Printer Warning:
This packet is lengthy. Determine whether you want to print both sections, or only print Section 1 or 2.

Grade 5 Reading

Teacher At-Home Activity Packet 2

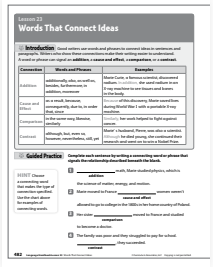
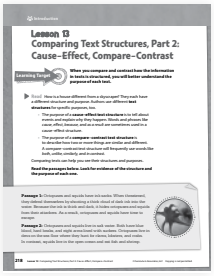
This At-Home Activity Packet includes two parts, Section 1 and Section 2, each with approximately 10 lessons in it. We recommend that your student complete one lesson each day.

Most lessons can be completed independently. However, there are some lessons that would benefit from the support of an adult. If there is not an adult available to help, don't worry! Just skip those lessons.

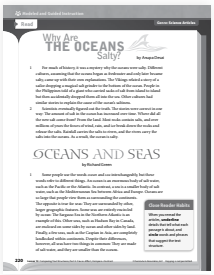
Although we are providing an Answer Key, we would like to emphasize that it is effort that matters most, and not how many questions a student gets right or wrong. Encourage your student to do the best they can with this content. The most important thing is that they continue to work on their reading!

Flip to see the Grade 5 Reading activities included in this packet!

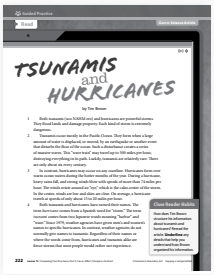
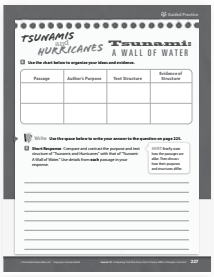
Grade 5 Reading Activities in Section 1

Lesson	Resource	Instructions	Answer Key	Page(s)
1	Grade 5 Ready Language Handbook, Lesson 23 	• Read the Introduction. • Complete Guided Practice. • Complete Independent Practice.	Guided Practice: 1. Besides 2. Because 3. Likewise 4. Nevertheless Independent Practice: 1. A, 2. C, 3. B, 4. D, 5. C	**12–13**
2	Grade 5 Ready Reading Lesson 13 Part 1 	• Read the Introduction. • Complete the graphic organizer in the Think section. • Complete the Talk activity with a partner (if available).	Think: Passage 1 Author's Purpose: to tell how octopuses and squids defend themselves Text Structure: cause-effect Evidence: "because the ink is thick and dark"; "as a result, octopuses and squids have time to escape" Passage 2 Author's Purpose: to describe how octopuses and squids are alike and different Text Structure: compare-contrast Evidence: "Both have blue blood, hard beaks, and eight arms lined with suckers." "In contrast, squids live in the open ocean and eat fish and shrimp."	**14–15**

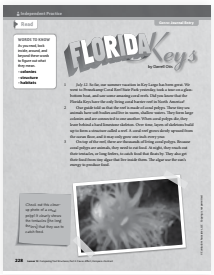
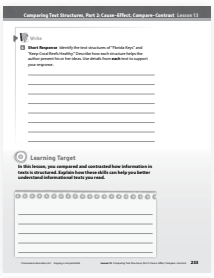
Grade 5 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
3	Grade 5 Ready Reading Lesson 13 Part 2 	Modeled and Guided Instruction • Read "Why Are the Oceans Salty" and "Oceans and Seas." • Complete the graphic organizer in the Think section. • Complete the Talk activity with a partner (if available).	Think (sample responses): **Why Are the Oceans Salty?** Author's Purpose: to tell why the oceans are salty Text Structure: cause and effect Evidence of Structure: mystery why; explanations; to explain the cause; As a result, the ocean is salty **Oceans and Seas** Author's Purpose: to describe similarities and differences between oceans and sea and between types of seas Text Structure: compare and contrast Evidence of Structure: but these words refer to different things; In contrast, a sea is a smaller body; The opposite is true for seas; two things in common	**16–17**
4	Grade 5 Ready Reading Lesson 13 Part 3 	• Reread the passages "Why Are the Oceans Salty" and "Oceans and Seas." • Complete the Write activity.	Responses will vary.	**18**

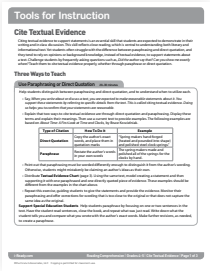
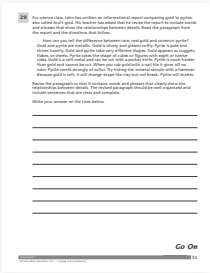
Grade 5 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
5	Grade 5 Ready Reading Lesson 13 Part 4  	Guided Practice • Read "Tsunamis and Hurricanes" and "Tsunami: A Wall of Water." • Complete Think and Talk activities.	Think: 1. Tim Brown article: • Describes how tsunamis and hurricanes are different • Explains what causes hurricanes Yuki Tanaka article: • Explains what caused several tsunamis in the past • Examples of deadly tsunamis Both articles: • Explains what causes tsunamis • Gives examples of what happens when storms reach land 2. C, F 3. A	**19–22**
6	Grade 5 Ready Reading Lesson 13 Part 5  	• Reread Tsunamis and Hurricanes" and "Tsunami: A Wall of Water." • Complete the Write activity.	Responses will vary.	**23**

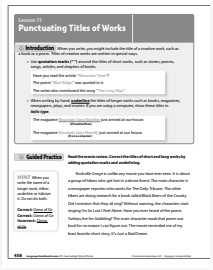
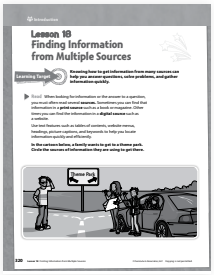
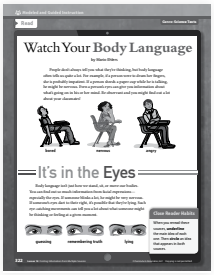
Grade 5 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
7	Grade 5 Ready Reading Lesson 13 Part 6 	Independent Practice • Read "Florida Keys" and "Keep Coral Reefs Healthy." • Complete the Think activities.	Think: 1a. B 1b. C, E 2. Journal Entry by Darrell Otis: • Describes the difference between kelp and coral • Describes what kelp looks like Editorial by Mary Wilford: • Explains why it is important to take care of ocean life • Describes the effects of pollution on ocean life Both Passages: • Explains how coral grows • Describes the topic with emotional language 3. D	**24–28**
8	Grade 5 Ready Reading Lesson 13 Part 7 	Independent Practice • Reread "Florida Keys" and "Keep Coral Reefs Healthy." • Complete the Write activity.	Responses will vary.	**29**

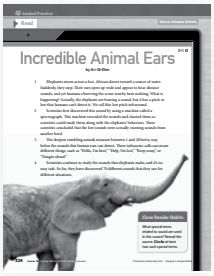
Grade 5 Reading Activities in Section 1 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
9	Tools For Instruction Cite Textual Evidence 	• **Parent/Guardian**: Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson.	N/A	**30–32**
10	Writing Practice 	• Complete the Writing activity	Responses will vary. Students should connect ideas with phrases such as: *first, second, third, while, on the other hand,* and *in contrast.*	**33**

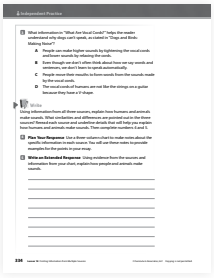
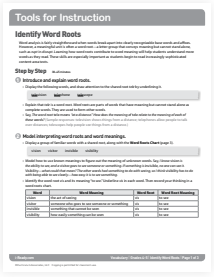
Grade 5 Reading Activities in Section 2

Lesson	Resource	Instructions	Answer Key	Page(s)
1	Grade 5 Ready Language Handbook, Lesson 11 Punctuating Titles of Works 	• Read the Introduction. • Complete Guided Practice. • Complete Independent Practice.	Guided Practice: Underline: Rockville Gorge, The Daily Tribune, and Black Bears of the County Put in quotations: "I'm So Lost I Feel Alone," "Turkeys Are for Gobbling," and "It's Just a Bad Dream" Independent Practice: 1. D, 2. B, 3. A, 4. D, 5. C	**34–35**
2	Grade 5 Ready Reading Lesson 18 Part 1 	• Read the Introduction • Complete the graphic organizer in the Think section. • Complete the Talk activity with a partner (if available).	Think: Map: Shows a picture that tells them which way to go Computer: Gives them step-by-step directions Smartphone: Provides a way to call the theme park to ask for directions or gives them directions through a map app	**36–37**
3	Grade 5 Ready Reading Lesson 18 Part 2 	Modeled and Guided Instruction • Read "Watch Your Body Language" and "It's in the Eyes." • Complete the graphic organizer in the Think section. • Complete the Talk activity with a partner (if available).	Think: "Watch Your Body Language" Shredding a paper cup could show nervousness. Eyes can show what someone is thinking. "It's in the Eyes" Blinking the eyes a lot can show nervousness. Eyes darting to the right might mean a person is lying. Eye movements can also show guessing or remembering the truth.	**38–39**

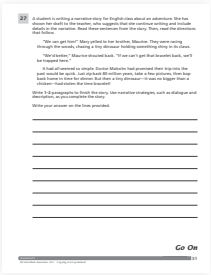
Grade 5 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
4	Grade 5 Ready Reading Lesson 18 Part 3  Watch Your Body Language It's in the Eyes	• Reread "Watch Your Body Language" and "It's in the Eyes." • Complete the Write activity.	Responses will vary.	**40**
5	Grade 5 Ready Reading Lesson 18 Part 4  Incredible Animal Ears	Guided Practice • Read "Incredible Animal Ears" and "Animal Sounds." • Complete Think and Talk activities.	Think: 1a. B 1b. B, F 2a. B 2b. A, E	**41–44**
6	Grade 5 Ready Reading Lesson 18 Part 5  Incredible Animal Ears Animal Sounds	• Reread "Incredible Animal Ears" and "Animal Sounds." • Complete the Write activity.	Responses will vary.	**45**

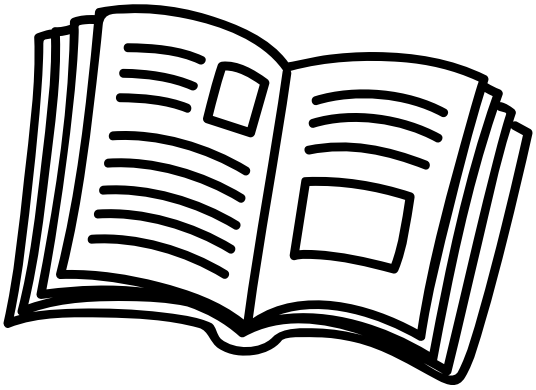
Grade 5 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
7	Grade 5 Ready Reading Lesson 18 Part 6 	Independent Practice • Read "How We Speak," "What Are Vocal Chords?," and "Dogs and Birds: Making Noise." • Complete the Think activities.	Think: 1a. A 1b. A, F 2. flexible 3. C	**46–50**
8	Grade 5 Ready Reading Lesson 18 Part 7 	Independent Practice • Reread "How We Speak," "What Are Vocal Chords?," and "Dogs and Birds: Making Noise." • Complete the Write activity.	Responses will vary.	**50–51**
9	Tools For Instruction Identify Word Roots 	• **Parent/Guardian**: Read the instructions and guide the student through the activity. Use this with a text the student read in a previous lesson.	N/A	**52–54**

Grade 5 Reading Activities in Section 2 (Cont.)

Lesson	Resource	Instructions	Answer Key	Page(s)
10	Writing Practice 	• Complete the Writing activity.	Responses will vary.	**55**

Independent Reading!



See pages 56 and 57 of this packet.

Use the questions/prompts on the Discourse Card resource to start a conversation about something the student has read. You may talk about a text the child read in one of the lessons above, or anything else the child is reading.

Encourage daily reading. And remember, reading isn't just about the books on the shelves—it's about anything around you with letters! Turn on the closed captioning feature on your TV or read catalogs that come in the mail. The backs of cereal boxes work, too, as do directions to board games!

Running out of stuff to read? **Grab some sticky notes, and label household objects, or make up new, silly names for things!** Communicating with sticky notes, instead of talking, is fun, too—start with a half hour and see if you can go all afternoon. Reading is everywhere!

Don't worry about right/wrong answers when you talk about text—the important thing is that you and your student share a reading experience and have fun!

Here are some websites that offer fun, free, high-quality material for kids:

www.starfall.com

www.storyplace.org

www.uniteforliteracy.com

www.storynory.com

www.freekidsbooks.org

en.childrenslibrary.org

Lesson 23

Words That Connect Ideas

Introduction

Good writers use words and phrases to connect ideas in sentences and paragraphs. Writers who show these connections make their writing easier to understand. A word or phrase can signal an **addition**, a **cause and effect**, a **comparison**, or a **contrast**.

Connection	Words and Phrases	Examples
Addition	additionally, also, as well as, besides, furthermore, in addition, moreover	Marie Curie, a famous scientist, discovered radium. In addition, she used radium in an X-ray machine to see tissues and bones in the body.
Cause and Effect	as a result, because, consequently, due to, in order that, since	Because of this discovery, Marie saved lives during World War I with a portable X-ray machine.
Comparison	in the same way, likewise, similarly	Similarly, her work helped to fight against cancer.
Contrast	although, but, even so, however, nevertheless, still, yet	Marie' s husband, Pierre, was also a scientist. Although he died young, she continued their research and went on to win a Nobel Prize.

Guided Practice

Complete each sentence by writing a connecting word or phrase that signals the relationship described beneath the blank.

HINT Choose a connecting word that makes the type of connection specified. Use the chart above for examples of connecting words.

1. _____ math, Marie studied physics, which is the science of matter, energy, and motion.
   addition

2. Marie moved to France _____ women weren't allowed to go to college in the 1800s in her home country of Poland.
   cause and effect

3. Her sister _____ moved to France and studied to become a doctor.
   comparison

4. The family was poor and they struggled to pay for school. _____, they succeeded.
   contrast

Independent Practice

For numbers 1–5, read each sentence. Then choose the connecting word or phrase that best completes it.

1 Marie Curie became a professor _____ a scientist.

Which word or phrase that signals **addition** completes the sentence?

A as well as

B likewise

C although

D still

2 Marie's research changed the way cancer is treated. There's been much progress in cancer research _____.

Which word or phrase that signals **cause and effect** completes the sentence?

A furthermore

B nevertheless

C as a result

D similarly

3 _____ Marie Curie became ill from the radiation, she continued working.

Which word or phrase that signals **contrast** completes the sentence?

A Because

B Although

C Nevertheless

D In addition

4 Working with radium can be dangerous, _____ today we know how to keep people safe.

Which word or phrase that signals **contrast** completes the sentence?

A because

B similarly

C besides

D but

5 Marie's daughter, Irene, also became a scientist and, _____ her mother, she won a Nobel Prize.

Which word or phrase that signals **comparison** completes the sentence?

A consequently

B nevertheless

C like

D as a result

Lesson 13
Comparing Text Structures, Part 2: Cause–Effect, Compare–Contrast

Learning Target

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

Read How is a house different from a skyscraper? They each have a different structure and purpose. Authors use different **text structures** for specific purposes, too.

- The purpose of a **cause–effect text structure** is to tell about events and explain why they happen. Words and phrases like *cause*, *effect*, *because*, and *as a result* are sometimes used in a cause–effect structure.
- The purpose of a **compare–contrast text structure** is to describe how two or more things are similar and different. A compare–contrast text structure will frequently use words like *both*, *unlike*, *similarly*, and *in contrast*.

Comparing texts can help you see their structures and purposes.

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

Passage 1: Octopuses and squids have ink sacks. When threatened, they defend themselves by shooting a thick cloud of dark ink into the water. Because the ink is thick and dark, it hides octopuses and squids from their attackers. As a result, octopuses and squids have time to escape.

Passage 2: Octopuses and squids live in salt water. Both have blue blood, hard beaks, and eight arms lined with suckers. Octopuses live in dens on the sea floor where they hunt for clams, lobsters, and crabs. In contrast, squids live in the open ocean and eat fish and shrimp.

Think What have you learned about text structures? Use the chart below to help you compare and contrast the purposes and text structures of the passages. Include evidence of the structure of each passage.

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

Talk Share your chart with a partner.

- Which text structure did the author of Passage 1 use?
- Which text structure did the author of Passage 2 use?
- How did each text structure support the author's purpose for writing the passage?

Academic Talk

Use these words and phrases to talk about the text.

- **text structure**
- **compare–contrast text structure**
- **cause–effect text structure**

Why Are THE OCEANS Salty?

by Anupa Desai

1 For much of history, it was a mystery why the oceans were salty. Different cultures, assuming that the oceans began as freshwater and only later became salty, came up with their own explanations. The Vikings related a story of a sailor dropping a magical salt grinder to the bottom of the ocean. People in the Philippines told of a giant who carried sacks of salt from island to island but then accidentally dropped them all into the sea. Other cultures had similar stories to explain the cause of the ocean's saltiness.

2 Scientists eventually figured out the truth. The stories were correct in one way: The amount of salt in the ocean has increased over time. Where did all the new salt come from? From the land. Most rocks contain salts, and over millions of years the forces of wind, rain, and ice break down the rocks and release the salts. Rainfall carries the salts to rivers, and the rivers carry the salts into the oceans. As a result, the ocean is salty.

OCEANS AND SEAS

by Richard Green

1 Some people use the words *ocean* and *sea* interchangeably, but these words refer to different things. An ocean is an enormous body of salt water, such as the Pacific or the Atlantic. In contrast, a sea is a smaller body of salt water, such as the Mediterranean Sea between Africa and Europe. Oceans are so large that people view them as surrounding the continents. The opposite is true for seas: They are surrounded by other, larger geographic features. Some seas are entirely encircled by ocean: The Sargasso Sea in the Northern Atlantic is an example of this. Other seas, such as Hudson Bay in Canada, are enclosed on some sides by ocean and other sides by land. Finally, a few seas, such as the Caspian in Asia, are completely landlocked within continents. Despite their differences, however, all seas have two things in common: They are made of salt water, and they are smaller than the oceans.

Close Reader Habits

When you reread the articles, **underline** details that tell what each passage is about, and **circle** words and phrases that suggest the text structure.

Explore

What text structure does the author of each passage mainly use to present information?

Look for words that show cause and effect or comparison and contrast.

Think

1 Identify the purpose and text structure of each passage. Then tell what evidence helped you figure out the structure.

Passage	Author's Purpose	Text Structure	Evidence of Structure
"Why Are the Oceans Salty?"			
"Oceans and Seas"			

Talk

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

Write

3 **Short Response** Explain how the text structure of each passage supports each author's purpose for writing. Use text evidence to support your response. Use the space provided on page 226 to write your answer.

HINT Be sure to quote words and phrases from each passage as evidence of its text structure.

Write **Use the space below to write your answer to the question on page 221.**

Why Are THE OCEANS Salty?

OCEANS AND SEAS

3 **Short Response** Explain how the text structure of each passage supports each author's purpose for writing. Use text evidence to support your response.

HINT Be sure to quote words and phrases from each passage as evidence of its text structure.

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?

TSUNAMIS and HURRICANES

by Tim Brown

1 Both tsunamis (soo NAHM eez) and hurricanes are powerful storms. They flood lands and damage property. Each kind of storm is extremely dangerous.

2 Tsunamis occur mostly in the Pacific Ocean. They form when a large amount of water is displaced, or moved, by an earthquake or another event that disturbs the floor of the ocean. Such a disturbance creates a series of massive waves. This "wave train" may travel up to 500 miles per hour, destroying everything in its path. Luckily, tsunamis are relatively rare. There are only about six every century.

3 In contrast, hurricanes may occur on any coastline. Hurricanes form over warm ocean waters during the hotter months of the year. During a hurricane, heavy rains fall, and strong winds blow with speeds of more than 74 miles per hour. The winds rotate around an "eye," which is the calm center of the storm. In the center, winds are low and skies are clear. On average, a hurricane travels at speeds of only about 15 to 20 miles per hour.

4 Both tsunamis and hurricanes have earned their names. The term *hurricane* comes from a Spanish word for "storm." The term *tsunami* comes from two Japanese words meaning "harbor" and "wave." Since 1979, weather agencies have given men's and women's names to specific hurricanes. In contrast, weather agencies do not normally give names to tsunamis. Regardless of their names or where the words come from, hurricanes and tsunamis alike are fierce storms that most people would rather not experience.

Close Reader Habits

How does Tim Brown structure his information about tsunamis and hurricanes? Reread the article. **Underline** any details that help you understand how Brown organized his information.

Tsunami: A WALL OF WATER

by Yuki Tanaka

1 A tsunami is a series of huge waves. Earthquakes cause many tsunamis. Erupting volcanoes or underwater landslides may also trigger tsunamis. Nearly all tsunamis occur in the Pacific Ocean within the "Ring of Fire."

2 Warning signs tell us when a tsunami is approaching. The first warning sign of an approaching tsunami is called *drawback*. The ocean suddenly recedes, or draws back, and then roars forward violently with a chain of extremely high waves. These surging waves can reach from 30 to 100 feet above sea level. They can crash onto land at speeds of 500 miles per hour, causing damage to buildings and injuring or killing animals and people.

3 There have been many record-breaking tsunamis throughout history. One of the largest tsunamis happened after Krakatoa, a volcano in Indonesia, erupted in 1883. The eruption caused some waves to rise more than 130 feet above sea level. As a result, about 36,000 people drowned.

4 The most deadly tsunami in modern times occurred in the Indian Ocean in 2004. People in India, Thailand, Indonesia, and other parts of Asia were taken by surprise when the tsunami slammed into the coast. This tsunami left millions homeless and killed more than 300,000 people.

5 More recently, a powerful earthquake rocked Japan on March 11, 2011. The earthquake caused 60-foot tsunami waves. This resulted in more than 15,000 deaths and more than 25,000 injuries. It destroyed buildings and damaged a nuclear power station. Although Japan has a good warning system, many Japanese could not escape from the dark wall of surging water.

Close Reader Habits

How does Yuki Tanaka structure her information about tsunamis? Reread the article. **Underline** any details that help you understand how Tanaka organized her information.

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

Some science articles tell what happened and why it happened. Others compare and contrast events, ideas, or concepts.

1 The box below gives details on how the articles by Tim Brown and Yuki Tanaka present information.

Details
• Describes how tsunamis and hurricanes are different
• Explains what causes tsunamis
• Explains what causes hurricanes
• Gives examples of what happens when storms reach land
• Explains what caused several tsunamis in the past
• Gives examples of deadly tsunamis

Write details from the list to complete the chart below. Use **each** detail **one** time.

Article by Tim Brown	Article by Yuki Tanaka	Both Articles

2 Select **one** sentence from **each** article that provides the **best** evidence of each article's text structure.

A "Such a disturbance creates a series of massive waves." ("Tsunamis and Hurricanes")

B "In the center, winds are low and skies are clear." ("Tsunamis and Hurricanes")

C "In contrast, weather agencies do not normally give names to tsunamis." ("Tsunamis and Hurricanes")

D "A tsunami is a series of huge waves." ("Tsunami: A Wall of Water")

E "There have been many record-breaking tsunamis throughout history." ("Tsunami: A Wall of Water")

F "This resulted in more than 15,000 deaths and more than 25,000 injuries." ("Tsunami: A Wall of Water")

3 In "Tsunami: A Wall of Water," how is paragraph 3 **different** from the ones that come before and after it?

A It is the first paragraph that describes a specific tsunami.

B It is the last paragraph that explains the causes of tsunamis.

C It is the last paragraph that describes famous tsunamis in history.

D It is the first paragraph that explains how tsunamis damage buildings.

Talk

4 State the purpose of each passage. Then compare how each author presents information about tsunamis. Use the chart on page 227 to organize your ideas and evidence.

Write

5 **Short Response** Compare and contrast the purpose and text structure of "Tsunamis and Hurricanes" with that of "Tsunami: A Wall of Water." Use details from **each** passage in your response. Use the space provided on page 227 to write your answer.

HINT Briefly state how the passages are alike. Then discuss how their purposes and structures differ.

TSUNAMIS and HURRICANES

Tsunami: A WALL OF WATER

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

Passage	Author's Purpose	Text Structure	Evidence of Structure

Write **Use the space below to write your answer to the question on page 225.**

5 **Short Response** Compare and contrast the purpose and text structure of "Tsunamis and Hurricanes" with that of "Tsunami: A Wall of Water." Use details from **each** passage in your response.

HINT Briefly state how the passages are alike. Then discuss how their purposes and structures differ.

Genre: Journal Entry

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

- **colonies**
- **structure**
- **habitats**

FLORIDA Keys

by Darrell Otis

1 *July 12*. So far, our summer vacation in Key Largo has been great. We went to Pennekamp Coral Reef State Park yesterday, took a tour on a glass-bottom boat, and saw some amazing coral reefs. Did you know that the Florida Keys have the only living coral barrier reef in North America?

2 Our guide told us that the reef is made of coral polyps. These tiny sea animals have soft bodies and live in warm, shallow waters. They form large colonies and are connected to one another. When coral polyps die, they leave behind a hard limestone skeleton. Over time, layers of skeletons build up to form a structure called a reef. A coral reef grows slowly upward from the ocean floor, and it may only grow one inch every year.

3 On top of the reef, there are thousands of living coral polyps. Because coral polyps are animals, they need to eat food. At night, they reach out their tentacles, or long feelers, to catch food that floats by. They also get their food from tiny algae that live inside them. The algae use the sun's energy to produce food.

Check out this close-up photo of a coral polyp! It clearly shows the tentacles (the long feelers) that they use to catch food.

I took this photo while scuba diving in a kelp forest off the coast of California. The bass at the upper left looks pretty cozy—this is his natural habitat, after all.

4 Many types of animals live in the coral reefs in Key Largo. They swim and hide among forty kinds of soft and hard corals. I saw colorful tropical fish, spiny lobsters, and sea urchins. Shrimps and crabs also live on coral reefs.

5 Last year, our family took a trip to California. There, I had a chance to look at kelp forests up close. Both kelp forests and coral reefs are underwater habitats.

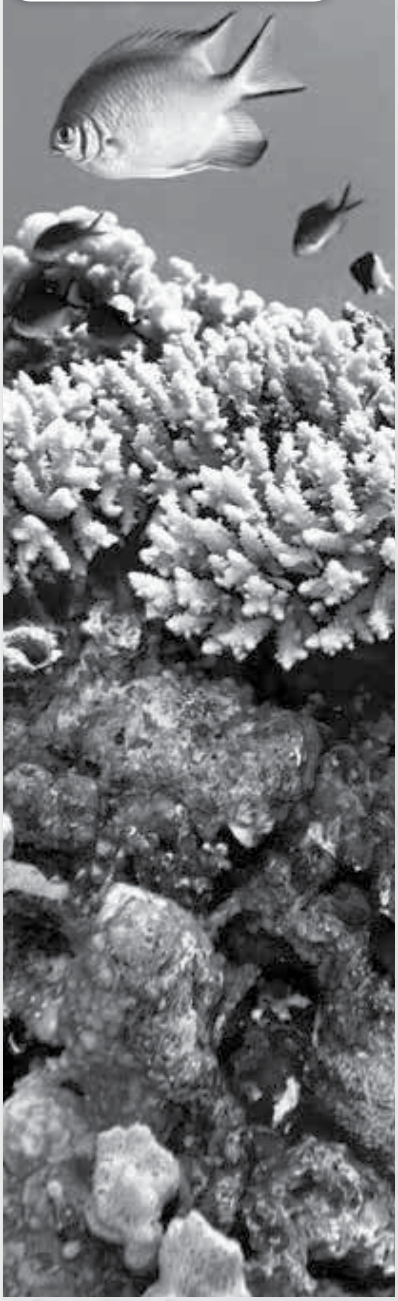
6 Kelp is long, brown algae that lives in cool, shallow waters. Similar to coral polyps, kelp needs sunlight and a hard surface in order to grow. Kelp has three parts: the holdfast, the stipe, and the blade. The holdfast is the part that attaches to the ocean floor; the stipe connects the holdfast to the blade; and the blade is the leafy part that takes in sunlight and converts it to food.

7 Kelp forests form when kelp grows closely in crowded groups. Like coral reefs, kelp forests provide homes for many kinds of sea life, including fish, jellyfish, sea urchins, and otters. These animals can hide in the long, swaying kelp.

8 Kelp can grow two feet a day! At Monterey Bay Aquarium, I saw kelp that grew 28 feet high, but some giant kelp reaches a height of 200 feet. I like going to places where I can learn while having fun.

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

- **benefit**
- **fragile**
- **substances**



Keep Coral Reefs Healthy

by Mary Wilford

1 Coral reefs are extremely important. Known as the "rainforests of the sea," they provide homes to millions of different plants and animals. Coral reefs support roughly 25 percent of all the ocean's creatures. Furthermore, they benefit the economy by encouraging tourism and the fishing industry. Also, they provide ingredients to make new medicines. We must try to protect our fragile coral reefs.

2 Coral reefs are made of small animals called coral polyps (PAH lips). Coral polyps are sensitive. They often react to changes in their environment. For example, one change that causes harm to coral reefs is a rise in the water temperature. Usually, corals live in water that is 70°F to 85°F. If the temperature rises by only one or two degrees, coral polyps become stressed. As a result, they will expel, or push out, the tiny plants called algae that live inside their bodies. However, coral polyps need these algae to survive. The algae provide oxygen and food. Without algae, coral polyps cannot get enough food. Therefore, they may starve and die.

3 If algae are expelled, coral polyps change color. They turn chalky white because their brilliant colors came from the algae in their tissues. This process is known as coral bleaching. Bleached coral reefs can sometimes recover. However, a large number of coral polyps may die as a result of bleaching. One of the worst examples of coral bleaching happened in 1998. About 16 percent of the coral reefs around the world were damaged or died.

4 Another threat to coral reefs is pollution. Acid rain, oil spills, and chemical fertilizers cause water pollution. These substances poison coral polyps and other animals that live in coral reefs. Coral polyps can only grow in very clear, clean water with plenty of sunlight. The algae that live in coral polyps use sunlight to make food. But water pollution makes the water cloudy. There is less sunlight, so algae cannot make food for the coral polyps.

5 We can help preserve and protect our precious coral reefs. First, we need to reduce air and water pollution. One way to do this is walk or ride a bike instead of using a car. Another way is to stop littering and dumping harmful chemicals into the ocean. You don't have to live near the ocean to help the coral reefs. Let's start today!

Think

Use what you learned from reading the journal entry and the editorial to answer the following questions.

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

Part A

Which statement **best** describes a major difference between the text structures of "Florida Keys" and "Keep Coral Reefs Healthy"?

A "Florida Keys" tells why it is more important to save the kelp than the coral reefs, while "Keep Coral Reefs Healthy" tells about events in the history of coral reefs.

B "Florida Keys" explains the similarities and differences between coral reefs and kelp, while "Keep Coral Reefs Healthy" tells about causes and effects of damage to coral reefs.

C "Florida Keys" is a personal account of seeing life in the ocean, while "Keep Coral Reefs Healthy" compares the different types of damage that pollution does to the coral.

D "Florida Keys" presents inspiring reasons for learning more about ocean life, while "Keep Coral Reefs Healthy" presents inspiring reasons for saving the reefs.

Part B

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

A "Our guide told us that the reef is made of coral polyps." ("Florida Keys")

B "The algae use the sun's energy to produce food." ("Florida Keys")

C "Similar to coral polyps, kelp needs sunlight and a hard surface in order to grow." ("Florida Keys")

D "Coral reefs are extremely important." ("Keep Coral Reefs Healthy")

E "For example, one change that causes harm to coral reefs is a rise in the water temperature." ("Keep Coral Reefs Healthy")

F "Let's start today!" ("Keep Coral Reefs Healthy")

2 The box below gives details about how the journal entry by Darrell Otis and the editorial by Mary Wilford present information.

Details
• Explains how coral grow
• Explains why it is important to take care of ocean life
• Describes what kelp looks like
• Describes the effects of pollution on ocean life
• Describes the topic with emotional language
• Describes the difference between kelp and coral

Write details from the list to complete the chart below. Use **each** detail **one** time.

Journal Entry by Darrell Otis	Editorial by Mary Wilford	Both Passages

3 In paragraph 6 of "Florida Keys," what is the meaning of converts?

A reaches

B attaches

C digests

D changes

Write

4 **Short Response** Identify the text structures of "Florida Keys" and "Keep Coral Reefs Healthy." Describe how each structure helps the author present his or her ideas. Use details from **each** text to support your response.

Learning Target

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

Tools for Instruction

Cite Textual Evidence

Citing textual evidence to support statements is an essential skill that students are expected to demonstrate in their writing and in class discussion. This skill reflects close reading, which is central to understanding both literary and informational text. Yet students often struggle with the difference between paraphrasing and direct quotation, and they tend to rely on opinions or background knowledge, instead of textual evidence, to support statements about a text. Challenge students by frequently asking questions such as, *Did the author say that? Can you show me exactly where?* Teach them to cite textual evidence properly, whether through paraphrase or direct quotation.

Three Ways to Teach

Use Paraphrasing or Direct Quotation 20–30 minutes

Help students distinguish between paraphrasing and direct quotation, and to understand when to utilize each.

- Say, *When you write about or discuss a text, you are expected to make reasonable statements about it. You support these statements by referring to specific details from the text. This is called* citing textual evidence. *Doing so helps you to confirm that your statements are reasonable.*
- Explain that two ways to cite textual evidence are through direct quotation and paraphrasing. Display these terms and explain their meanings. Then use a current text to provide examples. The following examples are based on *About Time: A First Look at Time and Clocks,* by Bruce Koscielniak.

Type of Citation	How To Do It	Example
Direct Quotation	Copy the author's exact words, and place them in quotation marks	"Spring makers hand-forged (heated and pounded into shape) and polished steel clock springs."
Paraphrase	Restate the author's words in your own words	The spring makers made and polished all of the springs for the clocks by hand.

- Point out that paraphrasing must be worded differently enough to distinguish it from the author's wording. Otherwise, students might mistakenly be claiming an author's ideas as their own.
- Distribute **Textual Evidence Chart** (page 3). Using the same text, model creating a statement and then supporting it with one paraphrased and one directly quoted piece of evidence. These examples should be different from the examples in the chart above.
- Repeat this exercise, guiding students to give the statements and provide the evidence. Monitor their paraphrasing and offer corrections for wording that is too close to the original or that does not capture the same idea as the original.

Support Special Education Students Help students paraphrase by focusing on one or two sentences in the text. Have the student read sentences, close the book, and repeat what was just read. Write down what the student tells you and compare what you wrote with the author's exact words. Make further revisions, as needed, to create a paraphrase.

Evaluate Supporting Textual Evidence 20–30 minutes

When citing textual evidence, students can struggle to identify key ideas and details from a text that actually support a statement. Teach the difference between relevant and irrelevant textual evidence.

- Display a statement about a text. For example, a statement from *Hatchet,* by Gary Paulson, might be the following: *It is terrifying for a child to suddenly be all alone, with no one to help.*
- Then explain that you need evidence to support this statement. Share these rules for supporting evidence.

Rule 1 It has to come from the text.
Rule 2 It has to tell more about the statement.

- Display a chart like the one shown below. Add four to five phrases, some from the text and some not, and discuss which meet both rules. See the examples below.

Evidence to Support Statement	Is it in the text?	Does it tell more?
Brian cried endlessly in the corner of a dark cave.	(yes)	(yes)
Brian had never tasted anything as good as that first bite.	(yes)	(no)
Brian had to figure out how to survive.	(no)	(yes)

- Point to the evidence that meets both rules. Say, *This is evidence that supports the statement because it comes from the text and it tells more about the statement.* Review why the other statements are insufficient.
- For independent practice, have student pairs generate two additional statements and locate textual evidence to support them. Then have pairs evaluate their evidence to determine whether it meets both rules.

Evaluate Support in Persuasive Writing 20–30 minutes

Connect to Writing Review the rules for citing textual evidence to support a statement. Then organize students into pairs, and have them peer edit a draft of a current text-based writing assignment, evaluating the textual support used for each statement. Provide a checklist for students to guide their evaluation, including questions such as these.

- *What is the statement, or reason?*
- *What is the evidence given to support it?*
- *Does each piece of evidence tell more about the statement or reason? Why or why not?*
- *What advice can I give my partner to make the argument stronger?*

Check for Understanding

If you observe…	Then try…
students citing evidence that does not come from the text	asking questions such as, *Where did you read about that? Can you show me?*
students citing evidence that does not support the statement	asking questions such as, *Does this tell more about the statement? Why or why not?*

Name_____

Textual Evidence Chart

Statement

Textual Evidence 1: Page ___

Textual Evidence 2: Page ___

Textual Evidence 3: Page ___

29 For science class, John has written an informational report comparing gold to pyrite, also called fool's gold. His teacher has asked that he revise the report to include words and phrases that show the relationships between details. Read the paragraph from the report and the directions that follow.

> How can you tell the difference between rare, real gold and common pyrite? Gold and pyrite are metallic. Gold is silvery and gleams softly. Pyrite is pale and shines harshly. Gold and pyrite take very different shapes. Gold appears as nuggets, flakes, or sheets. Pyrite takes the shape of cubes or figures with eight or twelve sides. Gold is a soft metal and can be cut with a pocket knife. Pyrite is much harder than gold and cannot be cut. When you rub gold with a nail file it gives off no odor. Pyrite smells strongly of sulfur. Try hitting the mineral sample with a hammer. Because gold is soft, it will change shape like clay but not break. Pyrite will shatter.

Revise the paragraph so that it contains words and phrases that clearly show the relationships between details. The revised paragraph should be well organized and include sentences that are clear and complete.

Write your answer on the lines below.

Go On

Lesson 11

Punctuating Titles of Works

Introduction

When you write, you might include the title of a creative work, such as a book or a poem. Titles of creative works are written in special ways.

- Use **quotation marks (“ ”)** around the titles of short works, such as stories, poems, songs, articles, and chapters of books.

  Have you read the article “Mountain Time”?

  The poem “Blue Ridge” was quoted in it.

  The writer also mentioned the song “The Long Way.”

- When writing by hand, **underline** the titles of longer works such as books, magazines, newspapers, plays, and movies. If you are using a computer, show these titles in ***italic type***.

  The magazine Mountain Days Monthly just arrived at our house.
  (if handwritten)

  The magazine *Mountain Days Monthly* just arrived at our house.
  (if on a computer)

Guided Practice

Read the movie review. Correct the titles of short and long works by adding quotation marks and underlining.

HINT When you write the name of a longer work, either underline or italicize it. Do not do both.

Correct: Ozma of Oz
Correct: *Ozma of Oz*
Incorrect: *Ozma of Oz*

Rockville Gorge is unlike any movie you have ever seen. It is about a group of hikers who get lost in a dense forest. The main character is a newspaper reporter who works for The Daily Tribune. The other hikers are doing research for a book called Black Bears of the County. Did I mention that they all sing? Without warning, the characters start singing I’m So Lost I Feel Alone. Have you ever heard of the poem Turkeys Are for Gobbling? The main character reads that poem out loud for no reason I can figure out. The movie reminded me of my least favorite short story, It’s Just a Bad Dream.

Independent Practice

For numbers 1–5, choose the correct way to rewrite the title of each work.

1 Climbing Grandfather Mountain is a great book.

A "Climbing Grandfather Mountain"

B *"Climbing Grandfather Mountain"*

C *Climbing Grandfather Mountain*

D *Climbing Grandfather Mountain*

2 The first chapter of the book is called Navigating the Trail.

A Navigating the Trail

B "Navigating the Trail"

C "Navigating the Trail"

D *Navigating the Trail*

3 During my hike, I hummed a tune called Clear Days.

A "Clear Days"

B Clear Days

C *Clear Days*

D *"Clear Days"*

4 Every issue of Blue Ridge Camping Magazine has amazing photography.

A "Blue Ridge" Camping Magazine

B "Blue Ridge Camping Magazine"

C "Blue Ridge Camping Magazine"

D *Blue Ridge Camping Magazine*

5 Mountain Years is a funny play with a surprise ending.

A "Mountain Years"

B *"Mountain Years"*

C *Mountain Years*

D "Mountain" Years

Lesson 18
Finding Information from Multiple Sources

Learning Target

Knowing how to get information from many sources can help you answer questions, solve problems, and gather information quickly.

Read When looking for information or the answer to a question, you must often read several **sources.** Sometimes you can find that information in a **print source** such as a book or magazine. Other times you can find the information in a **digital source** such as a website.

Use text features such as tables of contents, website menus, headings, picture captions, and keywords to help you locate information quickly and efficiently.

In the cartoon below, a family wants to get to a theme park. Circle the sources of information they are using to get there.

Think Consider what you know about print and digital sources. You can use a chart to keep track of the information you find in multiple sources.

Complete the chart below to describe the information they probably got from each of the four sources.

Sign	Map	Computer	Smartphone
Shows that either road leads to the theme park			

Talk Share your chart with a partner.

- Which sources in the cartoon are print sources?
- Which sources are digital sources?
- How will using multiple sources help the family decide which road to take to the theme park?

Academic Talk

Use these words and phrases to talk about the text.

- **digital source**
- **print source**
- **source**

Watch Your Body Language

by Mario Ehlers

People don't always tell you what they're thinking, but body language often tells us quite a lot. For example, if a person were to drum her fingers, she is probably impatient. If a person shreds a paper cup while he is talking, he might be nervous. Even a person's eyes can give you information about what's going on in his or her mind. Be observant and you might find out a lot about your classmates!

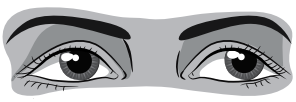
bored

nervous

angry

It's in the Eyes

Body language isn't just how we stand, sit, or move our bodies. You can find out so much information from facial expressions—especially the eyes. If someone blinks a lot, he might be very nervous. If someone's eyes dart to their right, it's possible that they're lying. Such eye-catching movements can tell you a lot about what someone might be thinking or feeling at a given moment.



guessing

remembering truth

lying

Close Reader Habits

When you reread these sources, **underline** the main idea of each one. Then **circle** an idea that appears in *both* sources.

Explore **How does reading two sources give you a deeper understanding of body language than if you had read just one source?**

Look for similar information in both sources. This is a clue the information is important.

Think

1 Complete the chart below with information from each source.

"Watch Your Body Language"	"It's in the Eyes"
Drumming fingers could show impatience.	

Talk

2 What important ideas are found in "Watch Your Body Language" and "It's in the Eyes"? If necessary, revise your charts to add more information.

HINT Always study pictures and captions. They can provide as much useful information as the text itself.

Write

3 **Short Response** The topic of each source is body language. But what specific idea appears in **both** sources? Use details from both sources to support your response. Use the space provided on page 328 to write your answer.

Write **Use the space below to write your answer to the question on page 323.**

Watch Your Body Language

It's in the Eyes

3 **Short Response** The topic of each source is body language. But what specific idea appears in **both** sources? Use details from both sources to support your response.

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?

Incredible Animal Ears

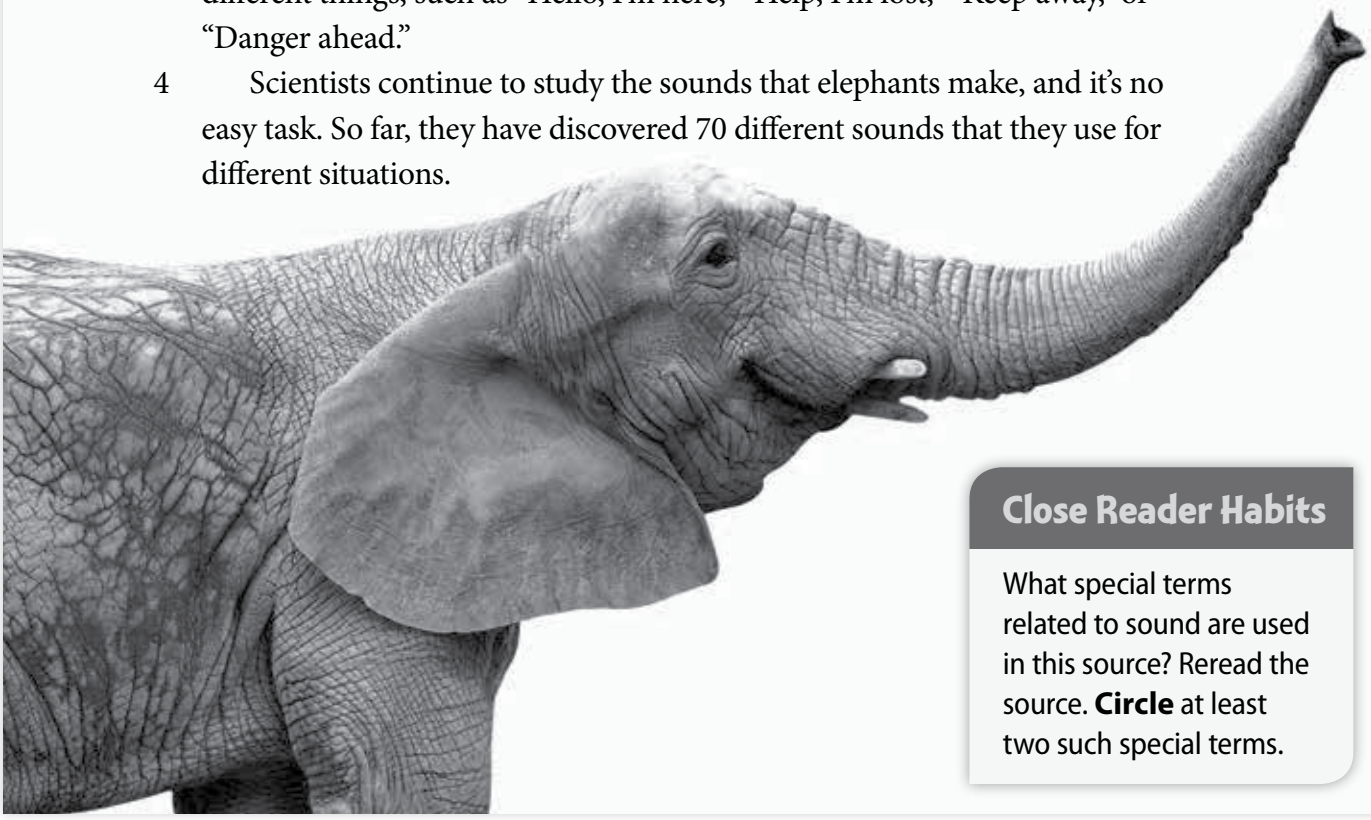
by Ari Griffen

1 Elephants storm across a hot, African desert toward a source of water. Suddenly, they stop. Their ears open up wide and appear to hear distinct sounds, and yet humans observing the scene nearby hear nothing. What is happening? Actually, the elephants are hearing a sound, but it has a pitch so low that humans can't detect it. We call this low pitch infrasound.

2 Scientists first discovered this sound by using a machine called a spectrograph. This machine recorded the sounds and charted them so scientists could study them along with the elephants' behaviors. These scientists concluded that the low sounds were actually warning sounds from another herd.

3 The deepest rumbling sounds measure between 1 and 20 hertz, way below the sounds that human ears can detect. These infrasonic calls can mean different things, such as "Hello, I'm here," "Help, I'm lost," "Keep away," or "Danger ahead."

4 Scientists continue to study the sounds that elephants make, and it's no easy task. So far, they have discovered 70 different sounds that they use for different situations.



Close Reader Habits

What special terms related to sound are used in this source? Reread the source. **Circle** at least two such special terms.

Animal Sounds

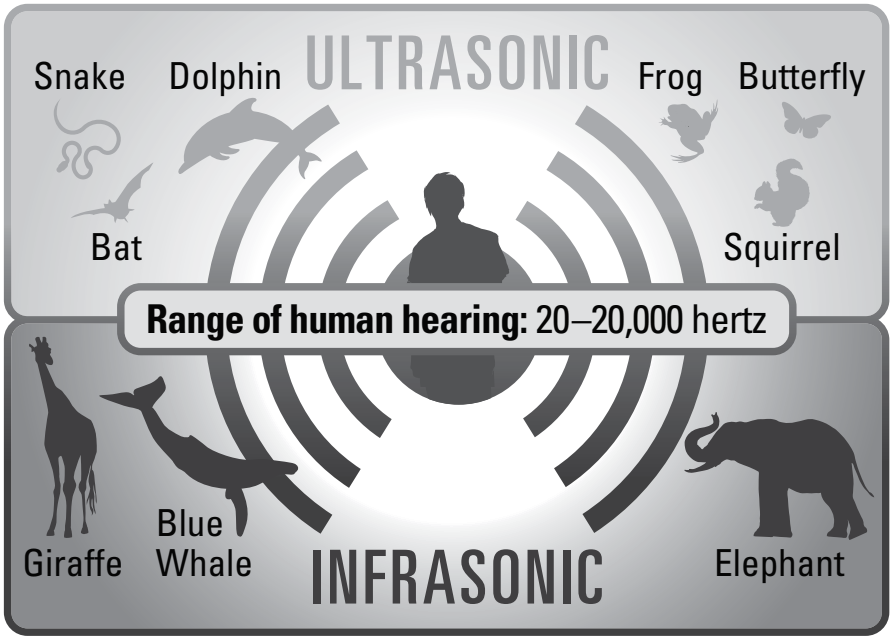
by Philipe Gelinas

1 Bees dance or emit smells to communicate with one another. Electric eels use electricity to communicate with one another. Horses rub noses, and giraffes press their necks together. Yet, one of the most important ways animals communicate is by sound.

2 Sound travels in waves, and its pitch, or frequency, is measured in a unit that scientists call *hertz*. The lowest frequency a person can hear is 20 hertz (20 cycles per second). The highest frequency we can hear is 20,000 hertz.

3 Some animals have incredible hearing. Elephants can communicate with other elephants up to ten miles away using a very low infrasound that the human ear cannot hear. Giraffes can pick up sounds less than 20 hertz. Some whales can hear sounds as low as 10 hertz.

4 Other types of whales, such as dolphins, mainly use high-pitched sounds. Most of these sounds are also out of the range of the human ear. We call these sounds *ultrasound*. Rats giggle at the ultrasound levels, and squirrels warn one another of danger by making high-pitched noises. And imagine this: bats can hear sounds that can measure as high as 100,000 hertz!



Close Reader Habits

The first source introduces the idea of "hertz." How does the second source help you understand that idea? Reread both sources. **Underline** sentences in both sources and **circle** details in the diagram that explain "hertz" to the reader.

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

When you read different sources on the same topic, look for information in one source that clarifies what you read in the others.

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

Part A

What conclusion can you base on evidence found in **both** sources?

A All animals can use ultrasound and infrasound to communicate.

B Some animals use sounds to tell each other about possible threats.

C Scientists continue to discover new ways that animals communicate.

D Body language is as important to elephant communication as sound is.

Part B

Choose **one** detail from **each** source to support the answer in Part A.

A "Their ears open up wide and appear to hear distinct sounds, and yet the humans observing the scene nearby hear nothing." ("Incredible Animal Ears")

B "These scientists concluded that the low sounds were actually warning sounds from another herd." ("Incredible Animal Ears")

C "So far, they have discovered 70 different sounds that they use for different situations." ("Incredible Animal Ears")

D "Sound travels in waves, and its pitch, or frequency, is measured in a unit that scientists call hertz." ("Animal Sounds")

E "Elephants can communicate with other elephants up to ten miles away using a very low infrasound that the human ear cannot hear." ("Animal Sounds")

F "Rats giggle at the ultrasound levels, and squirrels warn one another of danger by making high-pitched noises." ("Animal Sounds")

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

Part A

What main idea do **both** sources share?

- **A** Humans can hear sounds that are between 20 and 20,000 hertz.
- **B** Animals communicate with each other using sounds, many of which people cannot hear.
- **C** Some animals communicate with high-pitched sounds called ultrasound; other animals use low-pitched sounds.
- **D** Elephants use different sounds for different situations, such as signaling their location or a need for help.

Part B

Choose **one** detail from **each** source to support the answer in Part A.

- **A** "Actually, the elephants are hearing a sound, but it has a pitch so low that humans can't detect it." ("Incredible Animal Ears")
- **B** "Scientists continue to study the sounds that elephants make, and it's no easy task." ("Incredible Animal Ears")
- **C** "So far, they have discovered 70 different sounds that they use for different situations." ("Incredible Animal Ears")
- **D** "Bees dance or emit smells to communicate with one another." ("Animal Sounds")
- **E** "Yet, one of the most important ways animals communicate is by sound." ("Animal Sounds")
- **F** "The lowest frequency a person can hear is 20 hertz (20 cycles per second)." ("Animal Sounds")

Talk

3 Look for details in both sources that describe what "hertz" is. Use the chart on page 329 to collect evidence from the sources.

HINT Some sources only briefly describe an idea. Other sources can describe the idea in much more depth.

Write

4 **Short Response** Explain how the description of "hertz" in "Animal Sounds" develops an idea introduced in "Incredible Animal Ears." Include details from each source to support your response. Use the space provided on page 329 to write your answer.

Incredible Animal Ears
Animal Sounds

3 **Use the chart below to organize your ideas.**

Information About the Concept of "Hertz"

"Incredible Animal Ears"	"Animal Sounds"

Write **Use the space below to write your answer to the question on page 327.**

4 **Short Response** Explain how the description of "hertz" in "Animal Sounds" develops an idea introduced in "Incredible Animal Ears." Include details from each source to support your response.

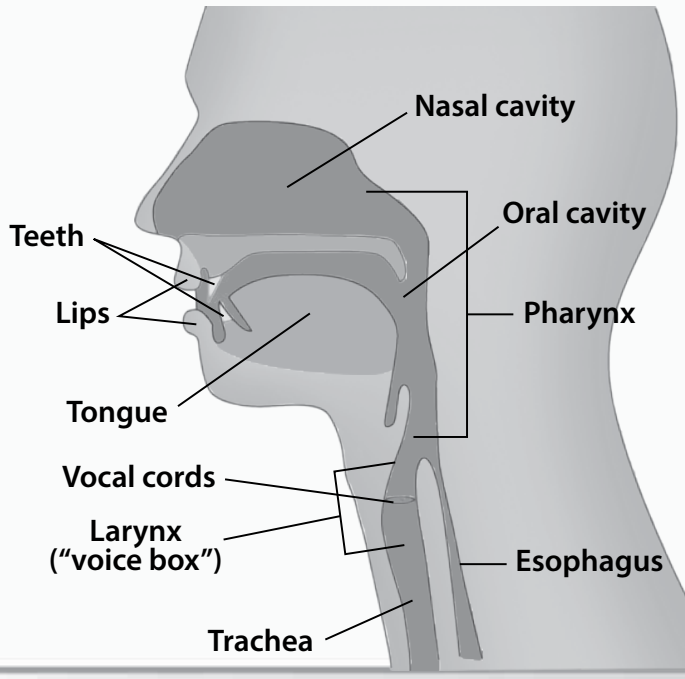
WORDS TO KNOW

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

- **release**
- **vibrate**

HOW WE SPEAK

1 Speaking is possible because we have special parts in our bodies: lungs, throat, voice box, tongue, and lips. When we speak, we release air from our lungs. If we are going to speak a long sentence, our brains tell our bodies to push out a long puff of air. If we are speaking only a word or two, the puff will be smaller. This puff of air goes from the lungs through the larynx, which is made up of cartilage and muscle. The larynx, often called the voice box, contains vocal cords that stretch across the opening. When the air passes through the vocal cords, they vibrate, or move back and forth quickly, and make a sound.



Genre: Science Article

What Are Vocal Cords?

by Hong Cao

WORDS TO KNOW
As you read, look inside, around, and beyond these words to figure out what they mean.
- **concert**
- **automatically**

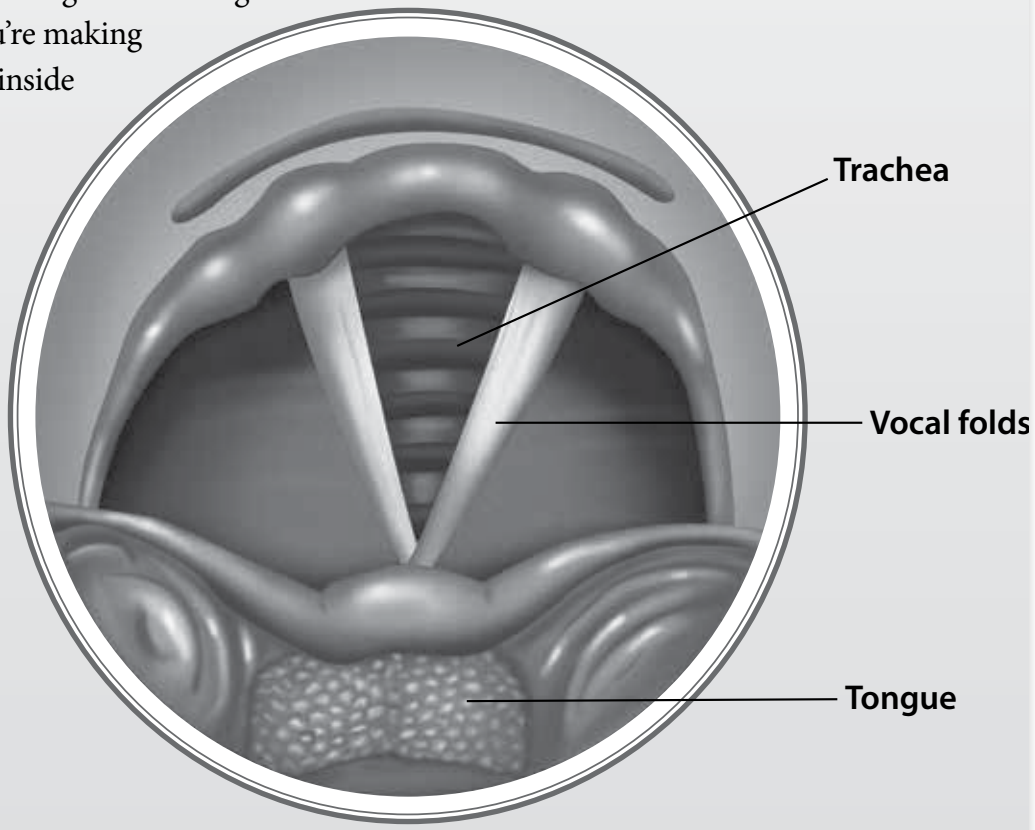
1 If you think that vocal cords are like strings on a guitar, you'd be wrong. Actually, vocal cords are vocal folds, or many layers of tissue that vibrate in your larynx. You can still use the term *vocal cords*, however, as both terms mean the same thing. The vocal cords have a V-shape.

2 How do we use the vocal cords? To make a high sound, we tighten the vocal cords. To make a low sound, we relax the cords. And most people do all this without even thinking!

3 So now the sound is coming through the vocal cords, but the sound isn't a word yet. What happens next is that we use our throat, tongue, mouth, and lips to shape the sound into vowels and consonants.

4 For example, say a word like *football* or *window*. Notice how you open your mouth and move it around when you change vowels and consonants. Notice how you move your tongue and change its shape as you speak. You're making a fancy concert of sounds inside your mouth!

5 Speaking seems like the most natural thing in the world, and when we do speak, we rarely, if ever, think about how we create words and sentences. Even so, we aren't born knowing how to make words automatically.



Genre: Science Article

Dogs and Birds: MAKING NOISE

by Anatoly Kuznets

WORDS TO KNOW

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

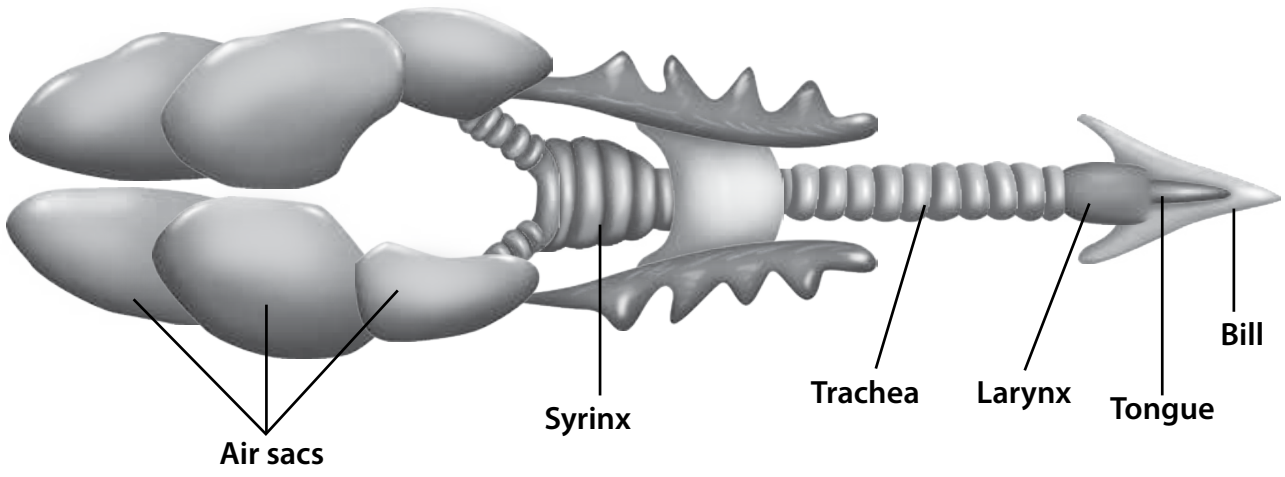
- **variety**
- **anatomy**
- **imitate**

1 Animals can make a variety of sounds—from the loud barking of a dog to the sweet song of a bird. How do animals make these sounds?

2 A dog can make quite a few sounds, from whines to loud barking sounds. Scientists say that the dog has vocal cords much like a human's inside its thorax, or chest. So why can't a dog speak? The big difference is in the dog's anatomy, or the structure of its body. A dog's mouth is not as flexible as a human's. A dog can't move its mouth to make it smaller or roll its tongue in different positions. So after the air passes through the vocal cords, the dog can't change the sound very much.

3 Birds, on the other hand, can make a wide variety of sounds. Some birds, like parrots, can even imitate human speech. Singing birds have a larynx, but they don't have vocal cords. Instead, a singing bird uses its syrinx to make sounds. The syrinx is in the throat and is made up of membranes (like thin pieces of skin) that form the sounds when air passes through them. Birds can vary the sounds by squeezing or loosening the tension of the muscles in the syrinx. They move their esophagus, windpipe, pharynx, and mouth to vary the sounds. Like humans, birds have to learn how to make these sounds. Some birds, like vultures and some storks, don't have a syrinx. So you'll never hear these birds singing a note!

SOME OF A BIRD'S SOUND-MAKING STRUCTURES



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

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

Part A

What idea do "How We Speak" and "What Are Vocal Cords?" share?

- **A** Several parts of our bodies work together to let us speak.
- **B** We can make sounds because we have vocal folds.
- **C** Your mouth and tongue help you form vowels.
- **D** Air travels from the lungs to the voice box.

Part B

Choose **one** detail from **each** source to support the answer in Part A.

- **A** "Speaking is possible because we have special parts in our bodies: lungs, throat, voice box, tongue, and lips." ("How We Speak")
- **B** "When we speak, we release air from our lungs." ("How We Speak")
- **C** "The larynx, often called the voice box, contains vocal cords that stretch across the opening." ("How We Speak")
- **D** "Actually, vocal cords are vocal folds, or many layers of tissue that vibrate in your larynx." ("What Are Vocal Cords?")
- **E** "To make a high sound, we tighten the vocal cords." ("What Are Vocal Cords?")
- **F** "What happens next is that we use our throat, tongue, mouth, and lips to shape the sound into vowels and consonants." ("What Are Vocal Cords?")

2 Circle the word in the paragraph below that means "capable of bending easily without breaking."

So why can't a dog speak? The big difference is in the dog's anatomy, or the structure of its body. A dog's mouth is not as flexible as a human's. A dog can't move its mouth to make it smaller or roll its tongue in different positions. So after the air passes through the vocal cords, the dog can't change the sound very much.

3 What information in "What Are Vocal Cords?" helps the reader understand why dogs can't speak, as stated in "Dogs and Birds: Making Noise"?

A People can make higher sounds by tightening the vocal cords and lower sounds by relaxing the cords.

B Even though we don't often think about how we say words and sentences, we don't learn to speak automatically.

C People move their mouths to form words from the sounds made by the vocal cords.

D The vocal cords of humans are not like the strings on a guitar because they have a V-shape.

Write

Using information from all three sources, explain how humans and animals make sounds. What similarities and differences are pointed out in the three sources? Reread each source and underline details that will help you explain how humans and animals make sounds. Then complete numbers 4 and 5.

4 **Plan Your Response** Use a three-column chart to make notes about the specific information in each source. You will use these notes to provide examples for the points in your essay.

5 **Write an Extended Response** Using evidence from the sources and information from your chart, explain how people and animals make sounds.

Learning Target

In this lesson, you used several sources to find information and answer questions. Explain how using multiple print and digital sources will help you find complete and accurate information.

Tools for Instruction

Identify Word Roots

Word analysis is fairly straightforward when words break apart into clearly recognizable base words and affixes. However, a meaningful unit is often a word root—a letter group that conveys meaning but cannot stand alone, such as *rupt* in *disrupt*. Learning how word roots contribute to word meaning will help students understand more words as they read. These skills are especially important as students begin to read increasingly sophisticated content-area texts.

Step by Step 30–45 minutes

1 Introduce and explain word roots.

- Display the following words, and draw attention to the shared root *tele* by underlining it.

  tele**vision** tele**phone** tele**scope**

- Explain that *tele* is a word root. *Word roots* are parts of words that have meaning but cannot stand alone as complete words. They are used to form other words.
- Say, *The word root* tele *means "at a distance." How does the meaning of* tele *relate to the meaning of each of these words?* (Sample responses: television shows things from a distance; telephones allow people to talk over distances; telescopes help people see things from a distance.)

2 Model interpreting word roots and word meanings.

- Display a group of familiar words with a shared root, along with the **Word Roots Chart** (page 3).

  vision visitor invisible visibility

- Model how to use known meanings to figure out the meaning of unknown words. Say, *I know* vision *is the ability to see, and a* visitor *goes to see someone or something. If something is* invisible, *no one can see it.* Visibility*—what could that mean? The other words had something to do with seeing, so I think* visibility *has to do with being able to see clearly—how easy it is to see something.*
- Identify the word root *vis* and its meaning "to see." Underline *vis* in each word. Then record your thinking in a word roots chart.

Word	Word Meaning	Word Root	Word Root Meaning
vision	the act of seeing	vis	to see
visitor	someone who goes to see someone or something	vis	to see
invisible	something that cannot be seen	vis	to see
visibility	how easily something can be seen	vis	to see

3 Guide practice with interpreting word roots and word meanings.

- Display additional words containing the word root *vis.*

revise visualize supervisor invisibility supervision vista

- Have students share ideas about how the words are related in meaning. Encourage them to use a dictionary to confirm or revise their ideas.
- Record their ideas in the word roots chart.
- Have students add other words they know that include the word root *vis* in English or another language.

4 Provide practice interpreting word roots and word meanings.

- Distribute copies of the **Word Roots Chart** (page 3) to each student. Then display groups of familiar words that contain the same word root. See below for examples.

dictate	movie	scribe
predict	remove	scribble
verdict	movable	prescribe
contradict	movement	inscribe

- Assign a set of words to small groups of students. Have them share known meanings and look up the definitions for unfamiliar words.
- Have students underline the common word root and determine its meaning. Then have them discuss how each word's meaning is related to the meaning of the word root.
- Direct students to record their work on the word roots chart, and encourage them to keep their charts in a notebook for future reference.

Check for Understanding

If you observe...	Then try...
confusion about how to derive word meanings from word roots	choosing a group of familiar words formed from the same root and having students paraphrase their meanings. Make notes on a whiteboard as students give the meanings. Then use arrows to show how the meanings are related.

Name_____

Word Roots Chart

Word	Word Meaning	Word Root	Word Root Meaning

27 A student is writing a narrative story for English class about an adventure. She has shown her draft to the teacher, who suggests that she continue writing and include details in the narrative. Read these sentences from the story. Then, read the directions that follow.

"We can get him!" Mary yelled to her brother, Maurice. They were racing through the woods, chasing a tiny dinosaur holding something shiny in its claws.

"We'd better," Maurice shouted back. "If we can't get that bracelet back, we'll be trapped here."

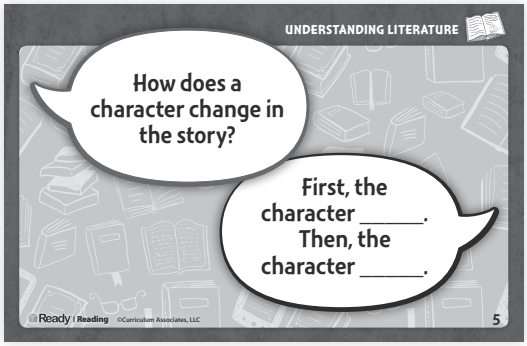
It had all seemed so simple. Doctor Malcolm had promised their trip into the past would be quick. Just zip back 80 million years, take a few pictures, then bop back home in time for dinner. But then a tiny dinosaur—it was no bigger than a chicken—had stolen the time bracelet!

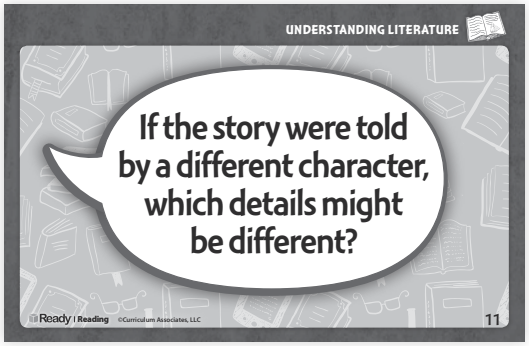
Write **1–2** paragraphs to finish the story. Use narrative strategies, such as dialogue and description, as you complete the story.

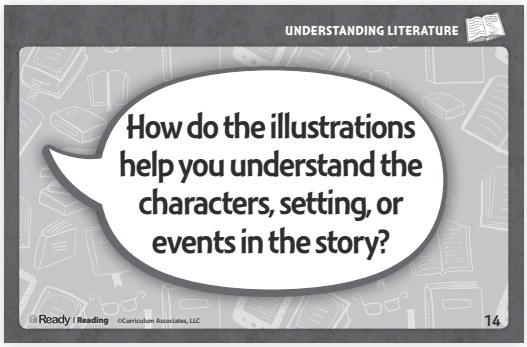
Write your answer on the lines provided.

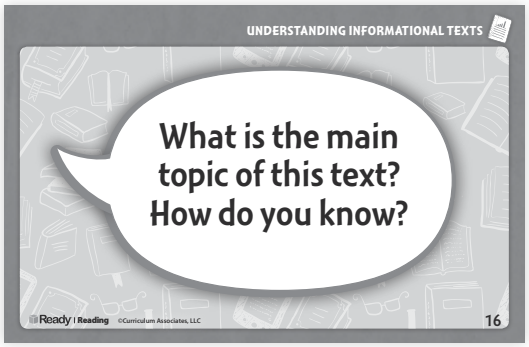
Go On

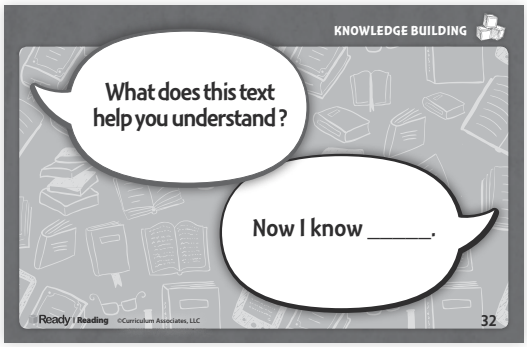
Reading Discourse Cards

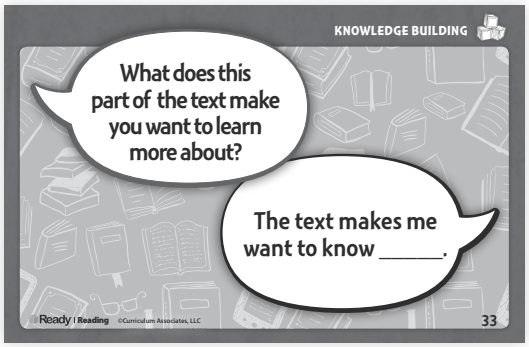


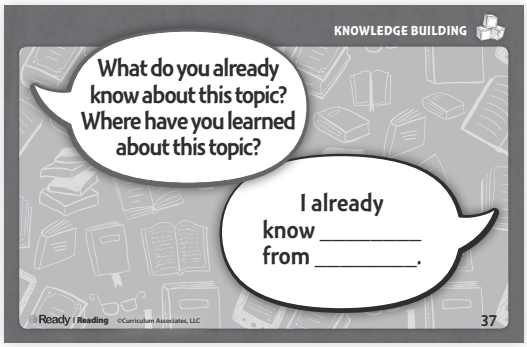


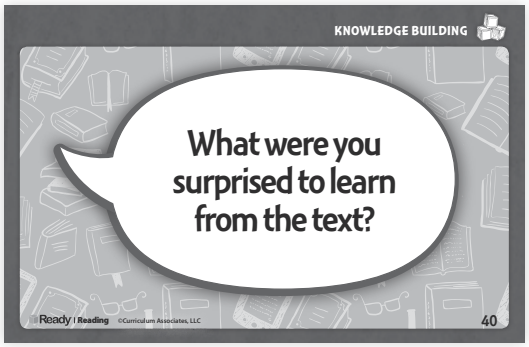


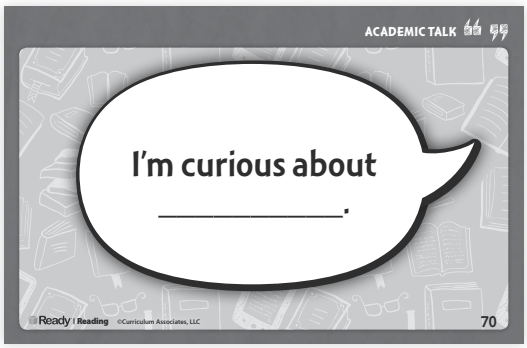


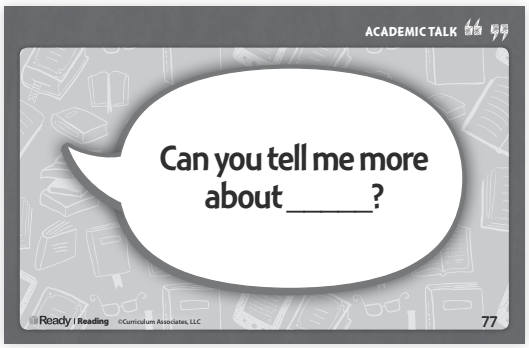












Tarjetas de discusión