For me, it was normal to feel lost at the inter-camp track and swim meet. Four camps of kids were ready to lead their teams to a blue ribbon and win the day. Not me. I knew I was too little to be a leader and too skinny to be an athlete. I knew this by the time I was twelve, because my camp counselors and the other kids reminded me of it every chance they got. So when our camp needed a fourth runner in the two-mile race around the lake, I knew I was no one’s first choice.

I hid in the shade of a maple tree as they called the names of the runners. My body tensed as I heard a counselor call, “Noah! Where’s Noah? He’s in this race!”

It was Bronto. His name was really Alan Bronstein, but everyone called him Bronto. He spotted me under the tree, and lifted me up by my elbows. It was more than just his name that qualified him for his “Brontoism.”
### Use Story Structure

#### Story Elements
- The **characters** are the people or animals in a story. The main character is the person the story is mostly about.

- The **setting** is the time and place in which a story occurs. The setting may change several times during the course of a story.

- The **conflict** is the problem the main character faces.

- The **plot** is the series of story events, usually presented in time order. The plot events show what the main character does to resolve the conflict.

- The **resolution** is the solution to the main character’s problem.

### Story Map

```
Characters       Setting
               /   \
Conflict        /   \
               \
Plot Events     \
               /   \
Resolution
```

Grade 5, Lesson 1
Teresa was excited when she got the invitation to Alysha’s party in the mail. Then she saw that it was an ice-skating party. Teresa’s excitement turned to disappointment. She was terrified of skating.

Teresa’s sister, Molly, saw how upset Teresa was. She knew her sister would be too afraid to go to the party. Molly offered to teach Teresa how to skate.

The next day, Teresa and Molly headed to the local ice rink. During Teresa’s first time on the ice, she slipped almost immediately and banged her knee. She was ready to give up, until Molly convinced her to get back on the ice. Molly held Teresa’s hand and showed her how to use her arms for balance and how to take strong, steady strides on the ice. Soon she was able to let go of Molly’s hand. Before the afternoon was over, Teresa was skating on her own!

At Alysha’s party the following week, Teresa took a deep breath at the edge of the rink. Then she pushed off and sailed across the ice!
Robust Vocabulary

1. humiliation  Humiliation is a feeling of shame or embarrassment.

2. expectations  Expectations are hopes about how well others will do or about how they should behave.

3. fringes  The fringes of a place are areas along its edges, far away from the center of action.

4. hesitating  If you are hesitating, you are pausing before doing something because you are feeling unsure.

5. sincere  If you are being sincere, you are being honest, and you mean what you say.

6. coaxed  If you are coaxed into doing something, you are gently talked into it by someone else.
Narrative Forms

- **Fable**: a story that teaches a lesson, often using animal characters that behave like people

- **Fantasy**: a story about characters that may not be realistic and about events that could not really happen

- **Folktale**: an old story that reveals the beliefs and customs of a culture

- **Historical fiction**: stories about characters who might have lived in the past and about events that might have really happened in history, with some made-up details and events

- **Legend**: a story that is based on fact but often includes exaggerations about the hero

- **Myth**: an ancient story often meant to explain the mysteries of life or nature

- **Play**: a story that is told mostly through dialogue and is meant to be performed on stage

- **Realistic fiction**: stories that portray characters and settings that could exist in real life, as well as events that could happen in real life

- **Short story**: a brief story that usually focuses on one character and one event

- **Tall tale**: a humorous story that tells about impossible happenings, exaggerating the accomplishments of the hero
It was Babe’s first basketball game playing for the Golden Cyclones, a semiprofessional team. They were playing the national champions, the Sun Oil team, and her teammates were nervous. But Babe wasn’t nervous. She ran and passed and shot the ball, again and again and again. By the end, the Golden Cyclones had won the game. Babe had scored more baskets than the entire Sun Oil team combined! The other girls were amazed by the eighteen-year-old super-athlete, but they had no idea that Babe would become one of the greatest athletes of all time. She excelled at almost every sport she tried, including golf, track, baseball, archery, skeet shooting, swimming, diving, horseback riding, and billiards, to name just a few. Her life set an inspiring example for all female athletes who followed in her footsteps.

Mildred Ella Didrikson was born on June 26, 1914, in Port Arthur, Texas. Her family was very poor, and she and her six brothers and sisters all had to help out. Mildred picked figs and sewed potato sacks for money. Sports were her way of having fun. Early on she decided that she would be the greatest athlete ever.
Use Story Structure

Story Map

Characters

Setting

Conflict

Plot Events

Resolution

Grade 5, Lesson 2
Sean sat down on the bench and opened his lunchbox. Brian and Keith, his two best buddies, were talking about yesterday’s soccer practice.

Sean liked soccer but he didn’t play. The thought of playing on a competitive team made him nervous. He didn’t want to worry about letting down his teammates.

“I wish we had more players so that we could have some substitutes,” Brian said. “It’s hard to run the whole game without ever getting a rest.”

“Hey, Sean, why aren’t you playing soccer this year?” Keith asked.

“Yeah,” Brian said. “You’re pretty good.”

After lunch, the boys headed back to class. Sean decided he would check with the coach after school to see if he could sign up for soccer.
Robust Vocabulary

1. maven A maven is someone with special knowledge about a particular subject.

2. mortified If you feel mortified, you feel extremely embarrassed or ashamed.

3. reigned If someone has reigned, he or she has been very important in a particular place.

4. conceited A conceited person thinks too highly of herself or himself.

5. designated If a place is designated, it has been chosen for a special purpose.

6. smirk A smirk is an unkind smile.

7. exhilarated If something exhilarated you, it made you feel very excited and energetic.
Many years ago, there lived a jazz musician who was losing his hearing. His friends tried to cheer him up, but it was obvious to everybody that his days as a professional piano player were over.

This musician lived in New York City, and when his hearing had all but disappeared, his doctor referred him to a special school in Brooklyn that taught sign language and lipreading.

A few months into his studies, the piano player met another student who had been a jazz clarinetist. The two instantly became good friends, and together they rode the subway back and forth to school. And because they spoke in sign language, conversation was easy despite the racket of the subway cars and the noise of the rush-hour crowds.
Monitor Comprehension: Reread

Monitor your comprehension as you read. Good readers **reread** to

- **Improve Comprehension**
  When you don’t understand something in the text, go back and reread.

- **Remember Important Details**
  If you forgot something you read earlier, go back and reread. You may also find that you skipped over some text, so you need to go back and reread.

- **Understand Difficult Concepts**
  Some concepts may take more than one reading to comprehend. Reread any difficult text to improve your understanding.
Monitor Comprehension: Reread

The first time Sumati heard a tom-tom was at a free concert at the park. A few days later she heard the tom-tom played again while watching a high school marching band in a parade. Sumati just loved the tom-tom. Something about the deep, hollow sound of the tom-tom made her want to tap her feet. How she wished she could hold the mallets and bang out the beat!

However, Sumati had never played music of any kind. She’d never really thought about it until she heard the tom-tom. The idea of making music was suddenly exciting, but it made her nervous, too. Besides, where would she get her own tom-tom?

Then one day, Mr. Gomez, the music teacher, brought several percussion instruments to class. Among the instruments was an old, dented tom-tom! Sumati ran to see the drum up close. She reached out to touch it.

“Would you like to give it a try?” Mr. Gomez asked. He held out a pair of mallets. Sumati nodded and took them in her hands.
Robust Vocabulary

1. pried  If you have pried something off, you have forced it away from a surface.

2. desperately  Wanting something desperately means wanting it so much that you’ll do almost anything to get it.

3. sneered  If you sneered at someone, you showed with your words and expression that you had little respect for that person.

4. indignantly  When you say something indignantly, you show irritation because you feel you have been insulted or treated unfairly.

5. urgently  If you urgently tell someone to do something, it is important that it be done right away.

6. grudgingly  If you say something grudgingly, you say it without really wanting to.
Vocabulary Strategies: Using Words in Context

When you encounter an unfamiliar word or phrase while reading, you can use context to help determine its meaning.

• Context includes the words and sentences surrounding an unfamiliar word that help you determine its meaning.

  EXAMPLE: *The huge storm inundated the fields, covering them with more than a foot of water.*
  The phrases *huge storm and covering them with more than a foot of water* can help you determine that *inundated* means “covered with water.”

• Context clues sometimes include synonyms—words with similar meanings—or antonyms—words with opposite meanings—of the unfamiliar word.

  EXAMPLE: *The shopkeeper always charged full price for the items he sold. He never gave a discount to anyone.*
  The phrase *full price* has the opposite meaning of *discount.*

• Context clues can help you determine the meaning of homographs—words that are spelled the same but are pronounced differently and have different meanings—and homophones—words that sound the same but have different spelling and different meanings.

  EXAMPLE: *Wind the ribbon around the box.*
  In this sentence, the word *wind* is pronounced /wīnd/ and means “wrap.”
  EXAMPLE: *Jill was the lone person to request a loan for a new bicycle.*
  The word *lone* means “solitary or alone,” and the word *loan* means “advance money or credit.”
Jules Verne (1828–1905) lived and died in France, but developed an early passion for traveling. When he was eleven years old, he tried, rather unsuccessfully, to run away to sea. On his return home, he promised his mother that from then on he would only imagine traveling—a remark that was to prove extremely prophetic.

In the early 1860s, an enterprising magazine editor liked an adventure story that Verne wrote so much that he gave him a contract to write similar stories for his magazine for twenty years! The collected stories were to be known as Verne’s *Voyages Extraordinaires*. The rest, as the saying goes, is history.

*from Around the World in Eighty Days by Jules Verne*
Monitor Comprehension: Reread

Readers may not understand everything in a text the first time they read it. When this happens, good readers **reread** to clarify, or help them understand, what they have already read. Rereading can help you

- understand a character’s motives or actions.
- identify the meaning of an unfamiliar word.
- find important information that you missed the first time.
- answer questions that you asked yourself as you read.

When you reread, reread just the text that clarifies your confusion. Read it carefully, focusing on details you missed the first time.
Amelia Earhart was ten years old when she saw an airplane for the first time. It was at the 1908 Iowa State Fair—just five years after the very first motorized flight. It was at that moment that she began a path that would lead her to become one of the most famous pilots of all time.

During her first flight on an airplane, Amelia Earhart decided that she would become a pilot. She took flying lessons in 1921 from Anita “Neta” Snook, one of the few women pilots of the time. In 1928, Amelia Earhart was invited to join a flight across the Atlantic Ocean as an observer. She was the first woman ever to make the trip by air. It was just one of many firsts Amelia Earhart would attain in her life.

The same year as her transatlantic crossing, Amelia Earhart became the first woman to complete a round-trip flight across the United States. A year later, she helped set up an organization for women pilots. Her Pacific-crossing flight from Honolulu, Hawaii, to Oakland, California, was the first ever by anyone, man or woman.

In 1937, Amelia Earhart wanted to be the first woman to fly around the world. She and her navigator, Fred Noonan, set out on June 1st. On one of the last legs of the journey, the plane disappeared in the ocean. Fred Noonan, Amelia Earhart, and the plane have never been found. Despite this tragic ending, Amelia Earhart is remembered for her many achievements.
Robust Vocabulary

1. **relented** Someone who has relented has agreed to something he or she once refused.

2. **faze** If things faze you, they bother or confuse you.

3. **eccentric** An eccentric person has habits or opinions that seem odd to other people.

4. **infuriated** Something that infuriated you made you feel extremely angry.

5. **disheartened** If you are disheartened, you feel disappointed and less hopeful.

6. **impassable** A road or path that is impassable is impossible to travel on.

7. **crusaded** A person who has crusaded has worked hard to make a change based on his or her beliefs.
Dava loved sheep. He loved their cries and their thick coats. He loved to play with the lambs and he especially loved to fill the woolsack when Papa sheered. Dava’s papa was a shepherd, and his family lived near a river and mountains in a small village in Morocco.

Dava thought sheep were wonderful, but he could not herd them very well. When he wanted them to go right, they went left. When he wanted them to go uphill, they went downhill. And when he wanted them to drink, they stood in the brook and splashed while Dava got wet and sneezy.
Robust Vocabulary

1. **genial**  A genial person is warm and friendly.

2. **prognostication**  A prognostication is a forecast or prediction.

3. **stricken**  If you are stricken, you are suddenly and badly affected by something, such as illness or fear.

4. **dramatically**  If something is done dramatically, it is done in a striking or impressive way.

5. **restrain**  If you restrain something, you hold it back or limit it.

6. **protest**  A protest is a way of demonstrating that you are against something.

7. **feverishly**  If you are working feverishly, you are working quickly and excitedly.

8. **overcome**  When you are overcome by something, you are overpowered by it.

9. **flop**  A flop is a failure.

10. **spectacular**  Something that is spectacular is very impressive and draws a lot of attention.
Jackie sighed dramatically and fainted to the floor. Then she asked, “Was that good? Do you think I'll get to perform in the school talent show?”

“Sorry. I'm not skilled at prognostication,” Corey said.

“Auditions are tomorrow, and I've been practicing feverishly for weeks,” Jackie said. “I have to be selected!”

“You are a spectacular actress,” Corey said. “I'm sure the stage manager will agree.”

“Not if my audition is a flop,” Jackie said. “Cross your fingers that I don’t get stricken with a sore throat tomorrow.”

The auditions were held in the cafeteria. A group of genial students stood around the entrance, laughing and chatting. One girl had brought her dog.

“Dogs aren’t allowed,” the stage manager said.

“But he’s part of my act,” the girl said, crossing her arms in protest.

“Fine,” said the stage manager. “Just restrain your dog when you're backstage.”

The stage manager called Jackie’s name. She was nervous, but she delivered her lines perfectly and then fainted convincingly.

Corey was waiting for her outside the cafeteria. “How did it go?”

“I get to be in the show!” Jackie said with a grin. “Now I just have to overcome my stage fright!”
Mr. and Mrs. Danderfield were dressed up and ready to leave for dinner at a friend’s house. Deidre and Maisie sat on the stairs in their bathrobes and slippers. Marcus, who was going to babysit, was in his room doing homework.

“Mom smells like perfume,” said Maisie.

“Why doesn’t she wear that sparkly makeup all the time?” asked Deidre. “She looks beautiful!”

“Now listen,” said their newly glamorous mother. “Be good and don’t give Marcus too much trouble.”

“Ha! That’ll be the day,” said Maisie. “Who gives whom trouble?”

“That’s what I would like to know,” said their father, coming back to the stairs and kissing them both through the stair rails. “Now go to bed by eight.”
Ask Questions

Good readers **ask themselves questions** as they read. They ask these questions in order to:

- make sure they understand what they are reading.
- clear up any confusion they may have.

<table>
<thead>
<tr>
<th>Topics</th>
<th>Sample Questions</th>
</tr>
</thead>
</table>
| **Words**          | • What does this word mean?  
                     • Does the context surrounding this word give clues about its meaning?       |
| **Story Elements** | • What is the setting for this part of the story?    
                     • What problem does the main character face?                     |
| **Characters**     | • What do the main character's actions show about the character's personality?  
                     • Why has the main character acted that way?                        |
| **Theme**          | • What message is the author trying to give the reader?      
                     • What lesson about life does this story teach?                     |
Eric had always wanted to visit an island in the Caribbean Sea. The warm, clear waters and beautiful sandy beaches always seemed so inviting in the travel brochures. Now that he was finally in Puerto Rico, however, he refused to leave his hotel room. The Caribbean looked nothing like his landlocked Midwestern town, and Eric suddenly felt unsure of himself in such an unfamiliar place. He’d also forgotten to bring sunscreen, and he was afraid of getting a painful sunburn.

“I won’t go out,” Eric said to his sister, Melinda. “I’ll fry out there.”

“Stop being silly,” said Melinda. “We can buy sunscreen at the shop around the corner.”

“I don’t know,” replied Eric. “Do you think it will work as well as the kind we buy at home?”

“Tourism is a major industry in Puerto Rico,” said Melinda. “I’m sure the stores stock products that suit tourists’ needs.”

Eric had to admit that Melinda had a point. Sunscreen is probably an important product for these stores. Eric finally agreed to go to the beach and had a great time. He decided that visiting new places could be a lot of fun.

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<tr>
<th>Topics</th>
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<tr>
<td>Words</td>
<td>• What does landlocked mean?</td>
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<td>• What problem does Eric have to solve?</td>
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<td>Theme</td>
<td>• What lesson does Eric learn?</td>
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Robust Vocabulary

1. wistful  You are wistful if you feel as though your wishes probably won’t come true.

2. grateful  To be grateful is to feel thankful for someone or something.

3. grim  If something looks grim, it appears serious and forbidding.

4. raspy  A raspy noise sounds rough and harsh, like sandpaper scraping wood.

5. swarmed  If animals have swarmed, they have moved quickly and gathered in large numbers.

6. revelers  Revelers are people who are having fun at a lively party or celebration.

7. irresistible  Something that is irresistible is difficult to turn away from.
When good readers evaluate **realistic fiction**, they ask themselves the following questions:

- Does the setting seem like a real place?
- Is the plot realistic?
- Do the characters act like real people? Are their actions consistent with their personalities?
- Has the author achieved his or her purpose?

**Title:**

Has the author used this element to make the story realistic and entertaining? Explain.

<table>
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<tr>
<th>Setting</th>
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What do hold your horses and let’s get this show on the road have in common? Give up? If you guessed that these familiar phrases are part of our language because of the circus, you’re right. They belong to circus history. The historical meaning may be obsolete, but the phrases are still in use.

Hold your horses was a warning to citizens on horseback who were near the circus-parade route on city streets. The call announced the arrival of the elephants in the parade. The sight and smell of elephants often caused a horse to panic, resulting in injuries to onlookers. When the circus manager shouted hold your horses, horse-owners knew to control their animals.
Good readers **ask themselves questions** to make sure they understand what they are reading and clear up any confusions they may have. Good readers ask themselves questions about:

- unfamiliar words
- story elements
- characters
- theme

### Topics Sample Questions

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<td>• What is the main character's conflict?</td>
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<td>• Why is the main character acting a certain way?</td>
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<td>• What message is the author trying to give readers?</td>
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<td>• What lesson about life does this story teach?</td>
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Ask Questions

In 1865 Paul's family arrived in Colorado, and the first thing he wanted to do was cry. They had traveled thousands of miles to start a new life in Colorado, and it was so much colder and lonelier than Paul could have imagined. A thick layer of snow covered the ground. When Paul walked through it, he would sink up to his knees. A shrieking wind raced through the valley and sent a shock through Paul's body, making it hard for him even to think.

The silence was even harsher, Paul thought, than the weather or the landscape. He was used to the sound of horses nickering in the streets, old men chuckling on their stoops, and women chatting as they walked home from the market. In Colorado, Paul's family was alone. It was a four-hour walk to their closest neighbor!

Paul worried about the future in his new home, but he was enchanted with one thing—the stars. There seemed to be millions! Paul would stand in the field behind his house, shivering as the wind bit at his ankles. Then he would look up and get lost in the forest of stars above him. In those moments, he knew he would learn to like his new home.
fret  When you fret about something, you keep thinking and worrying about it.

assured  If someone assured you of something, he or she has said words to make you feel positive that things will be all right.

nudged  If you nudged a person or thing, you pushed it or poked it gently.

outlandish  If something is outlandish, it is bizarre, strange, and unusual.

ruckus  To raise a ruckus is to make a lot of noise and fuss about something.

proclaimed  If you have announced something to a group of people, you have proclaimed it.
There were four English commanders in chief during the Revolution: Generals Thomas Gage, William Howe, Henry Clinton, and, beginning in May 1782, Guy Carleton, until 1783, when the Treaty of Paris officially ended the war. The Americans only had one: General George Washington.

Washington led farmers and tradesmen who had enlisted for just a few months at a time, some without muskets or gunpowder, against a well-trained, well-armed British army supported by a mighty navy. Many of his men could not form a proper column or follow simple orders. Many of the American people, an estimated one third, did not support the Revolution. And at times, the inefficient new government of the United States did not fully support him. But Washington held the army together.
## Use Graphic Organizers

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<td><strong>NEXT EVENT</strong></td>
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<td><strong>LAST EVENT</strong></td>
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<td><strong>DIFFERENT</strong></td>
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<td>Cause-and-Effect Diagrams</td>
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A number of events led up to the American Revolution. Between 1764 and 1767, the British government passed a series of acts designed to collect more money from the American colonies. These acts angered many colonists, who viewed the tax laws as unfair.

In September 1774, the First Continental Congress was formed to formally protest the acts. The congress decided that the colonies would not trade with Britain until Britain changed their tax laws. Finally, in 1775, fighting broke out between American patriots and British soldiers. Soon after that, the Second Continental Congress met and established the Continental Army with General George Washington as its commander in chief.
Robust Vocabulary

1. **crucial** If something is crucial, it is extremely important.

2. **crisis** A crisis is a situation that suddenly becomes very dangerous or difficult.

3. **maneuvered** To have maneuvered something is to have moved it or guided it very carefully.

4. **perseverance** If you try hard and don’t give up, you are showing perseverance.

5. **encountered** If you encountered someone, you met that person unexpectedly.

6. **persuading** Persuading someone means trying to get him or her to agree with your plan or opinion.

7. **appealed** If you have appealed to someone, you have made a request with a lot of feeling.

8. **destiny** To believe in destiny is to feel that certain things will happen because they were meant to be.
# Reference Sources

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<th>What It is</th>
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<tr>
<td><strong>Almanac</strong>: book of facts that is updated every year</td>
<td>Find specific facts/verify current facts</td>
</tr>
<tr>
<td><strong>Atlas</strong>: book of maps</td>
<td>Find a specific place</td>
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<tr>
<td><strong>Dictionary</strong>: book of words and definitions; can be online or on CD-ROM</td>
<td>Find word meanings and spellings</td>
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<td><strong>Thesaurus</strong>: book of synonyms and antonyms</td>
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<tr>
<td><strong>Encyclopedia</strong>: books or articles on a variety of topics arranged alphabetically; also available on the Internet or on CD-ROM</td>
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<td><strong>Newspapers and Magazines</strong>: daily, weekly, or monthly publications that present current information about a place or a topic</td>
<td>Find out information about events that happened on a particular day, week, or month</td>
</tr>
<tr>
<td><strong>Internet</strong>: a network of connected computers that offers users access to many types of online reference sources</td>
<td>Research specific and general information on a topic</td>
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</table>
The chain and gears that power your bicycle were first designed in 1490. By whom? Of course . . . Leonardo da Vinci!

It was also Leonardo who invented the first contact lenses, the monkey wrench, the rotisserie oven, and the diving snorkel. He even developed an early form of air conditioning—five centuries ago!

Although most of Leonardo da Vinci’s inventions never actually were made during his time, he still may have been the greatest inventor who ever lived. In his remarkable notebooks, the Italian master designed futuristic devices that were centuries ahead of their time. Some of his ideas still look modern today.
Use Graphic Organizers

Sequence Chart

FIRST EVENT

NEXT EVENT

NEXT EVENT

LAST EVENT

Venn Diagram

DIFFERENT

SAME

DIFFERENT

Cause-and-Effect Diagrams

CAUSE

EFFECT

CAUSE

EFFECT

CAUSE

EFFECT

CAUSE

EFFECT

Main Idea and Details Chart

DETAIL

DETAIL

MAIN IDEA

Grade 5, Lesson 9

Use Graphic Organizers
Leonardo da Vinci was born on April 15, 1452, in the town of Vinci, Italy. At the age of fifteen, Leonardo da Vinci moved to the nearby city of Florence. There he studied under the famous painter Andrea del Verrochio. Leonardo da Vinci became known as Andrea del Verrochio’s most talented student.

After ten years, Leonardo da Vinci started painting on his own. In 1482 he went to work for the powerful and wealthy Duke of Milan. The duke paid him to create works of art and also to design new inventions. This was his most productive period. In the seventeen years he worked for the duke, Leonardo da Vinci created some of his most famous works of art. He also designed weapons, buildings, and machinery.
Robust Vocabulary

1. scholars  Scholars are people who have studied certain topics and know a lot about them.

2. specialized  Someone who has specialized in something has given it most of his or her time and attention.

3. gesture  A gesture is something you say or do in order to express a feeling to someone.

4. envisioned  If you have pictured something in your mind, you have envisioned it.

5. proportion  If something is in proportion, none of its parts are too large or too small.

6. resisted  If a person or an object has resisted, that person or object was very difficult or impossible to change.
Italian cuisine is the most popular ethnic food in the United States, according to the National Restaurant Association. It is so much a part of our culture that we hardly think of it as ethnic at all.

Everybody thinks that they know a great deal about Italian food. For example:

- Marco Polo, an Italian, brought back spaghetti from China.
- The Italians invented pizza.
- Tomatoes have been a long-time staple of Italian cooking.

All of these myths are wrong.
Robust Vocabulary

1. eminent  An eminent person is well known and important.

2. charity  Charity is showing kindness by giving money or gifts to organizations that need them.

3. modest  A modest person does not brag or show off.

4. disgruntled  If you are disgruntled, you are unhappy because things have not turned out the way you wanted.

5. inadequate  Something that is inadequate is not as good or as large as it needs to be.

6. aghast  If you are aghast, you feel shocked and disgusted about something.

7. dismayed  When you are dismayed, you are upset about something and unsure of how to deal with it.

8. amends  When you amend something, you make positive changes, such as amending a shopping list or a recipe.

9. absentminded  Someone who is absentminded forgets things easily.

10. concoction  A concoction is a mix of different things, often put together without much planning.
Sanjay and Caitlin were in charge of planning a bake sale. The sale would be a charity event to raise money for the local library. “Let’s sell cookies, brownies, and lemon bars,” Sanjay said.

Caitlin frowned. “We need something to make our bake sale stand out,” she said. “We need an eminent baker to create a special dessert!”

They called Susie Smith, head baker at The Sweet Treat Shop. Susie said she would love to make a creative concoction for the sale. “Perhaps my famous Fig Fizzies . . . or maybe my Peach-pineapple Palace . . . . I know, Mile-High Pie! What did you say this sale was for?” Susie sounded a bit absentminded, but Sanjay and Caitlin trusted her baking abilities.

In the morning, Susie arrived at the school’s kitchen. As she walked around, she began to look disgruntled. “This kitchen is inadequate,” she huffed. “There is no space to roll out my dough!” She looked even more aghast when she saw the size of the oven. “My spectacular Mile-High Pie will never fit in this oven!” she exclaimed.

Sanjay looked dismayed. Caitlin said, “We’re sorry about the size of the kitchen. Could you work here if you made changes to the recipe?”

Susie sighed and said, “Every good baker amends recipes sometimes, even me . . . . Well, okay, I’ll make a smaller version. Just be sure to tell everyone who comes to the bake sale that I am responsible for its success!”

“She’s not the most modest person I’ve met,” Sanjay whispered to Caitlin, but they agreed. As they hoped, the bake sale was a sweet success.
Boats are design to sail in open water and they do not come alive until then. I had never known this until that first night as I slid past the jetties in the moonlight and felt her take the sea.

It is an astonishing feeling, one that quickens me, makes my breath come softly.

The motor suddenly became an intrusion, an ugly sound, and as soon as I was past the jetties and was in open ocean I killed it. For a few seconds, half a minute, we moved on in silence by inertia, coasting from the energy the motor had given us, and then it died and I felt the breeze again on my face as I looked to the rear. It was pushing at the back edge of the sail and I pulled the tiller over to steer off the wind a bit and felt the sail fill. The boat moved differently now, started the dance with the wind and water and moonlight as she heeled slightly and took on life, personality. We glided along in near silence, the only sound the soft gurgle of water along the hull.
Monitor Comprehension: Self-Correct

When you **monitor your comprehension**, you make sure you understand what you are reading.

- **Pause** when you don’t understand something you read.
- **Self-correct** to clear up your confusion.

Below are two reasons for misunderstanding a word and ways you can self-correct.

**Multiple-Meaning Words**
- If you use the wrong meaning for a **multiple-meaning** word, the sentence will not make sense.

  EXAMPLE: Margie poured the lemonade into the glass *vessel*.

  *Vessel* can mean “a container, such as a bowl or a pitcher” or “a ship or boat larger than a rowboat.” Which definition makes sense in this sentence?

**Pronouncing Unfamiliar Words**
- If you come across a word that you don’t know how to **pronounce**, you may not understand the sentence.

  EXAMPLE: The *catamaran* sailed swiftly past the larger ships.

  Look for familiar words and word parts and put them together to read the word. What familiar word parts do you see in *catamaran*? How might that help you pronounce the word?
Monitor Comprehension: Self-Correct

Mom and I get an early start, arriving at the dock when the mist is still thick over the water. Without a word, we board the small sailboat. The only sound to break the morning’s stillness is the lap of the water against the boat’s sides.

The sail catches the soft, steady breeze, and we’re off. Soon, we’re out in the open water, the dock invisible in the gray haze. It feels like I’m embarking on a great adventure. I hope it’s not another ordinary day.

“Hungry?” Mom asks. When I nod, she tosses me an apple. I catch it, just as something bumps the boat.

“What was that?” I ask.

“I don’t know,” Mom says. Her eyes are wide as she searches the water’s surface. “Just hold—”

Another bump. I tighten the straps of my lifejacket, letting the apple drop from my hand. Nervously, I search the water around me. That bump was hard, like a huge monster knocked into us. On second thought, I don’t need an adventure today.

Suddenly, Mom’s laughing. “Look! There’s the culprit.”

I look where she’s pointing and spy a young harbor seal peeking out of the water a few feet away. Some monster.

The seal barks at us. Mom and I bark back as the seal swims away.
Robust Vocabulary

1. inflammable  Something that is inflammable can catch fire easily and burns rapidly.

2. dignified  To act in a dignified way means to behave in a calm, serious, and respectful manner.

3. rowdy  People who are rowdy are noisy, rough, and out of control.

4. seldom  If something seldom happens, it hardly ever happens.

5. conducted  A person who has conducted an activity has led it and guided it.

6. shatter  When things shatter, they break suddenly and violently into small pieces.

7. broached  A ship that has broached has veered onto its side and is in danger of sinking.
Make Generalizations

A *generalization* is a broad, general statement based on story details and a reader’s prior knowledge.

- Readers make generalizations to help them understand what they read.
- Words such as *every, always, and all* often signal generalizations.

### How To Make a Generalization

<table>
<thead>
<tr>
<th>Steps</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Step 1</strong> Gather details about a particular topic from the text. Then summarize the information.</td>
<td>• The children play inside when seas are rough.</td>
</tr>
<tr>
<td></td>
<td>• The crew closely watches the children while they are on deck.</td>
</tr>
<tr>
<td></td>
<td>• The family stays on the floor of the ship’s chart room during the big storm.</td>
</tr>
<tr>
<td><strong>Step 2</strong> Use your summary and your prior knowledge to make a statement that is likely to be true.</td>
<td>The adults and children are concerned about falling overboard.</td>
</tr>
<tr>
<td><strong>Step 3</strong> Make a generalization based on the statement you developed.</td>
<td>You must be careful when on the deck of a ship because there is always the danger of falling overboard.</td>
</tr>
</tbody>
</table>
Long ago, when the world was still young, the elders say, the ocean tide did not ebb and flow as it does today. Instead, the water would constantly remain high upon the shore, making inaccessible the clams, seaweed and other nourishing things the ocean had to offer. The people’s bellies often ached with hunger because they could not partake of the sea’s riches.

Raven grew tired of constantly being hungry. “I’m famished,” he cried in dismay. “I must discover what is causing the tide to never recede.” Raven donned his cloak of glossy black feathers and flew above the beach, following the tide line.

When Raven reached the end of the tide line, he found himself at a dwelling surrounded by clam shells. When Raven peered inside, he glimpsed a strong old woman, firmly grasping the tide line.
Whales

Even though they live in the ocean, whales are not fish. They are mammals. Like all mammals, whales breathe air, they are warm-blooded, and they feed milk to their young. Whales even have hair—whiskers near their mouths and blowholes.

If you are standing on the shore and whales are near, you might see a tall column of spray as a whale comes up for air. To breathe, whales must surface regularly. When they do, they explosively release their breath through their blowholes. The water vapor in the whales' hot breath condenses in the air, making it visible. Then they take in a lungful of air before diving underwater.

Whales also use their blowholes to produce sounds to communicate. These sounds can carry for very long distances. Because it's difficult to see underwater, whales often use sound to identify their environment. Some whales do this by sending out a sound, and then listening for the echo to come back. This lets them know where things such as rocks or fish are located.

Whales are found in all the oceans of the world and come in many sizes. However the blue whale is the largest mammal. The longest blue whale ever recorded was 108-feet long.
Monitor Comprehension: Self-Correct

As you read, you may come across a familiar word but misread it because it has more than one pronunciation and meaning. If you select the wrong pronunciation and meaning, it will interfere with your understanding. Good readers are aware when they don’t understand something, and they self-correct to clear up any confusion. Below are some multiple-meaning words with different pronunciations and meanings.

**bow**

- **n. /bō/**
  - a weapon made of a flexible strip of wood used for shooting arrows
  - a knot with loops in it
- **n. /bou/**
  - the forward part of a ship
- **v.**
  - to bend the head or body

**object**

- **n. /OB·jikt/**
  - anything that can be seen or touched
- **v. /ab·JEKT/**
  - to be opposed

**present**

- **adj. /PREZ·ant/**
  - existing now
  - being in view or nearby
- **n.**
  - the current time
  - a gift
- **v. /pri·ZENT/**
  - to give as a gift
  - to introduce

**produce**

- **n. /PROH·doos/**
  - farm products grown for market
- **v. /pruh·DOOS/**
  - to cause
  - to bring into being
Robust Vocabulary

1. **adjust**  When you adjust, you change your behavior to fit a new situation.

2. **residents**  Residents are the people or animals that live in a place.

3. **specimens**  Specimens are examples of things scientists collect in order to study.

4. **recoil**  To recoil means to jerk suddenly.

5. **pesky**  Something that is pesky is annoying but not important.

6. **internal**  Something that is internal is inside a person, an object, or a place.

7. **debris**  Debris is scattered pieces of something that has been destroyed.
Expository text is nonfiction.

| Purposes | • to provide information about a topic  
|          | • to explain a process (may include steps)
|          | • to persuade others to think or act in a particular way |
| Text Structures | • compare and contrast  
|                | • sequence  
|                | • cause and effect |
| Text Features | • headings and subheadings  
|               | • photographs or illustrations with captions  
|               | • charts, graphs, and diagrams with labels |
| Genres | • autobiography  
|        | • biography  
|        | • magazine article  
|        | • interview  
|        | • letter  
|        | • photo essay  
|        | • narrative nonfiction  
|        | • expository nonfiction  
|        | • recipe |
The sea is a hungry dog,
Giant and gray.
He rolls on the beach all day.
With his clashing teeth and shaggy jaws
Hour upon hour he gnaws
The rumbling, tumbling stones,
And “Bones, bones, bones, bones!”
The giant sea-dog moans,
Licking his greasy paws.

And when the night wind roars
And the moon rocks in the stormy cloud,
He bounds to his feet and snuffs and sniffs,
Shaking his wet sides all over the cliffs,
And howls and hollos long and loud.

But on quiet days in May or June,
When even the grasses on the dune
Play no more their reedy tune,
With his head between his paws
He lies on the sandy shores,
So quiet, so quiet, he scarcely snores.
Types of Graphic Organizers

Sequence Chart

- **FIRST EVENT**
- **NEXT EVENT**
- **NEXT EVENT**
- **LAST EVENT**

Cause-and-Effect Diagrams

- **CAUSE** ➔ **EFFECT**
- **CAUSE** ➔ **EFFECT**
- **CAUSE** ➔ **EFFECT**

Main Idea and Details Chart

- **DETAIL** ➔ **DETAIL** ➔ **DETAIL**
- **MAIN IDEA**

Venn Diagram

- **DIFFERENT**
- **SAME**
- **DIFFERENT**

Web

Grade 5, Lesson 13

Use Graphic Organizers
Have you heard of a Texas cowboy named Pecos Bill? Now Texas has had a lot of wild, tough, clever, and fearless cowboys, but none of them could carry the boots of Pecos Bill. He could rope a river, ride a tornado, and use a cactus as a napkin!

How did this wild cowboy get his unusual name? When he was just Bill and just a baby, he fell out of his parents' wagon while crossing the Pecos River. Instead of drowning, he floated many miles down the river till he found a sunny, sandy part of the bank to crawl up on. Therefore, people called him Pecos Bill.

Pecos Bill's wild ways were a result of his unique upbringing. A family of coyotes found him on the riverbank and raised him like a pup. Then they taught him to hunt, scratch fleas, and howl as well as any coyote. In fact, for a long time, Bill thought he was a coyote.
Robust Vocabulary

1. **bellowing** A bellowing sound is a loud, low-pitched sound, usually made to show distress.

2. **outcast** An outcast is someone who has been rejected or driven out by others.

3. **reputation** A person’s reputation is what he or she is known for.

4. **betrayed** If you betrayed someone who trusted you, you let that person down.

5. **yearning** A yearning is a great desire to have something that you may never be able to get.

6. **withered** Something that is withered is dried up and faded.

7. **escapades** Escapades are carefree, mischievous, or reckless adventures.

8. **unfathomable** If something is unfathomable, it cannot be understood or known.
Vocabulary Strategies: Using Word Parts

- A **root** is the basic part of a word that gives the word its meaning. A root needs another word part, such as a prefix, a suffix, or another root, to form a whole word.

- A **root word** is a root that can stand alone as a word.

- A **prefix** is a word part that is added to the beginning of a root or root word.

- A **suffix** is a word part that is added to the end of a root or root word.

### Common Prefixes and Suffixes and their Meanings

**prefixes**

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>de-</td>
<td>“opposite” or “down”</td>
</tr>
<tr>
<td>dis-</td>
<td>“not”</td>
</tr>
<tr>
<td>re-</td>
<td>“back” or “again”</td>
</tr>
<tr>
<td>un-</td>
<td>“not”</td>
</tr>
</tbody>
</table>

**suffixes**

<table>
<thead>
<tr>
<th>Suffix</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>-able, -ible</td>
<td>“able to be”</td>
</tr>
<tr>
<td>-ful</td>
<td>“full of”</td>
</tr>
<tr>
<td>-ly</td>
<td>“in a specific way”</td>
</tr>
<tr>
<td>-ness</td>
<td>“state or quality of being”</td>
</tr>
</tbody>
</table>

- Roots, prefixes, and suffixes can be combined to make words with different meanings.

  - **dis-** (“not”)  + **agree**  = disagree (“not agree”)
  - **re-** (“again”)  + **fill**  = refill (“fill again”)
  - **truth**  + **-ful** (“full of”)  = truthful (“full of truth”)
  - **happy**  + **-ly** (“in a specific way”)  = happily (“in a happy way”)

Grade 5, Lesson 13

© Harcourt
The old crow, sitting on the dead pine's tip, knew these great North Woods. For years he had flapped and soared over northern Minnesota. Each spring he beat his black wings northward—finding his forests, lakes and scattered farms unchanged. Yet this region that the old crow knew so well had been changed and re-changed in its ancient past; and each new change erased tracks of the last, like waves on sand . . . .

The old crow wouldn't have given a feather for such far-gone happenings. At this winter-ending time the country was wet. Feeling a raindrop on his beak, he cawed and flapped from his naked pine to a shaggy spruce tree. The wetness was coming again!

Big drops pelted into the spruce and found the crow. Swinging his tail, he batted a drop into a shimmering mist. But it was no use—the very air was full of water! He hugged his tattered black robe tighter, closed his eyes and waited for what might come.
## Types of Graphic Organizers

<table>
<thead>
<tr>
<th>Sequence Chart</th>
<th>Cause-and-Effect Diagram or Causal Chain</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FIRST EVENT</strong></td>
<td>CAUSE → EFFECT</td>
</tr>
<tr>
<td>→ <strong>NEXT EVENT</strong></td>
<td>CAUSE → CAUSE/EFFECT → EFFECT</td>
</tr>
<tr>
<td>→ <strong>NEXT EVENT</strong></td>
<td></td>
</tr>
<tr>
<td>→ <strong>LAST EVENT</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Main Idea and Details Chart</th>
<th>Venn Diagram</th>
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<tr>
<td><strong>DETAIL</strong></td>
<td><strong>DIFFERENT</strong></td>
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<tr>
<td><strong>DETAIL</strong></td>
<td><strong>SAME</strong></td>
</tr>
<tr>
<td><strong>DETAIL</strong></td>
<td><strong>DIFFERENT</strong></td>
</tr>
<tr>
<td><strong>MAIN IDEA</strong></td>
<td></td>
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</tbody>
</table>

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Grade 5, Lesson 14

Use Graphic Organizers
The water that covers the Earth is constantly moving and changing. Water from the ocean evaporates into clouds, which then rain over the land. When rainwater collects into lakes and rivers, it runs downhill and eventually empties into the ocean. As the water passes over rocks, it picks up small amounts of salt and other minerals. When the water eventually flows into the ocean, the salt and minerals enter the ocean and become more concentrated over time. Because of these cycles, the water in the ocean is too salty for humans to drink.

First Paragraph
Clue words: then, when

<table>
<thead>
<tr>
<th><strong>CAUSE</strong></th>
<th><strong>EFFECT/CAUSE</strong></th>
<th><strong>EFFECT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Water from the ocean evaporates into rain clouds.</td>
<td>Rain falls on land and collects into lakes and rivers.</td>
<td>Rivers run downhill into the ocean.</td>
</tr>
</tbody>
</table>

Second Paragraph
Clue words:
Robust Vocabulary

1. **elongates** Something that elongates stretches to a longer length.

2. **elastic** Something that is elastic stretches easily.

3. **rigid** An object that is rigid is stiff and does not change shape easily.

4. **accumulate** When things accumulate, they collect over time.

5. **underlying** Something that is underlying is located below or beneath something.

6. **intricate** If something is intricate, it is complicated or involved and has many small parts or details.

7. **vanish** To vanish is to disappear suddenly.

8. **replenishing** Replenishing something means refilling it or making it complete again.
Imagine wading up to your shoulders in the middle of a wide, green sea. The wind blows, and you can see waves rippling and swaying all around you. But they are not waves of water—they are waves of grass! You are walking through a prairie.

The only trees or bushes you can see are near rivers and streams. That’s the only place where trees can find enough water. Too little rain falls on the prairie for a forest to grow. But there’s just the right amount for grasses and wildflowers.

 Summers on the prairie are blazing hot. Sometimes strong winds and fierce thunderstorms sweep across the open land. During the winter blizzards, ice and snow cover the ground. But tough prairie grasses thrive in these harsh conditions.
Robust Vocabulary

1. **recount** If you recount a story, you tell what happened.

2. **uninhabitable** A place that is uninhabitable cannot be lived in.

3. **sustain** When you sustain something, you keep it going by giving it what it needs.

4. **monotonous** If something is monotonous, it is repetitive and boring.

5. **endeavor** An endeavor is an activity or task you take on in an effort to accomplish it.

6. **dwell** The place where you dwell is where you live.

7. **brimming** Something that is brimming, is filled to the very top.

8. **teeming** Something that is teeming is overflowing with life or energy.

9. **parched** Something that is parched is dried out from lack of water.

10. **sorrowful** If you feel sorrowful, you are sad.
When I was small, my father would recount this story: Once upon a time, the little pond in our backyard was teeming with fish. Then the stream that fed the pond began to slow. The water level fell so low that the pond became nearly uninhabitable. The only creatures sturdy enough to dwell in the pond were big, brown snails.

These snails were sorrowful creatures with drooping antennae and bumpy shells. They spent their days creeping around the pond in monotonous circles. The pond was drying up, and the snails feared that it would become too small to sustain them. So the snails set off on an endeavor to save their pond.

The snails inched up the nearly dry stream that fed the pond. They soon found a fork in the stream, where their water was flowing away. They dragged dead leaves into the fork, and after hours of work they managed to plug the other fork. Water started to flow again down the stream and soaked the parched mud of the pond. Before long, the pond was brimming with fresh water. The fish returned and the snails thrived. And that, my father told me, is why we have so many snails in our backyard pond.
Dear Writer,

Welcome to the world of the blank page. Young writers often ask me, “Do I have a voice yet?” Obviously, there are no voices for sale on the Internet or in your local bookstore, and yet you’ve probably heard that finding your voice is key to writing well.

When I started writing poetry at age 14, I had no idea what my voice was. All I knew was that I had to write, and luckily, to paraphrase writer Annie Dillard, the page taught me how. Writing teaches you how to put one word in front of another. Finding your voice is like finding true love: It rarely shows up when you’re looking for it. So forget about your voice, and instead write the next paragraph, the next poem, the next story, the next play.

Research shows that the more we use certain parts of our brain, the more those parts actually grow. The more you write, the more your mind expands your ability to write. It’s like exercise. It’s like playing music. It’s like learning to be a good friend. You just show up.

from “Letter to Young Writers” by Caryn Mirriam-Goldberg
Use Story Structure

**Story structure** is the way the elements of a story are organized into a plot. Stories have:

- characters and a setting or settings
- a problem, or conflict, that must be solved
- plot events leading to the solution of the problem
- a resolution

Keeping track of story elements in a story map can help you better understand and remember the most important information in a story.
Use Story Structure

On a Friday afternoon, Mr. Warner asked each student to choose a favorite story he or she had written during the year. The stories would be published in a class book. Gabi was horrified by the idea. *None of my writing is worthy of being in a book.*

The following Monday, Gabi didn’t turn in anything.

“Why didn’t you turn in a story, Gabi?” Mr. Warner asked.

“I just don’t like any of my writing very much,” Gabi replied.

“What about that historical fiction piece you wrote about the Alamo?” Mr. Warner asked. “You worked hard on that story and it showed.”

Gabi remembered how long it had taken her to revise the story so that it was believable. “Maybe you’re right, Mr. Warner,” said Gabi. Gabi opened her writing portfolio and took out her final draft of “It Happened at the Alamo.”

**Characters**
Gabi, Mr. Warner

**Setting**
Mr. Warner’s classroom

**Conflict**

**Plot Events**

**Resolution**
Robust Vocabulary

1. **tempted**  If you are tempted to do something, you really want to do it, even though you know you shouldn’t.

2. **insights**  If you have insights, you notice or understand important things that other people may not see.

3. **essence**  The essence of something is its most basic, important quality.

4. **indication**  An indication is a sign that something exists or might happen.

5. **proposed**  If a person proposed something, he or she suggested it.

6. **instinct**  An instinct is a natural, almost automatic way that people or animals react to things.

7. **baffled**  Someone who is baffled by something cannot understand or explain it.
Literary Patterns and Symbols

Most traditional stories include:
- a simple plot, often with repetition
- a main character who learns a lesson or uses cleverness to achieve a goal
- a plot that teaches a lesson about the values, customs, or beliefs of a culture

The Dance of the Wolves
A Native American Folktale

There once was an arctic hare who headed off through the meadow to visit his good friend the ground squirrel. Without warning, a pack of hungry wolves jumped out from behind some bushes and confronted the defenseless hare.

Though frightened, Hare came up with a plan to save his skin. With a worried look, Hare said to the wolves, “My dear friends, I know you plan to eat me, but I am so small that I cannot feed more than one of you.”

The wolves agreed with Hare, and soon they were arguing about who would get to eat him.

“Wait,” called Hare. “I have an idea for how to solve this dilemma.”
The wolves stopped their bickering and turned to listen.
“I’ve heard you like to dance,” said Hare. “I will teach you a new dance, and whoever dances the best will get to eat me.”
The wolves agreed, so Hare began to teach them the dance.

For the first part of the dance, you will move together in the same direction toward that tall bush while I sing. When I finish singing, you will come back to this spot.”

So Hare sang and the wolves danced, and when he stopped singing they returned.
“Very good,” said Hare, moving to a bush a little closer to the ground squirrel’s burrow. “For the second part, I want you to dance five steps and then take a giant leap. Repeat this pattern until I finish singing, and then return to this spot.”
The wolves did as they were told, returning to the spot when Hare had stopped singing. The wolves were beginning to think more about dancing and less about eating Hare.

After much dancing, Hare had moved to within a short distance of the entrance to the burrow. As he sent the wolves off for the final part of the dance, he yelled to them with glee, “The dance is done. Who should get a snack? I don’t know and I don’t care. I’m never coming back!” Hare ran into the burrow, escaping from the wolves.
Have you heard that common advice, “Write what you know?” Well, sometimes the hard part about being a young writer is that, compared to older writers, we don’t have a deep well of life experiences to draw from and use in our writing.

What, then, is a young writer to do? A solution that has worked very well for me is finding stories that may not necessarily have happened to me but which I am so familiar with that they feel like my own. Parents, grandparents, aunts, uncles, older cousins, and neighbors are all potential gold mines of marvelous stories.

from “Weaving Real Life into Your Writing”
by Dallas Nicole Woodburn
**Use Story Structure**

**Story structure** is the way story elements are organized. Recognizing story structure can help you better understand stories. Review the following points:

- Stories have characters, settings, and a plot.
- The conflict leads to plot events which lead to a resolution.

![Story Structure Diagram](image-url)
Simone sat restlessly on the backyard porch. She was bored and didn't know what to do with herself. Then Simone's little sister Angelina came outside wearing gardening gloves.

“Momma says we’re supposed to clean up the bushes behind the garage,” Angelina said, pointing to a tangle of thorny vines. Simone groaned. Standing in the sun ripping a stubborn bush off a fence would be worse than being bored.

“Come on, Simone,” Angelina urged. Nothing ever seemed to bother her.

Simone put on a pair of gloves. “Let’s make this quick,” she groaned.

As they began tearing the bushes from the fence, Angelina squealed and pointed to a cluster of shiny black fruit. “They’re blackberry bushes, Simone!”

Angelina was right. Simone put one of the berries in her mouth. Sweet! Delicious! Simone grabbed a bucket. The sisters picked the bushes bare, then sat on the porch with tall glasses of lemonade and handfuls of berries.

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Robust Vocabulary

1. **hiatus** A hiatus is a break for a period of time between events.

2. **embarked** If you have embarked on a journey, you have begun a new adventure.

3. **unimaginable** If something is unimaginable, it is impossible to think that it might happen or exist.

4. **extravagant** Something extravagant is much more costly or elaborate than what is really needed.

5. **gourmet** Gourmet is food that is expensive, rare, or carefully prepared.

6. **throng** A throng is a crowd of people.

7. **precarious** In a precarious situation, things are uncertain and can suddenly become dangerous.
Vocabulary Strategies: Synonyms and Antonyms

- A synonym is a word that means almost the same as another word.
- An antonym is a word that means the opposite of another word.
- Some words can have stronger meanings, even though they mean the same thing.
- You can sometimes use synonyms or antonyms that appear in a text to help you determine an unknown word.

<table>
<thead>
<tr>
<th>calm</th>
<th>Synonyms</th>
<th>Antonyms</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>peaceful</td>
<td>anxious</td>
</tr>
<tr>
<td></td>
<td>relaxed</td>
<td>nervous</td>
</tr>
<tr>
<td></td>
<td>serene</td>
<td>unsettled</td>
</tr>
</tbody>
</table>
Rachel Pettingill

As Truman trudged home from school, he repeated the name in his head. Throughout the school year, and the year before, Rachel Pettingill had earned the highest science grade in the class. The truth was, she scored highest in every subject. Truman knew this because they compared scores on every test, every report, and every quiz.

Truman was used to being second best to Rachel. “But science is my thing,” he declared to a stop sign.

Truman’s parents were scientists, and he would be a scientist. That was just a fact. And somehow, with only one week and one assignment to go before summer, he and Rachel were tied. Dead even. To finish on top, his last report had to be great. It had to be better than great.

The subject of the project was beehives. Truman’s class had studied bees for three days, so he was ready. But, as his teacher Mrs. Lawrence had explained, to earn an A+, he needed a “new angle.”
Monitor Comprehension: Adjust Reading Rate

Good readers **adjust their reading rate** to match the type of text they are reading and their purpose for reading. When you read for enjoyment, you read more quickly than you do when you are reading for information. The chart below shows how to adjust your reading rate for different types of texts.

<table>
<thead>
<tr>
<th>Type of Text</th>
<th>Reading Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>fiction read for enjoyment</td>
<td>read at your regular reading rate</td>
</tr>
<tr>
<td>fiction with detailed information about a topic</td>
<td>slow down when you come to passages that give information about a real topic</td>
</tr>
<tr>
<td>text with dates, facts, or figures</td>
<td>read more slowly</td>
</tr>
<tr>
<td>text with unfamiliar words</td>
<td>slow down when you read the text surrounding unfamiliar words</td>
</tr>
</tbody>
</table>

Which would you read more slowly, a newspaper article or a fairy tale?

Which would you read faster, a humorous story or an encyclopedia article?

What kind of rate would you use to read a passage in your science book about the life cycle of an insect?
Monitor Comprehension: Adjust Reading Rate

Growing and Spinning Cotton

Mrs. Diaz told her fifth-grade science class that this year’s group project would involve growing a plant that produces a crop. Nora, Ian, and Dahlia met to discuss what kind of crop to grow.

“What about corn?” Nora asked. “That’s the crop Mrs. Diaz mentioned in class.”

“A lot of other groups will probably choose corn,” said Ian. “Let’s do something different.”

“What about cotton?” Dahlia asked. “My Aunt Amy spins cotton into yarn with a spinning wheel. She might know something about it.”

“You talk to your aunt,” Nora suggested, “and Ian and I will do some research.”

At the library, Nora discovered that there are 39 different species of cotton plants, but only four are cultivated. She also found out that China, the United States, India, Pakistan, and Uzbekistan grow about 75 percent of the world’s cotton. Ian learned that the fiber of the cotton plant is called the lint. It grows from seeds that are contained in the cotton boll, or seed pod. He also discovered that the cotton plant needs soil that is rich in nutrients such as nitrogen, potassium, and phosphorous to grow best.

Dahlia’s aunt told her that harvested cotton goes through a process called ginning. During this process, cotton fibers are separated from the seeds. Then the fibers are dried and cleaned. Dahlia asked her aunt to show her how ginned cotton is spun into yarn. Aunt Amy demonstrated how the spinning wheel’s treadle, or foot pedal, turns the larger wheel. This action then turns a smaller wheel, and the motion of the smaller wheel twists the cotton fibers. The resulting thread is wound on a post called a spindle.
Robust Vocabulary

1. **compartments** An item that has compartments has separate sections for keeping things.

2. **swayed** Something that swayed was moving back and forth.

3. **phobia** To have a phobia is to be terrified of something without having a good reason for the fear.

4. **invasion** An invasion happens when many people or animals enter a place all at once.

5. **vetoed** If someone has vetoed something, he or she has rejected it.

6. **wispy** Something that is wispy is thin, lightweight, and easily broken.
Point of View

The point of view of a story is the perspective from which it is told.

<table>
<thead>
<tr>
<th></th>
<th>First-Person</th>
<th>Third-Person Limited</th>
<th>Third-Person Omniscient</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Narrator</strong></td>
<td>character in story</td>
<td>outside narrator</td>
<td>outside narrator</td>
</tr>
<tr>
<td><strong>Information</strong></td>
<td>only what the character observes, feels, and knows</td>
<td>what only one character observes, feels and knows</td>
<td>what more than one character observes, feels, and knows</td>
</tr>
<tr>
<td><strong>Key Pronouns</strong></td>
<td>I, me, my, we, us, our</td>
<td>he, him, his, she, her, they, them, their</td>
<td>he, him, his, she, her, they, them, their</td>
</tr>
</tbody>
</table>

- I think that my idea for a science fair project is absolutely brilliant. I wonder what Patrick will think of it.

- Julia was proud of her new idea, and she felt certain that she’d win a prize. She felt a surge of excitement as Patrick came into the room. She couldn’t wait to tell him!

- Patrick tried not to look at the wiggling caterpillars. He hoped that his fear wasn’t obvious. Julia wondered why she’d never noticed Patrick’s refusal to look directly at the caterpillars until now.
The Gilded Age also was a golden age of invention and innovation. New ideas and new creations changed the way Americans traveled, lived, and played.

By the end of the nineteenth century, train travel became the alternative to steamboat travel. George Pullman enhanced the comfort of train passengers by inventing sleeping and dining cars in 1859 and 1868. Previously, train passengers sat on wooden benches and were unable to purchase a meal aboard the train. Also in 1868, George Westinghouse demonstrated his train air brakes. As a train zoomed down the tracks to start the test, a man driving a cart began to cross. The engineer pulled on the handle, and the air brakes stopped the train in time. Earlier systems required the engineer to turn a wheel to activate brakes on each car. Westinghouse’s brakes used compressed air to stop all the cars with one pull of the handle.
Monitor Comprehension: Adjust Reading Rate

Your reading rate is how quickly or slowly you read text. You should **adjust your reading rate**, or change the speed at which you are reading, depending on the text you are reading.

<table>
<thead>
<tr>
<th>Text</th>
<th>Purpose for Reading</th>
<th>Reading Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>a joke in a magazine</td>
<td>for enjoyment</td>
<td>quick to moderate</td>
</tr>
<tr>
<td>historical fiction story</td>
<td>for enjoyment</td>
<td>moderate</td>
</tr>
<tr>
<td>encyclopedia article about digital cameras</td>
<td>to learn information</td>
<td>moderate to slow</td>
</tr>
<tr>
<td>social studies textbook</td>
<td>to study for a test</td>
<td>slow to careful</td>
</tr>
</tbody>
</table>
Monitor Comprehension: Adjust Reading Rate

Typewriters

Today most people use word processors to create typed documents. However, before the widespread use of computers, people used typewriters. Typewriters were used to write letters, fill out forms, and address envelopes. Many great twentieth century authors wrote their books on a typewriter.

The first typewriters were developed by European inventors in the early 1700s. However, all of these early typewriters were complicated and slow. In 1867 Christopher Sholes invented the first practical typewriter. Christopher Sholes sold the idea to E. Remington and Sons, a manufacturing company, in 1873. Soon typewriters were available to the public.

All typewriters use the same principle. When a key on the keyboard is pressed, it pushes type—a metal key with a raised letter on it—against an inked ribbon. The pressure causes the part of the ribbon pressed by the type to touch the paper, which leaves ink on the paper in the shape of the letter. With a key for each character, the typewriter can be used to print the letters of any word the writer wants to use.
1. **tendency**  To have a tendency is to have a habit of doing something in a certain way.

2. **feat**  A feat is a difficult act that impresses people.

3. **irrepressible**  A feeling or action that is irrepressible cannot be controlled or held back.

4. **prestigious**  Something that is prestigious is highly respected and admired.

5. **device**  A device is an object that has been made for a special purpose.

6. **industry**  An industry is all the people and companies that make a certain type of product or provide a certain type of service.
“I wanted goldfish,” says Eric Bunnelle. “My mom refused—unless I could find a way to feed them when we went on vacation.”

Around the time Eric begged for fish, his teacher asked him to invent something. Eric decided to invent a remote-control fish feeder. This invention would take care of the problem with his mother and the school assignment, too.

Eric plugged an electric massager into a telephone jack (the wall outlet for a phone). Then he clamped the massager to a stand that held a container of fish food. When Eric dialed his phone number—plus a special code—from outside the house, the massager would receive electrical current from the phone jack. The massager would shake the stand and shake food into a fish bowl.
Robust Vocabulary

1. **scours** If someone scours a place for something, he or she searches it thoroughly.

2. **appropriate** If you wear appropriate clothing, you choose an outfit that is right for the situation.

3. **practical** Something that is practical is useful.

4. **portable** Something that is portable can be moved or carried by hand.

5. **circulate** When you circulate, you move freely around an area.

6. **protrude** To protrude is to stick out.

7. **boisterous** A boisterous person or animal is noisy and has lots of energy.

8. **deduction** A deduction is a conclusion you reach, based on the information you have been given.

9. **fickle** Fickle people keep changing their minds about what they like or want.

10. **measly** A measly amount of something is a very small amount.
Manuel’s invention studio was full of blinking lights and strange noises. In the middle sat Manuel and his friend Eliza, trying to decide on an appropriate entry for the National Invention Festival.

“How many ideas do we have?” Manuel asked.

Eliza looked at their list. “Too many,” she said. “We need to stop being fickle and choose our best one.”

“I agree,” Manuel said. “A committee scours the country for the best inventions. If we want to win, ours needs to be excellent.”

“How about the portable microwave oven so we can heat up our lunches at school?” Eliza suggested.

“Too complicated,” said Manuel. “It needs to be more practical.” Just then, Manuel’s boisterous dog barged into the garage.

His mom called, “Please walk the dog! When you come back, take out the trash.” Manuel scowled. “I’ve got it!” Eliza cried. “Let’s make a robot that will circulate about the house and do your chores.”

“That’s brilliant,” Manuel said.

For the next several days, they researched articles about robots and looked at pictures on the Internet. Manuel made an important deduction. “We can’t let the control panel protrude from the robot’s back,” he said. “It may seem like a measly detail, but judges look closely at the invention’s appearance.”

“Good point,” Eliza said. “Now let’s design our robot!”
Kristy, 11, and her springer spaniel, Buffy, 10, know what it means to lend a hand—or a paw. They’re part of a volunteer program called Pet Partners. Pet Partners sets up visits from animal-human teams to patients in nursing homes and hospitals. Kristy first heard about the program from her grandmother. Later, when she read about how much Pet Partners teams cheer up the people they visit, she was convinced to join. Being happy helps people feel better—and Kristy knew her gregarious dog had a special talent for making people happy. Plus, Kristy says, “Buffy loves people petting her!”

—from “Lending a Paw” by Andrea Ptak
Summarize

To summarize while reading, you should pause from time to time to recall what you have read. Sum up the important points, but don’t pause too long. You don’t want to lose track of what you are reading. Summarizing while you read can help you understand and remember what you read.

<table>
<thead>
<tr>
<th>DO</th>
<th>DO NOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Retell only the most important events or ideas.</td>
<td>• Include very specific details.</td>
</tr>
<tr>
<td>• Retell the information in your own words.</td>
<td>• Use the author’s exact words.</td>
</tr>
<tr>
<td>• Retell events or ideas in the correct order.</td>
<td>• Mix up ideas so that they are out of order.</td>
</tr>
<tr>
<td>• Include only the author’s original ideas.</td>
<td>• Add your own ideas or opinions.</td>
</tr>
</tbody>
</table>
Summarize

Every continent is surrounded by oceans. Where land and ocean meet, there are unique and vibrant ecosystems. The coastal regions of the world share certain qualities. They support many different animals, birds, and plants. These regions also provide people with places to live and work. In fact, many coastal cities are hubs for transportation and trade. Maintaining a balance between the competing needs of wildlife and people is important to all.

Protecting coastal lands is one way people try to make sure that both people’s needs and the needs of other living things are met. The governments of states and countries have created many coastal wildlife refuges and sanctuaries. These special areas are off limits to most human activities. Many of these areas provide critical habitat for certain endangered species of birds, plants, and animals. By protecting wildlife refuges, people show their concern for other living things.
Robust Vocabulary

1. **basking** If an animal is basking, it is exposing itself to warmth in the sun.

2. **sleek** Something that is sleek is smooth.

3. **vital** Something that is vital is necessary for life.

4. **damage** If you damage something, you harm or injure it.

5. **analyzing** A scientist who is analyzing something is studying it closely to figure out how it works or what it is made of.

6. **detect** When you detect something, you notice or discover it.
Though the peaceful manatee has no natural predators, it is protected under the Federal Endangered Species Act. This is because, sadly, people have put manatee populations at risk in several ways. Human development has resulted in a loss of habitat. Some manatees have died after becoming tangled in fishing gear. Perhaps most troublesome, manatees have been injured in senseless, avoidable collisions with motorboats.

People have put manatees in danger, so only people can protect them. Many marine biologists agree that areas where the manatees live should be set aside as refuges. That isn’t enough, however. Boaters, swimmers, and divers must act responsibly and do whatever they can to save the defenseless manatee. This gentle creature needs and deserves our help.

Persuasive Techniques

- To **persuade** means to convince someone to act or think in a particular way.
- Writers can use a variety of methods to try to persuade readers.
“Giddyap, Chestnut,” the woman urged her horse up the rocky hill. She patted a saddlebag filled with books and magazines. “Lots of people are still waiting for a library visit today.”

The woman and her horse had begun their trip before sunrise. They had already stopped at a lonely little house in the woods, a crowded one-room schoolhouse with more students than chairs, and a windowless wood cabin where chickens roamed in the tidy fenced-in yard. They had ten more homes to visit and a long way to go between each stop.

Everywhere they went, the woman left a few books or magazines and picked up the ones she’d delivered two weeks ago. The books weren’t new. They were old and tattered, and so were the magazines. But people were glad to get them.
Summarize

When you summarize as you read, you state the most important ideas or information from a section of text in one or two sentences. Summarizing as you read can confirm your understanding and help you better remember what you read.

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• State the problem in your own words.</td>
<td>• State the main idea in your own words.</td>
</tr>
<tr>
<td>• Identify the steps the main character takes to solve it.</td>
<td>• Include only the most important details.</td>
</tr>
<tr>
<td>• State the resolution in your own words.</td>
<td>• Use text features, such as headings, to help you identify important details.</td>
</tr>
<tr>
<td>• Do not include minor details.</td>
<td></td>
</tr>
</tbody>
</table>

Grade 5, Lesson 22
Every year the Johnson family hosts a car wash. Their friends show up to have their cars cleaned and to catch up on community news. Each year, the Johnson family donates the money raised to a different charity. In past years, they have given money to a homeless shelter, a food bank, and an arts organization. This year, however, the members of the family cannot agree on which charity to support.

For a week, the Johnsons have argued at the breakfast table about what to do with the money. Each family member believes strongly in his or her idea.

“I think we should give the money to the Elmwood Hospital,” says Mr. Johnson. “They are building a new clinic for children who are very ill.”

“We should give to the new home for the elderly,” says Mrs. Johnson. “Our senior population is getting larger all the time.”

“What about the cancer survivors wellness center?” asks Randy. “That’s a worthy cause.”

“Well, I think we should support doctors who make home visits,” says Amisha.

The day of the car wash is approaching, and they still haven’t made a decision. Then Amisha has an idea that she thinks will solve the dilemma. She realizes that each family member wants to support a health-related cause. With her mom’s help, Amisha goes on the Internet and learns about Happy Healthy Families, an organization that gives money to many health-related organizations in their community.

“We should donate the money to Happy Healthy Families,” Amisha tells her family. “Then we will be supporting all of our interests!”
Robust Vocabulary

1. **somberly** When you act somberly, you speak and act in a serious way.

2. **stammers** A person who stammers speaks with difficulty, often stopping or repeating himself or herself.

3. **monopolize** People who monopolize something control it and prevent others from using it.

4. **deflated** If someone feels deflated, he or she has lost confidence about something.

5. **enraptured** A person who is enraptured is delighted and thrilled with something.

6. **enterprising** People who are enterprising do new and difficult things in order to achieve their goals.

7. **cumbersome** Something that is cumbersome is large, heavy, and difficult to handle.
**Draw Conclusions**

Sometimes readers must **draw conclusions** by using **story details** and **their own knowledge** to understand story events.

Even though the sun had yet to rise, Hindatu was already brushing her teeth. She was so anxious that she could barely tie her shoes. When she went downstairs, her mom was waiting for her in the kitchen.

“You have to eat before you go,” her mom said.

“I don’t have time, Mom. May I just take some toast to go?”

Hindatu’s mom understood. Today was the day bulldozers were supposed to tear up Happy Meadows Park. In the last few weeks, her daughter had spent all her free time talking about the park. Her mother handed Hindatu a slice of toast and gave her a goodbye hug.

As Hindatu rode her bike to the park, the morning air relaxed her. From two blocks away, she saw a crowd of familiar faces gathered around the park entrance. She saw her teacher and her best friend holding signs saying *People Need Parks, Not Parking Lots*. Hindatu smiled. There were a lot of people hoping to save the park, and more would be coming.

<table>
<thead>
<tr>
<th>Story Details</th>
<th>What I Know</th>
<th>Conclusions</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Hindatu is up early.</td>
<td>People who are anxious might be in a hurry because they are expecting something big to happen.</td>
<td>Hindatu wants to find out what is going to happen at the park.</td>
</tr>
<tr>
<td>• She’s anxious.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• She wants to skip breakfast and get to the park.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
A rare Burmese mountain dog was found in the Texas woods, skinny, dirty, his coat full of weeds. He had been on his own for months.

But the animal warden knew of no report on a lost, valuable dog. So he called Mary Packwood.

Packwood, a real-life pet detective, looked through her old files and records of lost and found dogs. Sure enough, more than a year before, a woman who had visited Dallas reported that her valuable show dog ran away. She was overjoyed when Packwood called to tell her she could pick up her pet.

According to the National Dog Registry, about two million dogs are lost each year. Fewer than 60,000 are ever found. And you won't believe some of the wacky ways pet owners are finding their missing mutts.
Answer Questions

Good readers think about what a question is asking them and have a strategy for answering it. One way to answer questions is by using the Question-Answer Relationship strategy, or the QAR strategy. By determining what kind of question a question is, readers can figure out how best to answer it.

Types of Question-Answer Relationships

**Right There:** You can find the answer “right there” in the text.

**Think and Search:** You must put together information from different parts of the text to form an answer.

**Author and You:** You must use information in the text plus your personal knowledge and experience to answer the question.

**On Your Own:** You must rely on personal knowledge, experience, or opinions to come up with an answer.
The Wong family was relaxing under the oak tree in their backyard. Mr. Wong read a book while Mrs. Wong pulled weeds. The children squealed as they played on the swings. Then Mrs. Wong heard a *scritch-scritch* from the other side of the fence. Suddenly a rabbit emerged through a hole in the fence. He was pale gray with white paws. He hopped over to a clump of dandelion weeds and began nibbling.

“Jim, come look,” Mrs. Wong called softly to her husband. He crouched down next to the rabbit. The rabbit continued dining on dandelions. He gently stroked the rabbit’s soft fur. It stopped eating, but it didn’t run away.

“He’s obviously tame—probably a neighbor’s pet,” Mr. Wong said.

The children rushed over to inspect the visitor. “Can we keep him, Dad?” asked Billy.

“Let’s try to find his owner first,” Dad answered. “We’ll post signs around the neighborhood. If no one claims him, we’ll keep him.”

<table>
<thead>
<tr>
<th>Question</th>
<th>Question-Answer Relationship</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is the “scritch-scritch” sound?</td>
<td>Author and You</td>
<td>The sound is a rabbit digging.</td>
</tr>
<tr>
<td>Why doesn’t the rabbit run away?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why can’t they keep the rabbit?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why do you think someone would keep a rabbit as a pet?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Robust Vocabulary

1. **gouges** If someone gouges something, he or she makes a deep cut or dent in it.

2. **desolate** A person who feels desolate feels lonely and sad.

3. **bustles** When someone bustles, he or she moves in a busy, energetic way.

4. **fervor** A person who speaks with fervor speaks with great emotion and strong belief.

5. **immaculate** Something that is immaculate is extremely clean and tidy.

6. **assuage** To assuage guilt is to make it less painful and troubling.
from “Keeping Cool with Crickets” by Lois Jacobson

“KONNICHIWA,” (Good Afternoon) my Japanese neighbor called through the door. “I have brought a present to welcome you to Japan.”

The package was very small and tied with delicately curled ribbons. What could such a tiny box contain? Puzzled, I lifted the lid, and there, nestled in whisper-thin tissue paper, was a blue-and-white dish. It was shaped like a miniature bottle cap, and its cracked, glazed surface made it look very old—and very special.

“It’s a water dish for crickets.” My new friend’s voice almost chirped with delight.

“What does one do with a water dish for crickets?” I asked.

“You put it inside a cricket house.”

“Cricket house?”

“If you are going to live in Tokyo during the heat of the summer,” said my neighbor, “you must learn to keep cool with crickets!”
Identifying the kind of information a question asks for will help you answer it more easily. The QAR, or Question-Answer Relationship, strategy, can help you think about the relationships between questions and answers. There are four main kinds of questions. They are:

**Types of Question-Answer Relationships**

**Right There:** You can find the answer “right there” in the text.

**Think and Search:** You must put together information from different parts of the text to form an answer.

**Author and You:** You must use information in the text plus your personal knowledge and experience to answer the question.

**On Your Own:** You must rely on personal knowledge, experience, or opinions to come up with an answer.

Deciding what kind of information a question is asking for before you answer it will make it quicker and easier to locate the answer.
Answer Questions

It was the day of Jack’s first race. He had come a long way since he first became interested in racing pigeons. In a pigeon race, the birds are taken far away from their lofts and set free. Then the birds fly back to their lofts. The bird that finds its way home the fastest is the winner.

Jack was proud of his pigeons. He had carefully trained the young birds for his racing team. His pigeons had found their way home from distances of as great as 100 miles, but this race would be 300 miles. Jack approached the release point. He wondered if all of his birds would find their way back.

At the release point, the birds had rubber bands and identification tags placed on their legs to show that they were part of the race. The clocks were set, the starting time noted, and the birds released. Back at the loft, the birds’ arrival time would be recorded on a tamper-proof clock. Then the waiting would begin to see which bird found its way home the fastest. Jack hoped one of his pigeons would win.

<table>
<thead>
<tr>
<th>Question</th>
<th>Type of Question-Answer Relationship</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What special day is it?</td>
<td>Right There</td>
<td>The day of Jack’s first race.</td>
</tr>
<tr>
<td>What happens before and after the starting time is noted?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Why does Jack wonder if all his birds will find their way back?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Would you enjoy participating in a pigeon race?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Grade 5, Lesson 24
Robust Vocabulary

1. **excursions**  Excursions are short journeys or outings.

2. **giddy**  If you feel giddy, you feel happy in a silly, dizzy way.

3. **pinnacle**  The pinnacle of a building is a tall, pointed piece at its top.

4. **gleeful**  A person who is gleeful is excited and happy, sometimes as a result of someone else’s mistake.

5. **panic**  Panic is a strong feeling of fear and anxiety that makes a person act unreasonably or without thinking carefully.

6. **turbulent**  Something that is turbulent, such as air or water, has strong currents which change direction suddenly.

7. **precious**  If something is precious to you, it has value and special meaning to you.
Eleven-year-old Cullinan Williams has done some amazing things. He’s spoken with members of Congress and former President Bill Clinton. He’s raised more than $40,000 going door-to-door. He’s even kissed a pig!

It hasn’t always been easy. “Let’s just say the pig’s nose wasn’t too dry,” recalls Cullinan.

So why does he do it? Since he was six, Cullinan Williams has had a disease called type 1 diabetes. His goal is to help find a cure.

from “He Even Kissed a Pig” by Ann Volk
Robust Vocabulary

1. **loathe** If you loathe something, you hate it.

2. **bland** Something that is bland is dull and unexciting.

3. **mentor** A mentor is a trusted person who gives a person helpful advice.

4. **dilapidated** A dilapidated building looks worn out and run down.

5. **coordination** Coordination involves organizing the different parts of something so that they work well together.

6. **altruism** Altruism is being concerned about others before worrying about oneself.

7. **sensibility** A sensibility is a special awareness in a certain area; for example, a person can have an artistic sensibility or a musical sensibility.

8. **advocacy** Advocacy is giving support to a person, idea, or cause.

9. **mistreated** If something is mistreated, it is used in a way that harms or hurts it.

10. **compassionate** A compassionate person is kindhearted and understanding.
The Volunteer Club at Maplewood Elementary was highly active. The club was made up of compassionate students who wanted to make a difference in their communities. The club found homes for mistreated animals, collected school supplies for children, and renovated dilapidated bicycles for students who needed transportation. All of the projects were motivated by the students’ sense of altruism.

Ali, the club’s president, had a new idea. She wanted the club to prepare fresh meals in the school kitchen and deliver them to elderly people. An advocacy group for the elderly agreed that the project would be useful. A fifth grade teacher with a sensibility for planning was their faculty mentor.

“This project is going to take a lot of coordination,” Ali said at their next meeting. “Why don’t we start by creating some menus?”

“Okay, but no spinach. I absolutely loathe spinach,” Rob piped up.

“Rob, spinach is a healthy food. Besides, we are not making these meals for you,” Ali said.

“That’s true,” he replied.

For an hour, the students talked about menu ideas. They did not want the food to be bland, so they planned to use fresh ingredients. They listed many ideas. “Good work,” Ali said. “At our next meeting, we will plan our delivery route.”
In the early nineteenth century, Americans held varying beliefs regarding the geography of the western United States. Stories were told about a mountain of solid salt. Others believed that land in the West rich and fertile and filled with trees, fruit, and flowers. People wondered: Did mammoths live there? Was there really a Northwest Passage, an easily traveled waterway to the western ocean? And where did the Columbia River end?

from “The Western Country” by Barbara Kubik
Monitor Comprehension: Read Ahead

Good readers monitor their comprehension as they read and use strategies to clarify their understanding. When you come to an unfamiliar word or idea, **read ahead** to see if the author provides context clues or additional information.

**Using the Read Ahead Strategy for Unfamiliar Words**

- Pause when you come to an unfamiliar word.
- Read ahead to see if the author provides context clues.
- Use the context clues to determine a meaning for the word. Reread the sentence with the unfamiliar word to check your definition.

**Using the Read Ahead Strategy for Unfamiliar Ideas or Events**

- Pause when you come to an idea or event you do not understand.
- Identify what is confusing you and form a question about what you do not understand.
- Read ahead to try and find the answer.
Monitor Comprehension: Read Ahead

Standing about two hundred feet tall, Pompeys Pillar is hard to miss. Located on the banks of the Yellowstone River, the pillar sits about twenty-five miles from the present-day city of Billings, Montana.

This huge sandstone rock formation was given its name in 1806 by William Clark during the historic Corps of Discovery expedition. William Clark named the rock after Jean-Baptiste Charbonneau. Jean-Baptiste Charbonneau was the youngest member of the expedition—Sacagawea's baby boy. Jean-Baptiste Charbonneau's nickname was Pompey.

Pompeys Pillar has other monikers, too. The Crow People gave it a Native American name. The name they gave it means “The Mountain Lion’s Lodge” in the Crow language.
Robust Vocabulary

1. **asset**  An asset is a resource, person, or object that is valuable to have.

2. **intently**  When you do something intently, you do it with great concentration.

3. **profusely**  Something done profusely is done in great quantity.

4. **ordeal**  An ordeal is a very difficult experience that is unpleasant to go through.

5. **terrain**  Terrain is the kind of land that is found in a place; for example, terrain might be rocky, hilly, or swampy.

6. **dismal**  Something that is dismal is bleak and depressing.

7. **peril**  Peril is great danger.

8. **esteem**  To esteem something means to judge it to be of value.
Make Judgments

Explorers are the true heroes of the world. From Mount Everest to Antarctica, courageous explorers have successfully reached some of Earth’s most difficult locations. It might seem like there are no new frontiers to explore.

That is far from true, however. We are just beginning to investigate the deepest parts of the world’s oceans. The deep sea holds creatures no human eye has ever seen, as well as the possibility of valuable new medicines.

Space is another wide-open frontier. Some scientists believe that manned space stations could help protect Earth from devastating meteor showers. Space farms may someday allow people to live in space for long periods of time.

No expedition or discovery comes without a cost. The United States government financed the Lewis and Clark expedition. It cost $38,722, which was a lot of money during that time. Early explorations of Antarctica were financed by private individuals. These “armchair adventurers” didn’t want the challenge of an actual endeavor. However, they wanted to contribute to the exploration of the world in some way, so they paid others to do the actual exploring. Explorers may be the true heroes of discovery, but they need the support of others in order to continue investigating new frontiers.
It was January of 1856, and once again, a snowstorm closed the trails over the Sierra Nevada. There seemed to be no way to get the mail through . . . until John Thompson stepped forward. The 27-year-old farmer offered to deliver the mail on a homemade pair of ski-shaped snowshoes, similar to skis used in his native country of Norway.

A crowd gathered in Placerville to watch Thompson’s first run. Most of them had never seen anything like the 10-foot-long, 25-pound Norwegian snowshoes. They whispered among themselves that Thompson would be buried in a snowdrift . . . frozen to death . . . or lost forever. Ignoring their words, Thompson tossed the 75-pound mail sack on his back and took off. The crowd cheered and screamed, “Good-luck, Snowshoe.” Somehow, the name stuck.

Snowshoe had to cover 25 to 40 miles a day to deliver the mail on schedule. Faster and faster he skied, gliding through forests, sliding down hills, and climbing high mountain passes. For balance, he carried a long pole in front of him, much like a tightrope walker. Three days and ninety miles later, with snow flying beneath his skis, the mail carrier sped into a tiny town on the eastern side of the mountains, now known as Genoa, Nevada. He handed the mail sack to the astonished postmaster. The return run to Placerville—most of it downhill—only took two days.
Monitor Comprehension: Read Ahead

Good readers monitor their comprehension by thinking about what they do and do not understand as they read. Then they use strategies to clarify their understanding. When you come to an unfamiliar word, idea, or concept, read ahead to see if the author provides additional information.

<table>
<thead>
<tr>
<th>Fiction</th>
<th>Nonfiction</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Read ahead to clarify unfamiliar words and figurative language.</td>
<td>• Read ahead to clarify content-area vocabulary.</td>
</tr>
<tr>
<td>• Read ahead to clarify a character’s motives and actions.</td>
<td>• Read ahead to clarify unfamiliar ideas or concepts.</td>
</tr>
<tr>
<td>• Read ahead to find out how the conflict is resolved.</td>
<td>• Read ahead to clarify causes and effects and similarities and differences.</td>
</tr>
</tbody>
</table>
During the Klondike Gold Rush, thousands of fortune seekers hurried north to the Yukon. Most of those fortune seekers traveled the Chilkoot Trail. Only thirty-three miles long, the Chilkoot Trail was the shortest and cheapest way to reach the gold fields. Nonetheless, it was a treacherous journey.

The Chilkoot Trail began in Dyea, Alaska and ascended more than 3,200 feet to cross the Coast Mountains range into Canada. Blizzards, avalanches, high winds, and rainstorms made the trail dangerous all year round. Since the trail was too steep for horses and mules, stampeders had to walk.

The “one-ton” rule posed another challenge on the Chilkoot Trail. Canadian law required that each gold seeker carry one ton of food and supplies, enough for one year. Provisions were scarce in the Yukon; the one-ton rule helped prevent shortages. With no pack animals, stampeders often lugged their ton of provisions on their own backs! These gold seekers were forced to climb and descend the Chilkoot Trail many times in order to transport everything.
Robust Vocabulary

1. remote  A remote place is far away from cities and towns.

2. laden  If something is laden, it is weighed down with a heavy load.

3. appalled  Someone who is appalled is shocked and horrified at something.

4. invest  To invest money in a project means that you put your funds into it, with the hope that in the future, it will earn more money.

5. floundered  People or animals that have floundered have made wild movements trying to get something done.

6. grueling  A grueling experience is extremely difficult and exhausting.

7. isolated  A place that is isolated is a long way from large towns and is difficult to reach.
Mountaineering is a sport which the mountain becomes your playing field and your opponent. One of the greatest mountaineers of all time is a New Zealander named Edmund Hillary. Edmund Hillary is now an old man and doesn’t do much mountain climbing anymore, but he will forever be remembered because he was the first person to climb the tallest mountain in the world, Everest.

Mt. Everest is located on the border between Nepal and Tibet, and is 29,028 feet tall. That’s over 5 miles tall, which is like 20 Empire State Buildings stacked on top of each other. In addition to its enormous size, it also has very steep slopes, and climbing to the top is only possible by a few routes. Of course, it has all of the regular dangers that climbing any big mountain has, hidden crevices, avalanches, freezing weather, and blinding snow storms.
Summarize

When you **summarize** while reading, you should pause from time to time to recall what you have read. Sum up the important points silently, but don’t pause so long that you lose track of what you are reading. Summarizing while you read can help you understand and remember what you read.

<table>
<thead>
<tr>
<th><strong>DO</strong></th>
<th><strong>DO NOT</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Retell only the most important information or ideas.</td>
<td>• Include very specific details.</td>
</tr>
<tr>
<td>• Retell events, information, and ideas in the correct order.</td>
<td>• Mix up ideas so that they are out of order.</td>
</tr>
<tr>
<td>• Use your own words to retell the information.</td>
<td>• Use the author’s exact words.</td>
</tr>
<tr>
<td>• Include only the author’s original ideas.</td>
<td>• Add your own ideas or opinions.</td>
</tr>
</tbody>
</table>
In July 1908, Robert Peary and Matthew Henson began their final attempt to reach the North Pole. The explorers had to travel across floating icepacks. Traveling on icepacks is treacherous. Currents in the ocean cause changes on the surface. The ice may break apart, opening up deep cracks. People can fall into the cracks or become stranded on temporary “ice islands.” In earlier attempts, melting ice prevented Robert Peary and Matthew Henson from reaching the pole.

The expedition reached Cape Sheridan on the tip of Ellesmere Island in early September. They decided to spend the six-month-long Arctic winter there. In spring they planned to resume the journey to the pole. In February, Matthew Henson and some of his Inuit guides established a base camp at Cape Columbia. Then they built igloos packed with supplies at relay points that led toward the pole.

On March 1, Matthew Henson used his amazing sense of direction to begin blazing a trail north across the icepack. At each relay point, some members of the party turned back. According to Robert Peary’s plan, only a small group would actually reach the pole. Robert Peary, Matthew Henson, and four Inuit traveled the final 174 miles. They reached the North Pole on April 6, 1909.

<table>
<thead>
<tr>
<th>Important Ideas to Include</th>
<th>Details Not to Include</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Robert Peary and Matthew Henson were the first people to reach the North Pole.</td>
<td>• Ocean currents cause changes on the surface.</td>
</tr>
<tr>
<td>• They had to travel across dangerous floating icepacks.</td>
<td>• During previous tries, melting ice prevented Robert Peary and Matthew Henson from reaching the pole.</td>
</tr>
</tbody>
</table>
Robust Vocabulary

1. **summit** A mountain’s summit is its very top.

2. **accustomed** If you are accustomed to something, you are used to it because it has been a regular part of your life.

3. **streamlined** A streamlined design is efficient and has no unneeded parts.

4. **essential** Something that is essential is absolutely necessary.

5. **secure** Something that is secure is safe and not likely to give way.

6. **acclimate** If you acclimate to something, you adjust to a new condition or environment.
Graphic Sources

<table>
<thead>
<tr>
<th>Graphic Source</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>diagram</td>
<td>to show parts of things</td>
</tr>
<tr>
<td>chart</td>
<td>to display different kinds of information</td>
</tr>
<tr>
<td>graph</td>
<td>to compare information or show changes over time</td>
</tr>
<tr>
<td>map</td>
<td>to show where places are</td>
</tr>
</tbody>
</table>

### Highest Mountain on Each Continent

- **Mount Everest** (Asia, 29,028)
- **Aconcagua** (South America, 22,834)
- **Mt McKinley** (North America, 20,320)
- **Kilimanjaro** (Africa, 19,340)
- **Elbrus** (Europe, 18,510)
- **Vinson Massif** (Antarctica, 16,864)
- **Kosciusko** (Australia, 7,310)

Height in Feet: 0, 5,000, 10,000, 15,000, 20,000, 25,000, 30,000
. . .Now it is time to take longer strides—time for a great new American enterprise—time for this nation to take a clearly leading role in space achievement, which in many ways may hold the key to our future on earth.

. . .Recognizing the head start obtained by the Soviets with their large rocket engines, which gives them many months of leadtime, and recognizing the likelihood that they will exploit this lead for some time to come in still more impressive successes, we nevertheless are required to make new efforts on our own. For while we cannot guarantee that we shall one day be first, we can guarantee that any failure to make this effort will make us last. We take an additional risk by making it in full view of the world, but as shown by the feat of astronaut Shepard, this very risk enhances our stature when we are successful. But this is not merely a race. Space is open to us now; and our eagerness to share its meaning is not governed by the efforts of others. We go into space because whatever mankind must undertake, free men must fully share.
Summarize

When you **summarize** as you read, you state the most important ideas or information from a section of text in one or two sentences. Summarizing as you read can confirm your understanding and help you better remember what you read.

<table>
<thead>
<tr>
<th>Do</th>
<th>Do not</th>
</tr>
</thead>
<tbody>
<tr>
<td>• retell the most important ideas.</td>
<td>• include minor details.</td>
</tr>
<tr>
<td>• tell the events in the order in which they occurred.</td>
<td>• change the author’s meaning.</td>
</tr>
<tr>
<td>• state important ideas in your own words.</td>
<td>• pause so frequently that you lose comprehension.</td>
</tr>
<tr>
<td>• make your summary shorter than the original text.</td>
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</tr>
</tbody>
</table>
Astronaut Training

An astronaut’s training begins long before he or she sets foot in a spacecraft. Astronauts-to-be begin by learning about aircraft safety. They learn how to deal with all kinds of problems that may occur while flying. They learn how to eject themselves from an aircraft in case the aircraft fails. They also learn parachuting and survival skills.

Astronauts-in-training take classroom courses, too. They study math, meteorology, navigation, physics, and computers. An astronaut must be familiar with all parts of a spacecraft. To do this, astronauts study flight manuals and spend time in models of an orbiter’s flight deck.

To get used to the weightless environment of space, astronauts spend time in powerful four-engine jets that create periods of weightlessness when flying certain maneuvers. Astronauts can experience longer periods of weightlessness in the Weightless Environment Training Facility (WETF) at Johnson Space Center in Houston. There, astronauts wear pressurized suits and spend time inside a 25-foot-deep water tank that simulates a weightless environment.
Robust Vocabulary

1. ignited When something is ignited, it is lit or made to burn.

2. squinting Someone who is squinting is squeezing his or her eyes partly shut in order to see.

3. jettisoned Something that is jettisoned is deliberately cast away from a moving object, sometimes to make the object lighter.

4. tranquility A feeling of tranquility is a feeling of calm and peace.

5. cramped A place that is cramped is uncomfortable because there is very little free space.

6. potentially Something that could potentially happen could possibly happen.
For half an hour we had been fighting to move our canoe through twelve-foot-tall, razor-sharp saw grass. Clearly, we were no longer on the canoe trail. We rinsed our bleeding hands in the tea-colored water, then faced facts. With night only hours away, and no dry land for miles, we were lost.

My friend and I had spend the day paddling along a canoe trail in the Loxahatchee National Wildlife Refuge. We had wanted to experience the Florida Everglades firsthand, hoping to see egrets and ospreys.

The Everglades are not the dismal swamp I had imagined. They are more like a flooded prairie. To the north, Lake Okeechobee gathers water from rain-filled streams and rivers. At the southern and western edges of the lake, the water spills out. The water flows for a hundred miles to the tip of Florida and the Gulf of Mexico, much as water from a tipped bucket spreads across a kitchen floor.
Robust Vocabulary

1. poised  When you are poised for action, you are ready to get started.

2. earnestly  Someone who speaks earnestly says things in an especially serious and honest way.

3. insufficient  If something is insufficient, there is not enough of it or it is not good enough to meet the need.

4. exceptional  Something that is exceptional is special, and it stands above others like it.

5. achievement  An achievement is the result of a successful effort.

6. bickering  People who are bickering are arguing about something unimportant.

7. equivalent  Things that are equivalent are equal.

8. regal  If something is regal, it is fit for a king or queen.

9. customary  Something that is customary is what is usual or normal.

10. provoke  When you provoke someone, you do something to make him or her feel angry.
Kea and her brother Andre stood on the beach, **bickering** over what to do next. They were on a family vacation to the Florida Gulf Coast. Andre wanted to see the **exceptional** scenery inland, and Kea wanted to go beachcombing for shells. They were each **poised** to follow a different path when their father appeared.

“I was going to take my **customary** morning jog,” he said, “but I decided that a brisk walk on the beach might give me the **equivalent** exercise. Want to come?”

“Sure,” Kea said.

“Let’s go!” Andre said.

As they walked, Kea pointed out how clear the water was, and Andre noticed seagulls perched on the sand. Kea said, “Don’t **provoke** them. Seagulls could dive at you!”

A little later, their dad said, “My hat is **insufficient** for this sun. We should go back.”

“Can we keep going, Dad?” Kea said. “I **earnestly** believe there is much more to see.” Their dad agreed to keep going, but he made them all apply extra sunscreen.

Just then Andre spotted fins rising and falling in the ocean.

“Dolphins!” he cried.

“They are such **regal** animals,” Kea said.

“I can’t wait to see what we’ll find next!” Andre said.

Dad smiled, pleased at his **achievement**—getting Kea and Andre to stop bickering.
Characters

Conflict

Plot Events

Setting

Resolution

Grade 5

Graphic Organizer
First

Next

Next

Last