and are often placed above ground or water. Some are even famous. The Golden Gate Bridge is one of the most renowned bridges in the world. This celebrated structure crosses over the entrance to San Francisco Bay and connects San Francisco to northern California. The Golden Gate is known for its length and height. But it is best known for its beauty.

Talk

- 3 Discuss the meaning of the word subterranean as it is used in this sentence from paragraph 3:

It is hard to get a good view of a subterranean passage.

HINT Use a chart to organize your thoughts about context clues.

Write

- 4 **Short Response** Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response. Use the space provided on page 209 to write your answer.



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

Fire and Air

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

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



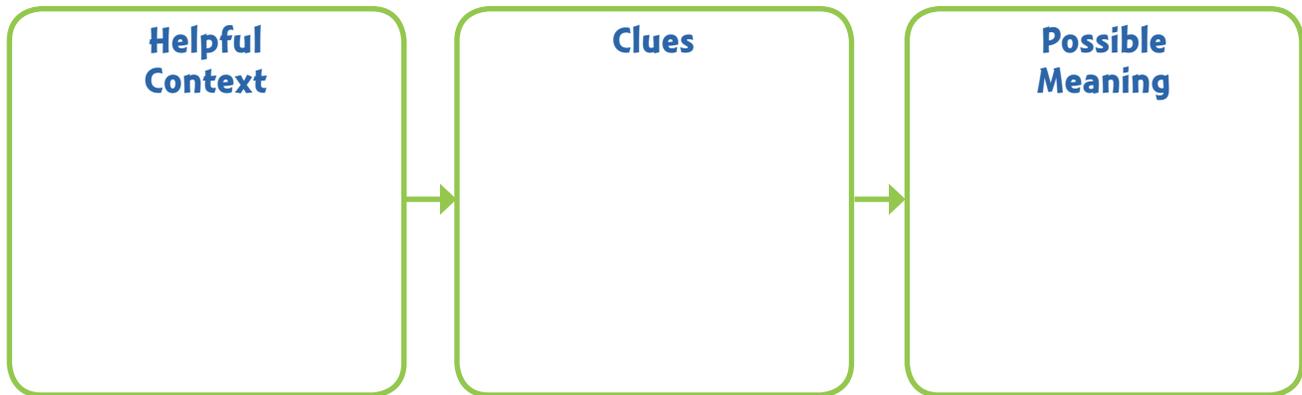
Don't forget to check your writing.

Check Your Writing

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

over Bridge, Under Tunnel

3 Use the chart below to organize your ideas.



Write Use the space below to write your answer to the question on page 207.

4 Short Response Write a definition of the word subterranean. Identify the context clues you found. Describe the strategy you used to figure out the meaning of the word. Use details from the text to support your response.

WORDS TO KNOW

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

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

Seashells

by Bela Moté

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

worm shell



slipper shell



helmet shell



Univalves

- 3 More than three-quarters of all mollusks are **univalves**, a word that means “having a shell that is all one piece.” The shell is coiled, and inside the coil is the soft body of the mollusk. Many univalves are named for their appearance. Look at the examples above. Does the helmet shell remind you of a helmet? How about the worm and slipper shells?
- 4 Some univalves have small holes in their shells. Abalone shells have a series of holes. Water and wastes are expelled, or pushed out, through the holes. The inside of an abalone shell gleams with different rainbow colors. This iridescent substance is called mother-of-pearl.

abalone shell



Bivalves

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

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

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

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



angel wing shell

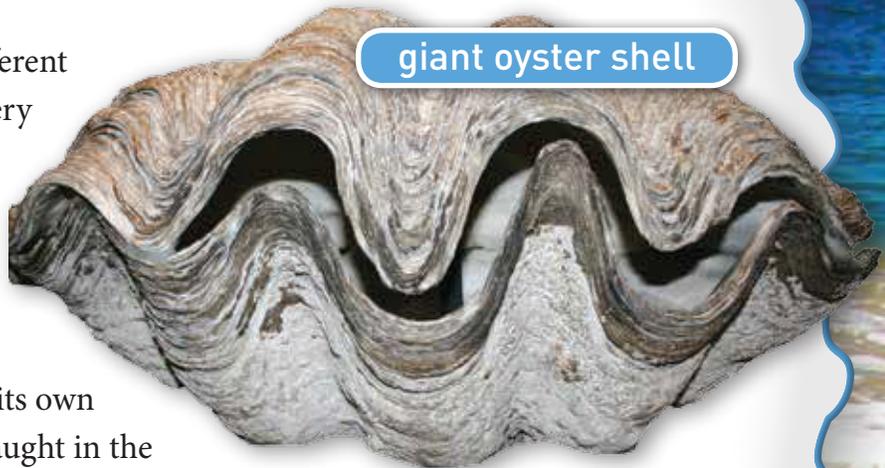


jackknife shell

kitten's paw shell



giant oyster shell



pearl oyster shell



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

- 1** Read the sentence from paragraph 1 in the passage.

Their shells save them from storms or predators such as starfish, birds, and otters.

What does the author suggest to the reader by using the word predators? Pick **two** choices.

- A** Predators can harm some animals.
- B** Predators need to find shelter from storms.
- C** An animal's shell helps protect it.
- D** All predators have skeletons.
- E** When the animal dies, the shell remains.

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

Part A

What is the meaning of the word iridescent as it is used in paragraph 4?

- A** not letting light through
- B** easy to notice or understand
- C** shining with many varying colors
- D** a small amount of something

Part B

Which phrase from the passage helps the reader understand the meaning of iridescent?

- A** "next largest group of mollusks"
- B** "have small holes in their shells"
- C** "the inside of an abalone shell"
- D** "gleams with different rainbow colors"

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

Part A

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

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

Part B

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

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

- 4** Read the sentence from the passage.

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

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

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

**Write**

- 5 Short Response** What does the author tell the reader by using the underlined word in the sentence below from paragraph 8? How do the details in the paragraph further develop this idea? Include **one** or more context clues from the text to support your response.

A pearl is an accident.

**Learning Target**

In this lesson, you learned to use context clues to figure out the meaning of unfamiliar words or phrases. Explain how using context clues deepened your understanding of the text.

Lesson 16

Comparing Accounts of the Same Topic



Learning Target



Comparing and contrasting firsthand and secondhand accounts of the same event or topic will help you develop a deeper understanding of what happened.

- **Read** When you **compare** accounts of the same topic, you are studying the writer's viewpoint. A **firsthand account** is written by someone who witnessed or took part in an event as it happened. Someone who heard or read about an event writes a **secondhand account**. You can compare the **information** or facts each writer chooses to emphasize.

I am going to write down everything I have seen so that I can remember it.

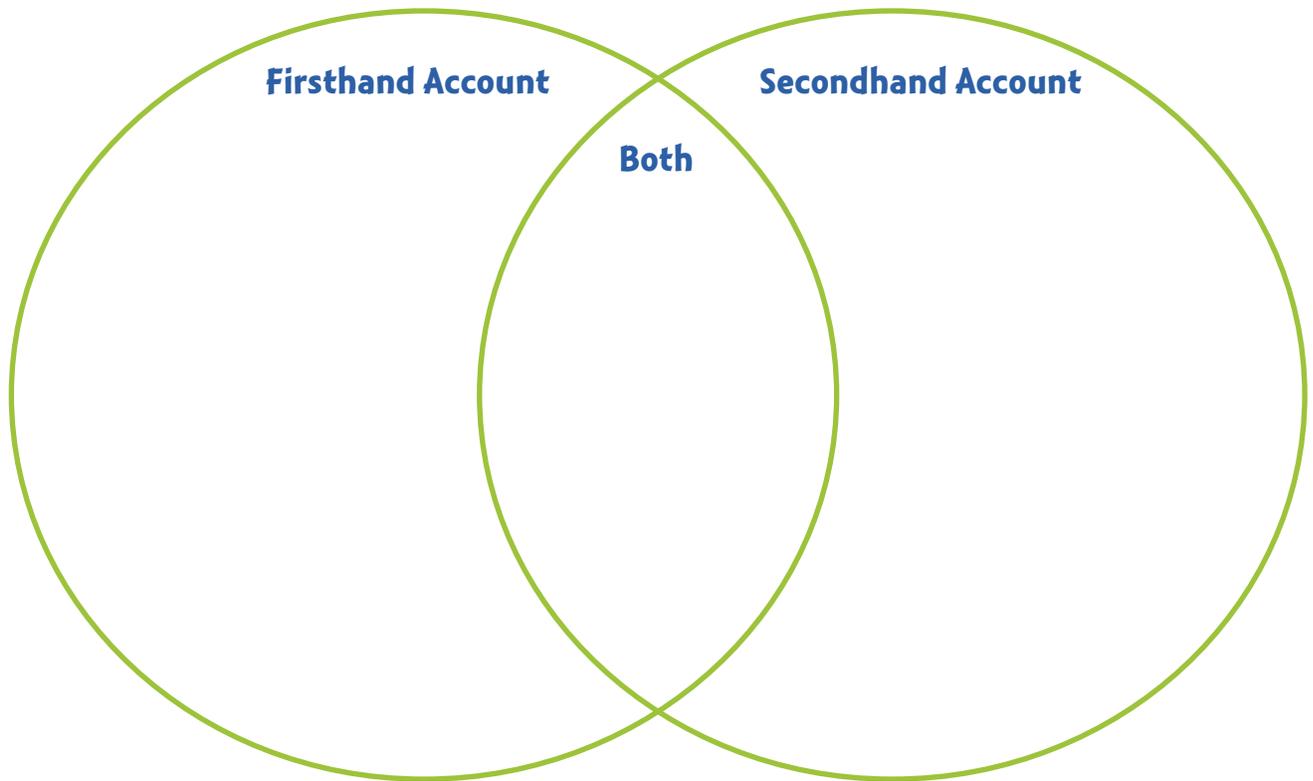
In 1900, a powerful hurricane wrecked the city of Galveston, Texas. It destroyed many homes. This boy watched the hurricane as it was happening. His description of the event would be a firsthand account that includes his thoughts and feelings. He wants to retell what he experienced.



I learned about the Galveston hurricane by reading a new book about it.

The girl was not in Galveston in 1900. She knows about the hurricane from reading a book written about it many years later. The book would be a secondhand account with a broader **focus**. It would include background information and other details from research.

► **Think** Consider everything you’ve learned so far about firsthand and secondhand accounts. How are they the same? How is the focus of each account different? Use the *Venn diagram* below to compare and **contrast** each type of account and organize your thinking.



► **Talk** Imagine that the boy and the girl write down their thoughts about the Galveston Hurricane of 1900. Based on the details in the cartoons, how would the two accounts be the same, and how would they be different?



Academic Talk

Use these words and phrases to talk about the text.

- firsthand account
- secondhand account
- focus
- information
- compare
- contrast

The Unsinkable *Titanic* by Julian Green

- 1 For more than a hundred years, the story of the *Titanic* has fascinated people. It was the largest passenger steamship ever built, already world-famous when it was launched. One magazine proudly called it “unsinkable.” But that pride would crumble on *Titanic*’s first voyage across the Atlantic Ocean.
- 2 There were 2,240 passengers and crew on that voyage. The ship left Southampton, England, on April 10, 1912. It was scheduled to reach New York City ten days later. But at 11:30 on the night of April 14, the *Titanic* hit an iceberg that tore open the ship’s massive hull. As the vessel took on water, it began to sink.
- 3 The ship’s captain told his radio operator to call for help. Then he ordered the crew to lower the lifeboats. In the panic, fleeing passengers launched most of the boats with several empty seats. By 2:20 the next morning, three hours after striking the iceberg, the *Titanic* had sunk. Another ship, the *Carpathia*, was 58 miles away when it received the distress call. The *Carpathia* rushed to rescue the survivors. Only 705 people were saved.
- 4 Newspaper headlines around the world announced the loss of the unsinkable ship. It quickly became the subject of countless books and films. In fact, the first *Titanic* movie appeared just a month later, starring one of the survivors. British and American officials tried to discover the causes of the disaster. They looked at everything, from the way the ship was built to the actions of the crew. In the end, the main lesson of the *Titanic* was that no ship is truly unsinkable.

Close Reader Habits

As you read, **underline** clues that tell you whether this is a firsthand or secondhand account.





Explore

How would a firsthand account and a secondhand account of the sinking of the *Titanic* differ?

In a firsthand account, a writer describes the experience. In a secondhand account, the writer focuses on reporting many different details about the event.

Think

1 Who would write a firsthand account about the sinking of the *Titanic*?

Who would write a secondhand account? _____

2 Reread the magazine article. Do you think this is a firsthand or secondhand account? Find evidence in the selection to support what you think.

Talk

3 Imagine that a passenger on the *Titanic* writes about that experience. What kind of account would that be? Discuss how that person's account would be similar to and different from the article you just read.

Write

4 Short Response How would the facts in paragraphs 2 and 3 of the passage differ if a passenger on the *Titanic* described the disaster? Use the space provided on page 250 to write your answer.

HINT What would stand out in a passenger's mind about that night?

The Sinking of the **Titanic**

by James McGough, in
Sinking of the Titanic
and Great Sea Disasters

1 As the life-boats pulled away the officers ordered the bands to play, and their music did much to quell panic. It was a heart-breaking sight . . . to see the great ship go down. First she listed to the starboard, on which side the collision had occurred, then she settled slowly but steadily, without hope of remaining afloat.



2 The *Titanic* was all aglow with lights as if for a function. First we saw the lights of the lower deck snuffed out. A while later and the second deck illumination was extinguished in a similar manner. Then the third and upper decks were darkened, and without plunging or rocking the great ship disappeared slowly from the surface of the sea. . . .

3 The sea was calm—calm as the water in a tumbler. But it was freezing cold. None had dressed heavily, and all, therefore, suffered intensely. The women did not shriek or grow hysterical while we waited through the awful night for help. We men stood at the oars, stood because there was no room for us to sit, and kept the boat headed into the swell to prevent her capsizing. Another boat was at our side, but all the others were scattered around the water.

4 Finally, shortly before 6 o'clock, we saw the lights of the *Carpathia* approaching. Gradually she picked up the survivors in the other boats and then approached us.

Close Reader Habits

How are the two accounts of the sinking different? Reread the article and the memoir. **Underline** details in the memoir that give facts not told in the article.



A memoir is usually a firsthand account of what the writer saw, felt, thought, and did. It often uses a personal tone.

Think

Use what you learned from reading the memoir and the article to answer the following questions.

- 1 The facts in the magazine article on page 246 came from earlier news reports and articles about the event. In the memoir on page 248, where did James McGough get his facts?
 - A He read about the events in the magazine article.
 - B He heard about the events from friends on the ship.
 - C He imagined the events and wrote a story about them.
 - D He experienced the events as they happened.

- 2 Which information did McGough give that was not in the article?
 - A The *Carpathia* traveled to the *Titanic's* location.
 - B Passengers were put into lifeboats.
 - C The lights on the *Titanic* went out deck by deck.
 - D The *Titanic* sank into the ocean.

- 3 Which words and phrases are clues to McGough's feelings on the night that the *Titanic* sank? Write **two** clues in the box below.

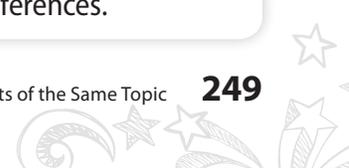
Talk

- 4 How are the two accounts of the *Titanic* the same? How are they different? Use the Venn diagram on page 251 to organize your thoughts.

 **Write**

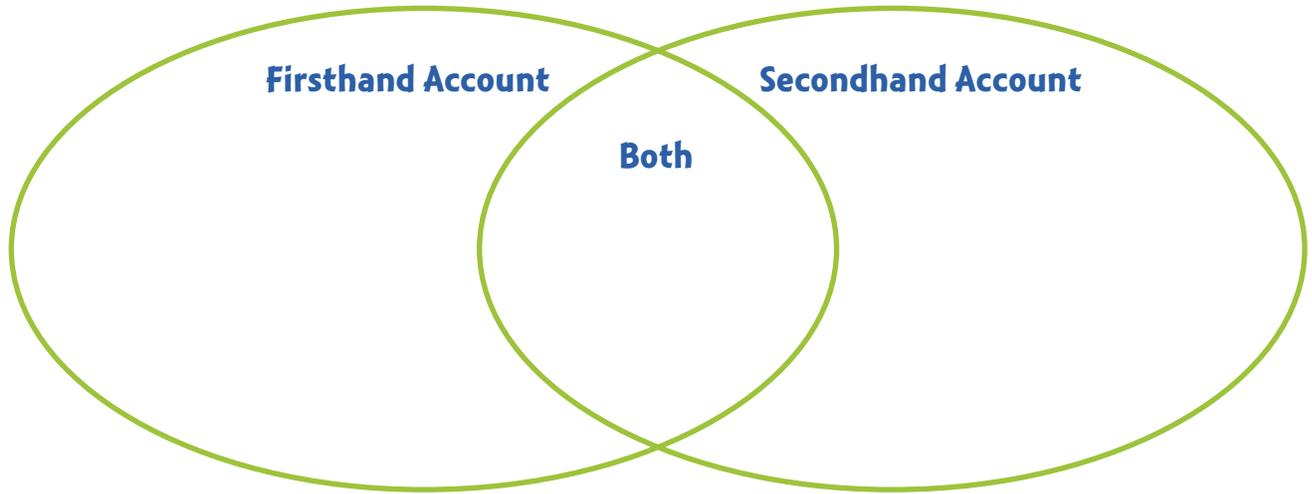
- 5 **Short Response** Use the information in your Venn diagram to describe how the firsthand and secondhand accounts of the disaster are the same and different. Use the space provided on page 251 to write your answer.

HINT Choose a writing structure that shows similarities and differences.



The Sinking of the **Titanic**

4 Use the Venn diagram below to organize your ideas.



Write Use the space below to write your answer to the question on page 249.

5 Short Response Use the information in your Venn diagram to describe how the firsthand and secondhand accounts of the disaster are the same and different.

HINT Choose a writing structure that shows similarities and differences.

Read

WORDS TO KNOW

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

- **launch**
- **brilliant**
- **atmosphere**

To Space and Back

by Sally Ride

- 1 Launch minus 10 seconds . . . 9 . . . 8 . . . 7 . . . The three launch engines light. The shuttle shakes and strains at the bolts holding it to the launch pad. The computers check the engines. It isn't up to us anymore—the computers will decide whether we launch.
- 2 3 . . . 2 . . . 1 . . . The rockets light! The shuttle leaps off the launch pad in a cloud of steam and a trail of fire. Inside, the ride is rough and loud. Our heads are rattling around inside our helmets. We can barely hear the voices from Mission Control in our headsets above the thunder of the rockets and engines. For an instant I wonder if everything is working right. But there's no time to wonder, and no time to be scared.
- 3 In only a few seconds we zoom past the clouds. Two minutes later the rockets burn out, and with a brilliant whitish-orange flash, they fall away from the shuttle as it streaks on toward space. Suddenly the ride becomes very, very smooth and quiet. The shuttle is still attached to the big tank, and the launch engines are pushing us out of Earth's atmosphere. The sky is black. All we can see of the trail of fire behind us is a faint, pulsating glow through the top window.

- 4 Launch plus six minutes. The force pushing us against the backs of our seats steadily increases. We can barely move because we're being held in place by a force of 3 g's—three times the force of gravity we feel on Earth. At first we don't mind it—we've all felt much more than that when we've done acrobatics in our jet training airplanes. But that lasted only a few seconds, and this seems to go on forever. After a couple of minutes of 3 g's, we're uncomfortable, straining to hold our books on our laps and craning our necks against the force to read the instruments. I find myself wishing we'd hurry up and get into orbit.
- 5 Launch plus eight and one-half minutes. The launch engines cut off. Suddenly, the force is gone, and we lurch forward in our seats. During the next few minutes the empty fuel tank drops away and falls to Earth, and we are very busy getting the shuttle ready to enter orbit. But we're not too busy to notice that our books and pencils are floating in midair. We're in space!



Sally Ride, the first American woman to go into space, shared her thoughts, feelings, and experiences in her memoir, *To Space and Back*.

THIS DAY IN HISTORY

June 18, 1983

Memorable Milestones: Space Shuttle Missions

- 1 A crowd of about 250,000 gathered early that bright June morning at Cape Canaveral, Florida, many wearing “Ride, Sally Ride” T-shirts. Across the nation, many others also watched and waited. Suddenly, the engines ignited, and smoke and steam billowed across the site. Then booster rockets lifted the huge space shuttle slowly into the air. Gathering speed, the *Challenger* blasted off into orbit for its second mission.
- 2 At the same moment, one crew member, mission specialist Sally K. Ride, was rocketing into history. Ride was America’s first woman to travel into space. Sally Ride had earned the right to be aboard the space shuttle. A physicist, she had been in astronaut training for six years. She had also worked at Mission Control, relaying messages to shuttle crews during earlier shuttle flights. Ride had even helped develop a robotic arm to use in space. This knowledge and experience had led Captain Bob Crippen to choose her as a crew member. And Ride was ready for the challenge.
- 3 In just over eight minutes, launch engines were lifting *Challenger* to its 184-mile high orbit. During the ascent, Ride acted as flight engineer, calling out checklists to the pilots. She also joked with Mission Control about the exciting ride.
- 4 Once in orbit, the five astronauts wasted little time. In the busy days ahead, the crew completed a number of experiments. This included using radar and a high-resolution camera to study the earth’s atmosphere. Ride helped launch two communications satellites. She also became the first woman to operate the shuttle’s robotic arm by releasing a satellite into orbit.



 **Think**

Use what you learned from reading the memoir and the magazine article to respond to the following questions.

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

Part A

Which statement **best** describes the differences between the two accounts from *To Space and Back* and “Memorable Milestones: Space Shuttle Missions”?

- A** One is a news article. The other is from an eyewitness who watched the launch.
- B** Both are written by people who were at Cape Canaveral on June 18, 1983.
- C** One was written at the time of the launch. The other was written several years later.
- D** One is based only on facts. The other is based on facts and personal experience.

Part B

Write a sentence from each passage that supports your answer to Part A.

To Space and Back _____

“Memorable Milestones” _____

- 2** Which phrase from “Memorable Milestones: Space Shuttle Missions” helps the reader understand the meaning of the word ascent in paragraph 3?

- A** “ready for the challenge”
- B** “lifting *Challenger*”
- C** “acted as flight engineer”
- D** “Once in orbit”

- 3** Complete the chart to compare the different accounts of the same event. Write an X in the box next to a detail that describes *To Space and Back* or “Memorable Milestones: Space Shuttle Missions.” Some details may describe both accounts.

| Statement | <i>To Space and Back</i> | “Memorable Milestones” |
|---|--------------------------|------------------------|
| Describes the launch of a space shuttle | | |
| Explains how the launch affects the author’s body | | |
| Tells why the mission was unlike other missions | | |
| Presents all events as taking place in the past | | |
| Presents events as if they are taking place now | | |



Write

Describe the difference in focus between Sally Ride’s memoir and the account of the launch in “Mission Milestones.” Reread the two texts. Underline details that show the difference in the focus of each account.

- 4 Plan Your Response** How is the focus of Sally Ride’s memoir different from the focus of the magazine article? Use a Venn diagram to organize your thoughts before you write.

- 5 Write an Extended Response** Using evidence from the texts and information from your Venn diagram, describe how the focus of the firsthand and secondhand account is different.
