## **PURPLE(PU)** IRLA Level Summer Reading Support

#### June 2020

#### Dear PS 354 Families,

- ★ As you know, we are closing out the school year in an unprecedented way and now more than ever, our collaborative efforts must continue in order to support our students during the summer months.
- ★ To support you and your child this summer, we have compiled this document for students who are reading at the <a href="PURPLE (PU)">PURPLE (PU)</a> level in IRLA in order to support them with targeted practice in the skills required at this level.
- ★ This document may include skills cards, activities, games, and more to support your child at their level.

#### **Summer Work:**

- 1. Have your child read a minimum of 30 minutes per day at least 5x a week. (15 minutes=1 step)
- 2. Have your child log their steps on the attached summer reading log.
- 3. Summer logs will be reviewed in the fall.
- 4. Use the provided resources at least 5x per week.
- ★ In addition to the reading logs, <u>attached you may find word lists to study</u>
  <u>and practice with your child over the summer.</u> Learning these words now
  will aid your child with advancing through reading levels over the following
  school year.
- ★ Be creative and come up with ideas for safe outdoor reading fun!

Have a wonderful summer!
The PS 354 Staff



ATTENTION HOME COACHES: Please sign only if you heard or saw the student reading. 1 step=15 minutes of reading

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ATTENTION HOME COACHES: Please sign only if you heard or saw the student reading. 1 step=15 minutes of reading

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Step#	Write one title down for every 15 minutes you read.	Date	Pages	Level	Coach's S	ignature
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# PU: Skills Card

Reader:	Room:

#### Range of Reading

- 1. Complete a chapter book each week.
- Read at least 1 full length chapter book in each of these genres: historical fiction, biography, science fiction, fantasy, contemporary fiction.
- 3. Choose a topic in science or history to explore. Become an expert on it.
- 4. Find a poet you particularly like. Become an expert on his/her work.
- Read for an hour a day, including 30 minutes at home without anyone reminding you.

Comprehension: Support answers with evidence from the text.

#### Literature

- Identify the genre of this text.
   What are the key elements of this
   genre? What other books have
   you read in this genre, or by the
   same author?
- Describe how the plot unfolds in a series of episodes toward a resolution. Include how the characters change along the way.
- Determine the theme or central idea of the text. Use details from the text to support your thinking. How does this reflect the genre?
- Identify an example of figurative language and discuss its impact on meaning and tone.
- Select a key sentence, chapter, scene or stanza and describe how it fits into the overall structure of the text. How does it affect theme or plot?
- Discuss how the author develops the point of view, or perspective, of the narrator in the text.
- Compare and contrast this text with another one you've read about the same topic or theme in a different genre.

#### Informational Text

- From what field of study is this text? What did you already know about this subject?
- Provide an objective summary of the text in one sentence.
- Determine a central idea of the text and explain how it is supported by key details.
- Analyze in detail how a key idea, event, or person is introduced, described, and developed in the text.
- Select a key word, sentence, paragraph, chapter, or section and describe how it fits into the overall structure of the text and helps develop the central idea.
- 6. Trace the author's argument. Which claims are supported with valid reasons and evidence? Which are not?
- Determine the author's point of view or purpose for writing and how it is conveyed.
- Compare and contrast two authors' presentations of the same topic.



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# PU: Genre Literacy

Read at least one chapter book in each of these genres. Compare them on the following:

	Historical Fiction	Science Fiction	Fantasy
Setting Physical Temporal Culture/Society Mind of the Protagonist (Narrator)			
Characters Protagonist Antagonist Supporting Characters (side-kick, mentor/advisor, minor characters)			
Plot Central Conflict Resolution Rising Action Falling Action Subplot			
Author's Purpose & Themes			

#### Vocabulary

- Context Clues: notice new words or phrases and use context clues to hypothesize meaning.
- Synonyms/Antonyms: come up with synonyms/antonyms for words in text.
- Word Parts: use Greek/Latin affixes and roots as clues to the meaning of a word.
- Figurative Language: find an example of figurative language (e.g., metaphor, simile, personification, idiom, adage) and describe its effect on meaning and tone.

#### What words do you know that come from these Greek and Latin roots?

aut,	bene	civ	cracy,	crit	dem, demo	dict	lab	lib	mal	ment	prim
self	good, well	citizen	rule, government	judge, separate	229	say, speak	work	free	bad, not well	mind	first



Most modern English words originated in other languages, especially Latin and Greek. Learning the meaning of these common Latin and Greek roots will help you with English academic vocabulary, especially in Social Studies and Language Arts. Use the back of this page to test yourself.

Common Root	Meaning	Origin	Examples
arist	excellence	Greek	aristocrat, aristocracy
aut, auto	self	Greek	autograph, automatic, automobile, autonomy, autonomous, autism, autistic
bene	good, well	Latin	benefit, beneficial, beneficiary, benefactor, benevolent, benediction
civ	citizen	Latin	civil, civilian, civilized, civility, civilization, civic, civics
cracy, crat	rule, government	Greek	democracy, democrat, bureaucracy, bureaucrat, autocracy, theocracy
crit	judge, separate	Greek	critic, critical, criticize, critique, criterion
dem, demo	people	Greek	democracy, democratic, democrat, demography, demographic
dict	say, speak	Latin	contradict, dictate, dictator, dictatorship, dictation, dictionary, edict, predict
eu	good, well	Greek	euphemism, euphoria, euthanasia, eulogy
ism	system	Greek	anarchism, monotheism, polytheism, nihilism, pantheism
jud	judge	Latin	judge, judgement, judgemental, judicial, judiciary
lab	work	Latin	labor, elaborate, laboratory, laborious, labored
lib	free	Latin	liberty, libertarian, liberate, liberation, liberal, liberalize
mal	bad, not well	Latin	malicious, malice, malign, malignant, malady, malevolent, malnutrition, malpractice
ment	mind	Latin	mental, mentality, dementia, demented, mention, memento
ortho	straight	Greek	orthodox, orthodoxy, orthodontist, orthography, orthopedics
para	beside, along side of	Greek	paradox, paradigm, paramount, paraprofessional, paralegal
pol	city	Greek	police, metropoly, monopoly, megalopoly, policy, politics, politician, political
prim	first	Latin	primary, primitive, primate, primer, primeval, supremacy
serv	save, serve	Latin	servant, conserve, conservative, conservation, reserve, preserve, deserve, service

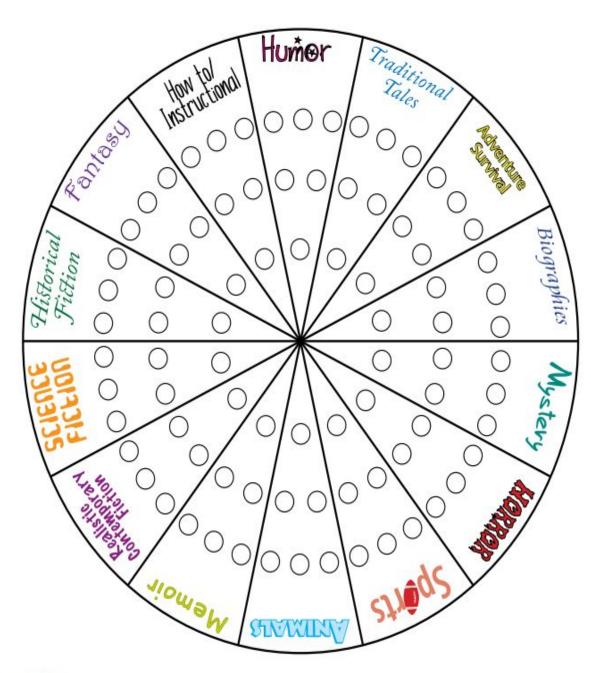
Pu

**Common Core State Standard Language 6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.

IRLA 218

# Genre Wheel

Name:



## **Purple Skill Builders:**

* 1		
Name:		

Word Study Level 11

Underline the Latin root that is common to each set of three words. Write the root. Then, write the meaning of the root from the choices below.

Root Meanings				
throw	break	-build-		
say	carry	force or drive		

1. reconstruct, destruction, instructor	structmeansbuild		
2. compel, repel, dispelled	means		
3. prediction, dictator, dictionary	means		
4. rupture, interruption, erupt	means		
5. ejected, objection, reject	means		
6. portable, transportation, support	means		

Use the words above to answer the questions below.

- 1. Which word means "a person who builds knowledge"?
- 2. Which word means "able to be carried"?
- 3. Which word means "something that breaks between"?
- 4. Which word means "a person who speaks for others"?
- 5. Which word means "to force someone to do something"?
- 6. Which word means "to throw back"? \_\_\_\_
- 7. Which word means "a statement of what will happen in the future"?
- 8. Which word means "to build again"? \_\_
- 9. Which word means "something that is broken"?
- 10. Which word means "to drive someone or something back"?
- 11. Which word means "something that carries across"?
- 12. Which word means "thrown out"? \_\_\_\_\_
- ★ On the back, draw pictures to show the meanings of the six roots used above. Be sure to label your pictures with the roots!

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Underline the Latin root (or its other form) that is common to each set of three words. Write the root. Then, write the meaning of the root from the choices below.

	Root Meanings		
lead	look or watch	hear	
<del>-pull-</del>	see	write	

1. dis <u>tract</u> ion, at <u>tract</u> ive, re <u>tract</u> ed	tract meanspull
2. scribble, manuscript, describe	or means
3. audible, audience, auditorium	means
4. spectator, respect, spectacular	means or
5. conductor, reduce, induct	or means
6. invisible, television, visionary	means

Use the words above to answer the questions below.

- 1. Which word means "a person who leads"?

  2. Which word means "able to be heard"?

  3. Which word means "someone who sees what the future can be"?

  4. Which word means "a place where people come to hear something"?

  5. Which word means "something that pulls attention away"?

  6. Which word means "amazing to view"?

  7. Which word means "to write carelessly"?

  8. Which word means "unable to be seen"?

  9. Which word means "a person who watches something"?

  10. Which word means "something written by hand"?

  11. Which word means "something that pulls something toward it"?

  12. Which word means "to lead into"?
- ★ On the back, draw pictures that show the meanings of the six roots used above. Be sure to label your pictures with the roots!



Use the word parts below to fill in the word sums.

Prefixes			Roots		Suffixes		ffixes	
con-			pel		-ed			
	de-			p	ort		2	-or
	ex-			st	ruct			-S
	pro-			tr	ract			
	Prefix	+	Root		+ Suffix		=	Word
1.	down/away from	+	pull	+	person who	=		
	de	+	tract	+	or	=	de	tractor
2.	forward	+	force/drive	+	present tense	=		
_		+		+		=		
3.	together/with	+	build	+	past tense	=		
		+		+		=		
4.	down/away from	+	carry	+	past tense	=		
	-	+		+		=		
5.	out	+	force/drive	+	present tense	=		
		+		+		= 1		
6.	together/with	+	pull	+	person who	=		
		+		+		-		
7.	out	+	carry	+	present tense	=		
	=2 14	+		+		-		

★ Choose four of the words that you created. On the back, use each in a sentence.

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Combine the word parts to make a real word. Remember that the prefixes sub-, con-, in-, and ob- sometimes change their spelling to match the first letter of the root.

	port	support		ment	
	ply			rode	
sub-	fer		con-	lect	
	pose			mit	
	fix			rect	

Use the words above in the sentences below.

1. Do you like to	items like stamps or coins?

- 2. Please \_\_\_\_\_\_ me if I pronounce your name in the wrong way.
- 3. A \_\_\_\_\_\_ is a word part, just like a prefix or a root.
- 4. Do we have a big enough \_\_\_\_\_\_ of snacks for the party?
- 5. That was a rude \_\_\_\_\_\_. Please rephrase your thought to make it polite.

	mune		pose	
	mortal		press	
in-	legal	ob-	fer	
lustrate mense		fice		
		cur		

- 6. Please \_\_\_\_\_\_ your uncle a cupcake as well!
- 7. It is \_\_\_\_\_\_\_to steal from a store.
- 8. Is your \_\_\_\_\_ on the first floor or the third floor?
- 9. The Great Wall of China is an \_\_\_\_\_\_ structure; it is over 5,000 miles long.
- 10. Do you know when the next lunar eclipse will \_\_\_\_\_\_?
- ★ Choose three words that you did not use. On the back, draw a picture to illustrate each one.

Combine the word parts to make a real word. Remember that the prefixes ex- and dis- sometimes drop a letter when combined with the root.

vent rode ex- dict rupt ducate	vent		verge	
	rode	dis-	lute	
	dict		vide	
		vine		
		rect		

Use the words above in the sentences below.

Decide whether the statement is likely or unlikely. If it is unlikely, change one or two words in the sentence to make it likely.

1. A dictator would listen to the ideas of the people.	Likely / Unlikely
2. Someone would be happy if you were always interrupting them.	Likely / Unlikely
3. At an audition, someone would be nervous.	Likely / Unlikely
4. A patient might receive an injection from a nurse.	Likely / Unlikely
5. The ringing of a loud bell would attract your attention.	Likely / Unlikely
6. It would be an easy task to reconstruct a village from the Middle Ages.	Likely / Unlikely
7. A pet store would be visible from space.	Likely / Unlikely
8. A factory could produce ten computer bags in one day.	Likely / Unlikely
9. A reporter could have an informant whom they have never seen.	Likely / Unlikely
10. A spectator would support both teams that he or she is watching.	Likely / Unlikely

★ Choose two of the "Likely" statements from above. On the back, explain why you think each is likely.



Combining Form Meanings				
star	book	skill or craft	people	
extremely small	chief or ruler	over and above	mind	
1. technology, techno	crat, <u>techn</u> ical	techn(o) means s	kill or craft	
2. microscope, microp	ohone, microchip	means		
3. hypercritical, hyper	thermia, hyperactive	means		
4. pandemic, democra	acy, demographics	means		
5. psychometrics, psychometrics	chic, psychologist	means		
6. architect, anarchy,	monarch	means		
7. bibliography, biblio	phile, bibliomania	means		
8. astronomer, astrona	aut, astrology	means	3	

Use the words above to answer the questions below.

1. Wh	ich word means "a nonscientific study of stars"? astrology
2. Wh	ich word means "someone who studies the mind"?
3. Wh	ich word means "the chief person in charge of designing a building"?
4. W	ich word means "an instrument for viewing extremely small things"?
5. W	ich word means "knowledge for practical purposes"?
6. Wł	ich word means "having a dangerously high body temperature"?
7. Wh	ich word means "a person who loves and collects books"?
8. W	ich word means "across the whole population"?

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Underline the Greek combining form that is common to each set of three words. Write the combining form. Then, write the meaning of the combining form from the choices below.

Combining Form Meanings				
measure	something drawn	nature or body	heat	
under feeli	ngs, suffering, disease	ase overexcited		
1. pathos, pathetic, sympath	ny	means		
2. thermos, geothermal, thermostat		means		
3. phonology, telephone, microphone		means		
4. grammar, monogram, diagram		means		
5. physical, physiology, physician		means		
6. hypothermia, hypoactive, hypodermic		means		
7. egomaniac, logomania, bibliomania		means		
8. geometric, seismometer, speedometer		or me	ans	

Use the words above to answer the questions below.

- 1. Which word means "an overexcited urge to talk too much"?

  2. Which word means "having a dangerously low body temperature"?

  3. Which word means "feelings of sadness for someone's misfortune"?

  4. Which word means "an instrument for measuring speed"?

  5. Which word means "a simple drawing of something"?

  6. Which word means "a device that controls temperature automatically"?

  7. Which word means "related to nature or the body"?

  8. Which word means "an instrument to transmit speech sounds from far away"?
- ★ On the back, draw pictures that show the meanings of the eight combining forms used above. Be sure to label your pictures with the combining forms!



Use the word parts below to fill in the word sums.

scope	sphere	auto	photo
geo	graph	tele	logy
crat	phobia	bio	hydro

- 1. distance + view = an instrument for viewing things that are far away

  tele + scope = telescope
- 2. light + written/ = a recording of light to make a picture = + = =
- 3. earth + study of = the study of Earth's structures and surfaces

  + = =
- 4. self + rule or power = a ruler with absolute power = + \_\_\_\_ = \_\_\_
- 5. life + sphere = the parts of Earth where organisms can live
- 6. water + fear = fear of water 
  \_\_\_\_\_ + \_\_\_ =

Use the word parts in the word bank above to create two new word sums with definitions.

- 1. \_\_\_\_ = \_\_\_\_\_
- 2. \_\_\_ + \_\_ = \_\_\_\_
- ★ On the back, draw pictures to show four of the words that you created.

THE RESERVE OF THE PARTY OF THE

1. Which is a synonym for king or queen?	democrat / physician / monarch
2. Which symbol is a star?	ampersand / asterisk / hashtag
3. Which is not a fear?	kleptomania / agoraphobia / neophobia
4. Which could be used to treat an ear infection?	odometers / antibiotics / graphemes
5. Where would a thermophile not live?	hot springs / peat bogs / sea ice
6. Which is a person?	geologist / geology / geometry
7. Which could be considered a sixth sense?	morphology / telepathy / photocopy
8. Which would be most useful in case of a fire?	maniac / paragraph / hydrant
9. Which is not a tool?	autograph / periscope / anemometer
10. Which is a synonym for doctor?	aristocrat / physician / architect

Decide whether the statement is likely or unlikely. If it is unlikely, change one or two words in the sentence to make it likely.

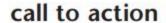
A microbiologist would study <del>large</del> creatures.	Likely / (Unlikely
finy	Entery / Crimicity
<ol><li>Someone who is hypersensitive would not be concerned about others' judgements.</li></ol>	Likely / Unlikely
3. You could publish your own autobiography.	Likely / Unlikely
4. A technophobe would be the first to buy the newest smartphone.	Likely / Unlikely
5. Someone who is psychic might open the door before the visitor knocks.	Likely / Unlikely
6. People are usually happy about astronomical prices.	Likely / Unlikely
7. In a new democracy, no one would be allowed to vote.	Likely / Unlikely
<ol><li>Geothermal power plants are able to pull steam (hot water) from the ground.</li></ol>	Likely / Unlikely
9. One would be able to find several types of spherical fruit at a store.	Likely / Unlikely
10. During photosynthesis, a plant would use bugs to make food.	Likely / Unlikely

<sup>★</sup> Choose two of the "Likely" statements from above. On the back, explain why you think each is likely.

## **Purple Skill Builder: Comprehension:**

INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.





an instruction given to the audience to do something

## inclusive language



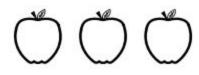
words that make an audience feel involved and included

## persuasive techniques



methods used to get people to think or act a certain way

## repetition



repeated use of words or ideas to make a point

## rhetorical question



a question asked that does not need to be answered

## word choice



the use of specific words to create meaning and feeling

call to actio	n	inclusive language	word choice
persuasive to	echniques	repetition	rhetorical question
	meti	hods used to get people to th	nink or act a certain way
	a q	uestion asked that does not n	eed to be answered
	гере	eated use of words or ideas to	make a point
	an ir	nstruction given to the audier	nce to do something
	the	use of specific words to create	e meaning and feeling
	wor	ds that make an audience feel	involved and included
ad the terms in the	box. Then, use the term	s to complete the sentences.	
repetition	call to action	inclusive language	rhetorical question
f a speaker or auti	hor wanted to give th	e audience an instruction, the	ey would include a
3011 3110 300 116	peats words or phras	-	ey would include a
When a speaker re	peats words or phras	-	\$2 a a a a a a a a a a a a a a a a a a a
When a speaker re	peats words or phras	es, they are using	\$2 a a a a a a a a a a a a a a a a a a a

A. repetition

3. call to action					
C. rhethorical question					
D. word choice					
. inclusive language					
Dear friends, we all	know how harmful texting while walkin	g can be.			
Do we need for yet	another friend to bump into a sign whil	e walking and texting?			
	ccept excuses. We can no longer accept ng into parking meters.	"quick text checks." We can no			
Please, tell your frie	nds, neighbors, family members: Stop ar	d step aside to text.			
Needless bruises, in	considerate bumps, and unnecessary inj	uries can be avoided.			
Speakers and authors use persua HINT: There are 3 correct answers. to make the listeners and	to <i>entertain</i> listeners and	to help listeners and reader			
readers take action	readers	remember their words			

C. Match the following persuasive techniques with the examples below. Then, underline the part of the example that shows the technique. The first one is done for you.

#### SKILL FOCUS

E. Read the advertisement. Then, use the terms in the box to label the kinds of persuasive techniques used.

repetition call to action word choice inclusive language rhetorical question



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#### Read the adapted version of President Lincoln's Address at Gettysburg-

#### **Background Information**

This text is an adapted version of President Abraham Lincoln's famous Gettysburg Address. Lincoln gave this speech on November 19, 1863 in Gettysburg, PA, to an audience of American citizens. He spoke in honor of soldiers who had died four months earlier during one of the bloodiest battles of the Civil War. The speech was about two minutes long, but it became one of the most important speeches about freedom in American history.

#### Lincoln's Address at Gettysburg (adapted)

- 1 Eighty-seven years ago, the people who founded our nation decided that all people are equal.
- 2 But right now, our nation is fighting against itself.
- 3 This civil war is testing whether or not our nation can survive.
- 4 In fact, a battle was fought right where we are standing.
- 5 We are here to dedicate a part of this field as a cemetery for those who died.
- 6 It is right that we honor this place.
- 7 But we cannot dedicate we cannot bless we cannot make this land holy.
- 8 That was done by the soldiers who died here.
- 9 They have blessed this land more than we could ever hope to do.
- 10 The world will forget what we say here. No one can forget what they did here.
- 11 It is up to us to finish the work they started.
- 12 It is up to us to save this country and its ideas.
- 13 It is up to us to make sure those soldiers died for a good reason.
- 14 This nation, under God, will uphold freedom.
- 15 This government made up of people, created by people, for serving people, must last.

#### SKILL APPLICATION

#### Answer the following questions about the text.

Who was the audience?		

3. Circle the speaker's overall message.

1. What is the topic of this text? \_\_

- a. Cemeteries are appropriate for honoring the dead.
- b. We are in the middle of a war.
- c. We must be a nation that saves equality.
- d. We cannot make land holy.
- Circle one persuasive technique the speaker is using in each of the lines below. Use your vocabulary cards to help, if needed.
  - a. Lines 5-6 (call to action, inclusive language)
  - b. Line 7 (repetition, rhetorical question)
  - c. Line 10 (word choice, call to action)
  - d. Line 11-13 (rhetorical question, repetition)

5. Do you think the speaker's use of these techniques was effective? Why or why not?

★ Use a newspaper or magazine and search for advertisements. See how many persuasive techniques you can identify. Discuss with a partner or make a list identifying what the writer's purpose was and decide if the techniques were effective.

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Use these cards independently or with a partner to review the instructional terms introduced online.

## character



a person, animal, or other being in a story

## character traits



personality traits based on what someone does, thinks, or says

## characterization



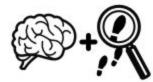
how the author creates and describes a character

## evidence



details from the text that support an author's or reader's ideas

## inference



an educated guess based on the text evidence and what you know

## setting



the time and place of events in a story

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#### SKILL FOCUS

#### A. Read the terms in the box. Then, write each term next to its definition.

character	inference	character traits	evidence	setting	characterization
1		the time and p	lace of events in	a story	
2		a person, anim	al, or other bein	ig in a story	
3		how the autho	r creates a <mark>n</mark> d de	scribes a char	acter
4		personality trai	its based on who	at someone de	oes, thinks, or says
5		an educated go	uess based on te	ext evidence a	nd what you know
6		details from the	e text that supp	ort an author'	's or reader's ideas

## B. Read each sentence. Circle True or False. For each false answer, cross out the incorrect answer and write the correct answer below it. The first one is done for you.

<ol> <li>The setting in a story is a person, animal, or other being.</li> </ol>	True / False
2. If an author describes what a character is thinking, that is <b>characterization</b> .	True / False
3. Proud, angry, smart, and determined are all character traits.	True / False
4. The <b>setting</b> is an educated guess based on text evidence and what you know.	True / False
5. A <b>character</b> in a story could be human, alien, or beast.	True / False
6. The time and place in a text is considered evidence.	True / False

### SKILL FOCUS

1 App studied	her face in the mirror an	d carefully counted each freckle	does
2. She wondere	d if the lemon juice had	worked to remove any.	
3. "Sixty-seven,	sixty-eight freckles th	is is useless!" huffed Ann	
<ol><li>Covering her</li></ol>	eyes with a cloth, Ann b	pegan quietly crying	
5. Feeling like a	freak, she remembered	the teasing she endured yesterday.	
6. "Why must I	have this skin?" she sho	uted to no one in particular.	
7. Ann suddenly	sat up straight and poi	nted toward the sky	
8. She exclaime	d loudly, "I've got it!" _		
No. alexandre de la constante	ummaging around in the	drawer until she found what she v	vas looking to
make-up	s above to answer the follow		vas looking to
make-up  Use the sentence:  1. Re-read sentence:	s above to answer the follow	wing questions. t Ann had been teased about?	vas looking to
make-up  Use the sentence:  1. Re-read sentence:	s above to answer the follow e 5. What can you infer tha	t Ann had been teased about?	joyful
make-up  Use the sentence:  1. Re-read sentence:  2. Circle the charachy	e 5. What can you infer that	t Ann had been teased about?	

#### The Man with a Wen A Japanese Folktale

- [1] Many years ago in a tiny village in Japan, a man was cursed with a wen, or large growth, on his cheek.

  Overtime it grew to be the size of a peach. He had a wife and son who loved him very much, but he stayed apart from them. With every year that passed, the man became more lonely and sad. He began covering his face with a scarf and took on a new job finding firewood in the forest.
- [2] One day in the forest, the man saw magical beings who were dancing and playing music in the woods.

  "What is this magic I see?" the man wondered. He shook his head hard to see if the vision would disappear,
  but it did not. He became so entranced that he tapped his feet and swayed to the music. For the first time in
  years, the man felt joy. He closed his eyes and began dancing wildly among them. His wen bobbed up and
  down. But he shouted, "Who cares?"
- [3] The spirits watched him as he twisted and turned. Finally, the head spirit said, "You are an amazing dancer! You must teach us these steps. Please come back tomorrow night to teach us!"
- [4] The man agreed that he would. But the head spirit became nervous and said, "How can I be sure that you will return? You must give us something of great value to make sure you will come back to get it." The man remembered his lack of money and his sadness. He touched the wen on his face. "That's it!" shouted the head spirit. "I see that you greatly treasure that wen. I shall take it to make sure you will come back tomorrow night!"
- [5] Instantly, the wen disappeared from the man's face. Shocked, the man took off from the spirits shouting, "Yes, yes, of course I will come back tomorrow!"

B. Read the bold text from section 2 below. Circle does, thinks, or says to show how the author is using characterization.

thinks / One day in the forest, the man saw magical beings who were does dancing and playing music in the woods. "What is this magic I see?" the man wondered. He shook his head hard to see if the does / vision would disappear, but it did not. He became so entranced says / thinks that he tapped his feet and swayed to the music. For the first does time in years, the man felt joy. He closed his eyes and began dancing wildly among them. His wen bobbed up and down. says / But he shouted, "Who cares?" does thinks / says

#### SKILL APPLICATION

C. Circle the 3 character traits that you think describe the man in this Japanese folktale. Then, answer the questions that follow.

adventurous	hardworking	selfish	rude
gloomy	mysterious	talented	cruel

1. Which of the man's character traits is demonstrated in this line of text? Circle your answer.

"You are an amazing dancer! You must teach us these steps. Please come back tomorrow night to teach us!"

- a. friendly
- b. sneaky
- c. talented
- d. stubborn
- 2. Which line best shows the the man is not lazy? Circle your answer
  - a. Instantly, the wen disappeared from the man's face.
  - b. He took on a new job finding firewood in the forest.
  - c. The man agreed that he would come back.
  - d. His wen bobbed up and down as he danced.

D. Re-read the lines from section 4. Then, using the words in the word bank, complete the sentences below.

The man agreed that he would. But the head spirit became nervous and said, "How can I be sure that you will return? You must give us something of great value to make sure you will come back to get it." The man remembered his lack of money and his sadness. He touched the wen on his face and grew somber. "That's it!" shouted the head spirit. "I see that you greatly treasure that wen. I shall take it to make sure you will come back tomorrow night!"

doing	characterization	thinking	
The underlined text shows w	hat the man is	and	
	Because the author provided	that	

★ Find a partner and discuss the following questions: How might this folktale end? Do you think the man will return?
What is the theme of the story? What connections to other pieces of literature can you draw?

POWER UP Lexia Skill Builders'

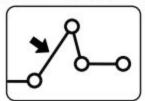
Use these cards independently or with a partner to review the instructional terms introduced online.

## exposition



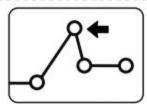
the introduction of the setting, characters, and conflict

## rising action



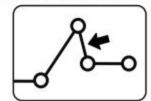
events that develop the main conflict of a story

## climax



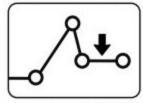
the most intense part of a story

## falling action



events after the climax and before the ending

## resolution



the final part of a story where the problem is worked out

## irony



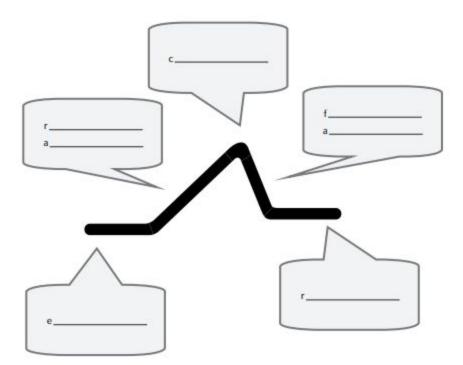
something that is the opposite of what is expected

#### A. Read the terms in the box. Then, write each term next to its definition.

climax	exposition	falling action	irony	resolution	rising action
1		the final pa	art of a story	where the problem	is worked out
2		events tha	t develop the	main conflict of a	story
3		something	that is the o	pposite of what is e	expected
4		the introd	uction of the	setting, characters	, and conflict
5		the most in	ntense part o	f a story	
6.		events after	er the climax	and before the end	ding

B. Read the terms in the box. Then, label the parts of a narrative structure. HINT: The first letter of each term is given to you.

climax exposition falling action resolution rising action



C. Read the paired signs below. Circle the sign that is ironic. Then, underline the words that create the irony. The first one has been done for you.



Certificate Awarded to:

Jennifer Johnson

Spelling Bee Winner!

## THINK

Do it right the first time.

Plan Ahead

# THINK Do it right the first time. Plan Ahea d

## Welcome!

Old, Antique Tables

**Made Daily!** 

8 am to 5 pm

## Welcome!

Old, Antique Tables

**Sold Daily!** 

8 am to 5 pm

## DRIVE THRU Parking Only

DINE IN PARKING ONLY D. Read the riddle. Use the clues to figure out the letters for each space. Reveal the answer to the riddle. Some letters will be used more than once.

**Riddle:** What would you say to the man who planted a tree in honor of George Harrison, a famous member of the band The Beatles? The tree had to be replanted because of rot from beetles.

1 = a letter in the word PIT, not PAT
2 = a letter in the word TAN, not PAN
3 = a letter in the word SAW, not PAW
4 = a letter in the word CAN, not CAP

5 = a letter in the word FAR, not FAN
6 = a letter in the word OAR, not CAR
7 = a letter in the word ACE, not ATE

#### E. Match the following parts of a narrative to the examples given. The first one is done for you.

resolution	Patrick Edlinger was a famous French free rock climber.
falling action	He was known for his extreme rock climbing, rarely using harnesses or shoes.
climax	During a climb on a steep sided French cove, Patrick survived a mild heart attack.
rising action	From that time on, he gave up extreme climbing.
irony	In his retirement, he started a rock-climbing magazine.
exposition	Sadly, at the age of 52, he died from falling down a flight of stairs.

#### TEXT

Read the short story The Cop and the Song. Then, complete the activities.



The Cop and the Song, by O. Henry (adapted)

[1] Soapy moved restlessly on his bench in Madison Square. A dead leaf fell at Soapy's feet. That was a special sign for him that winter was coming. It was time for all who lived in Madison Square to prepare. He had to find some way to take care of himself during the cold weather. Three months in the prison on Blackwell's Island was what he wanted. Three months of food every day and a bed every night, safe from the cold north wind, and safe from cops.

[2] So, Soapy began to plan how he could get arrested and secure a home for the winter. First, he tried to enter a fine restaurant – where he would eat and not pay the bill. But the waiter would not let him enter. Next, he decided to throw a rock through a store window. "Where's the man that did that?" asked a nearby cop.

[3] "Don't you think that I might have done it?" said Soapy. But men who break windows do not stop to talk to cops. So the cop ran in another direction. Then, Soapy saw a nice young woman looking in a shop window. If he bothered her, she would call a cop. But the woman was not afraid of him after all.

[4] Finally, troubled from his lack of success, Soapy stopped in front of an old church. Through a colored-glass window came sweet music to Soapy's ears. It was a song he knew from his childhood. In those days his life contained things like mothers and flowers and high hopes and friends and clean thoughts and clean clothes.

[5] Soapy's mind was ready for something like this. There was a sudden and wonderful change in his soul. He saw his worthless days, his wrong desires, his dead hopes, the lost power of his mind. He would fight to change his life. He would pull himself up, out of the mud. He would make a man of himself again. That sweet music had changed him. Tomorrow he would find work.

[6] Suddenly, Soapy felt a hand on his arm. He looked quickly around into the face of a cop.

"What are you doing hanging around here?" asked the cop.

"Nothing," said Soapy.

"You think I believe that?" said the cop.

Full of his new strength, Soapy began to argue. And it is not wise to argue with a New York cop. "Come along. Three months in prison for loitering" for you!"

<sup>&</sup>quot;loitering: (v.) illegally hanging around an area often with the purpose of committing a crime

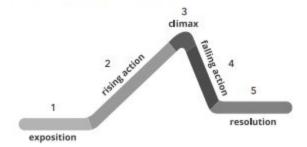
#### A. Answer the following questions about the text.

1. Fill in the blanks.

Main Character:	
Setting:	20

- 2. Which sentence best describes the main conflict in this story?
  - a. Soapy is sitting on a bench in a city park.
  - b. Soapy has bad memories of his childhood.
  - c. Soapy looks forward to winter in the park.
  - d. Soapy keeps trying to get arrested but can't.
- 3. Underline 3 sentences in section 1 that help the reader infer that Soapy is homeless.

#### B. Match the lines of the text below with the parts of a narrative.



	So,	Soapy	began	to	plan	how	he	could	get	arrested.
--	-----	-------	-------	----	------	-----	----	-------	-----	-----------

- \_\_\_\_ "Come along. Three months in prison for loitering for you!"
- Soapy moved restlessly on his bench in Madison Square. A dead leaf fell at Soapy's feet. That was a special sign for him that winter was coming.
- \_\_\_\_ There was a sudden and wonderful change in his soul.
- \_\_\_\_ Suddenly, Soapy felt a hand on his arm. He looked quickly around into the face of a cop.

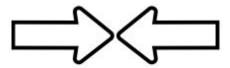
#### SKILL APPLICATION

to \_\_\_\_\_\_ anyway.

	s for his use of irony. Authors use at best matches O. Henry's them	e irony to help develop their messa e in this short story.
Hard work pays off.	Love conquers all.	Careful what you wish for.
2. State the irony in this story by	filling in the blanks. HINT: One o	f the words is used twice.
2. State the irony in this story by	filling in the blanks. HINT: One o	f the words is used twice.  arrested
	prison	

Use these cards independently or with a partner to review the instructional terms introduced online.





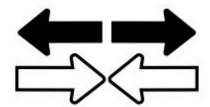
to tell how things are alike

# contrast



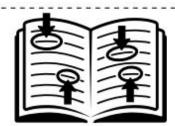
to tell how things are different

# compare and contrast



to find ways in which things are alike and different

# transition words



words that connect ideas in a text

# SKILL FOCUS

## A. Read the terms in the box. Then, write each term next to its definition.

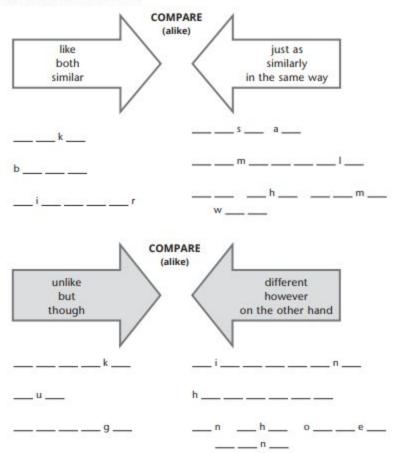
compare	contrast	compare-contrast	transition words
1		words that connect ideas in a tex	ĸt
2		to tell how things are alike	
3		to find ways in which things are a	alike and different
4.		to tell how things are different	

## B. Draw a line from each transition word to show if it connects ideas that compare or contrast.

unlike		also
in the same way	Compare	but
though		similarly
different		just as
however		similar to
both	Contrast	whereas
on the other hand		like

## SKILL FOCUS

### C. Complete the transition words in each chart.



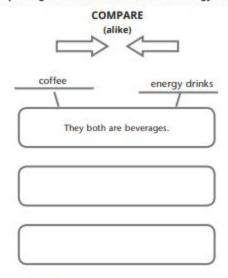
### D. Circle the transition word that makes sense in the sentences below.

- 1. (Both / Unlike) cake and pie are popular desserts.
- 2. (Like / On the other hand ) many people prefer salty treats.
- 3. Chips and pretzels are favorite snacks. (Similarly / Unlike ), popcorn and granola bars are popular, too.
- 4. Most people know, ( like / however ), that we should eat fewer salty and sweet treats.
- 5. ( Unlike / Just as ) artificially sweetened foods, fruits have natural sugars and vitamins.
- 6. ( Different / In the same way ), snacking on vegetables can give a natural crunch instead of eating unhealthy chips.

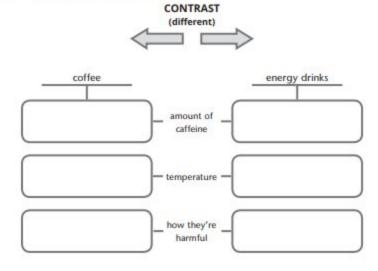
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A. Read Energy Boosters on the next page. As you read, underline 5 compare and contrast transition words in the text. Then, complete the activities below.

Complete the following graphic organizer to show how coffee and energy drinks are similar.



B. Now, show how coffee and energy drinks are different.



\* Take an informal survey of how many students in your class drink coffee, energy drinks, or neither, and write a simple statistic (e.g., Five out of 12 students prefer coffee in the morning).

## **Energy Boosters**

Let's face it. People have late nights and early mornings. Many people turn to caffeine for a morning wake-up or an afternoon pick-me-up. Some choose classic coffee to do the job. Others prefer energy drinks. In recent years, the number of coffee shops has exploded with lots of flavors of coffee drinks. Similarly, the market for energy drinks has grown so much. They can now be found on the counters of every convenience store across the country. So, what's the difference between these energy boosters anyway?

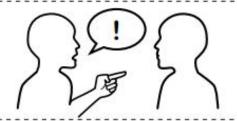
Coffee has about 100mg of caffeine per cup. This amount depends on how it is made and how fine the beans are ground. With 100mg of caffeine, brain cells work more quickly. People feel more alert. Coffee also has some B vitamins and minerals that can improve health and help drinkers avoid some diseases. But, most people add ingredients to their coffee that take away all of those benefits. You guessed it: cream and sugar. People also drink way too much coffee. This causes jittery feelings and racing heart rates.

What about energy drinks? An average energy drink contains about 75mg of caffeine. Just like coffee, the caffeine works to wake up the brain. People can think and react faster. Energy drinks print the amount of caffeine on the side of the container. That way, people know exactly how much caffeine they are drinking. Energy drinks can also have added ingredients, like vitamins, that are helpful. However, they also have other ingredients that can be harmful, like fake colors and extra sugar. Energy drinks are served cold, which makes people drink them much faster than coffee. This means they get their energy fast, but it also means they might get more caffeine than they wanted.

Although coffee and energy drinks have much in common, they also are very different. Coffee or energy drink? Or, maybe, just a glass of water!

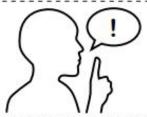
Use these cards independently or with a partner to review the instructional terms introduced online.





use of reasons and evidence to support a claim

# claim



the main point of an author's argument

# counterclaim



a point that disagrees with the author's main point

# evidence



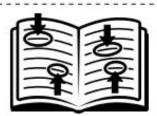
examples, facts, and expert quotes that support the reason

# reason



why the author makes the claim

# transition words



words that connect ideas in a text

...

## A. Read the terms in the box. Then, write each term next to its definition.

claim	counterclaim	reason	evidence	argument	transition words
1		_ the use of re	easons and evider	nce to support a c	laim
2		_ the main po	int of an author's	argument	
3		_ why the auti	nor makes the cla	i <mark>m</mark>	
4		_ examples, fa	acts, and expert o	quotes that suppor	t the reason
5		_ words that o	connect ideas in a	text	
6		_ a point that	disagrees with th	ne author's main po	oint

B. Use the terms and definitions from Part A to fill in the crossword puzzle. Hint: One term is not used.

ACROSS		1
Why the author makes the claim	3	-
<ol> <li>A point that disagrees with the author's main point</li> </ol>		
5. Examples, facts, and expert quotes that support the reason		
DOWN		J
The use of reasons and evidence to support a claim		
The main point of an author's argument		

## C. Use the terms and definitions in Part A to complete the definitions in this graphic organizer.

	ARGUMENT
CLAIM: the	_ point of an author's
REASON:	the author makes the claim
EVIDENCE:	,, and expert quotes that support the reason
COUNTERCLAIM: a point that	with the author's main point

## D. Decide if each statement is true or false. Circle your answer.

An argument includes a claim, or viewpoint.	True / False
2. Reasons for the claim are not necessary in a strong argument.	True / False
3. A strong argument contains personal opinion with no evidence.	True / False
4. An expert's findings can be a type of evidence in an argument.	True / False
<ol> <li>Transition words like A main reason, Another reason, and Most important signal that the author is stating reasons that support the claim.</li> </ol>	True / False

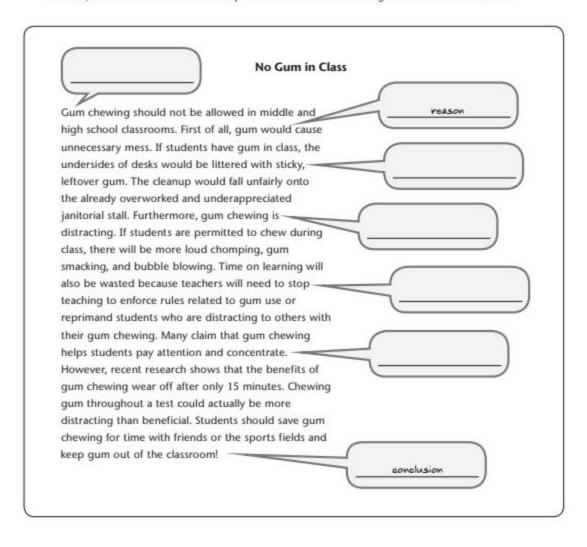
E. Read each sentence and circle the correct answer. Then, find the 3 transition words that signal reasons and/or evidence for the claim, and underline them.



In Support of Gum Chewing	Is the sentence a claim, reason, evidence, or counterclaim?
<ol> <li>Middle and high school students should be permitted to chew gum in class.</li> </ol>	claim / counterclaim
2. For one thing, chewing gum helps students relieve stress.	reason / evidence
<ol> <li>In fact, researchers in Japan found that gum chewing was associated with less stress in a group of young people who were asked to chew gum twice a day for two weeks.</li> </ol>	reason / evidence
<ol> <li>In addition, chewing gum in class helps students stay more focused and alert, especially when taking tests.</li> </ol>	reason / evidence
<ol> <li>A 2011 study showed that participants who chewed gum just before and at the beginning of a test had higher test performance than those who didn't.</li> </ol>	reason / evidence
<ol> <li>Some may argue that gum chewing shouldn't be allowed in the classroom because it is distracting and messy.</li> </ol>	claim / counterclaim

### F. Read the argumentative text No Gum in Class, and complete the following activities.

- Use the labels claim, reason, evidence, counterclaim, and conclusion to annotate the text. Some have been filled in for you.
- 2. Then, circle the 3 transition words/phrases used in the text to signal reasons and evidence.



Read the argument below. Then, complete the activities on the next page.

### Take a Hike!

[1] What does the word hike suggest to you? Maybe you picture people spending days on a trail. The hikers climb steep mountainsides. They carry heavy packs, wear special boots, and set up tents at night. That picture fits with big, challenging hikes. Those kinds of hikes are not for everyone. But hikes don't have to be big. Small hikes are just walks through the woods or other natural areas. A hike IS for almost everyone, and it's worth doing.

[2] A main reason for hiking is that it's excellent exercise. Exercise is needed for physical health. According to the US Centers for Disease Control and Prevention, regular physical activity "is important for promoting lifelong health and well-being and preventing various health conditions." The whole body is working during a hike muscles, lungs, heart, joints. Hikers improve their balance and strength. Hiking helps bodies bend and stretch more easily. Bones grow stronger. Hiking even helps with weight control.

[3] Hiking is also good for mental health. In one experiment, researchers had one group of people take a walk in a grassy area with trees. Another group walked on city sidewalks. Each group walked for 90 minutes. The researchers made measurements, including brain scans. After the walks, there was a difference in the brains of the two groups. The difference pointed to a better mood among people who walked in nature. Science is proving what people have always felt to be true. It just feels good to breathe fresh air, see and touch natural things, and get away from noise and rush. In Japan, for example, doctors prescribe "forest bathing"—spending time close to nature. Trees and plants can have calming, healing effects.

[4] Furthermore, hikes can be enjoyed by people with a range of ability levels and in a variety of locations. Hikes don't have to require special equipment. Though big hikes require special equipment, small hikes require only sturdy footwear. People who live near state parks or conservation areas can find many trails to choose from. But city dwellers should not feel left out. City parks often have walking paths. A wooded trail may be just a ride away on public transportation. All sorts of hiking trails are out there for people to discover and enjoy.

[5] Check out which trails are near your home. Then get out there and take a hike!

### A. Annotate (add notes) to the text on p. 6 by following the steps below. Some steps also ask you to answer questions as you annotate.

- Circle the title. This gives the reader a clue about the author's opinion. The title suggests that the author ( wants / doesn't want ) to persuade the reader to try hiking.
- 2. Highlight or underline the author's claim. The claim is found in paragraph \_\_\_\_\_.
- 3. Write R1 next to the first reason. This reason is found in paragraph \_\_\_\_\_
- 4. Write R2 next to second reason. This reason is found in paragraph \_\_\_\_\_
- 5. Write R3 next to the third reason. This reason is found in paragraph \_\_\_\_\_
- Put a checkmark ( ✓ ) next to all of the paragraphs that contain evidence for the author's reasons.
   The paragraphs that contain the evidence are \_\_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_\_.
- 7. Does the text include a counterclaim? ( Yes / No )

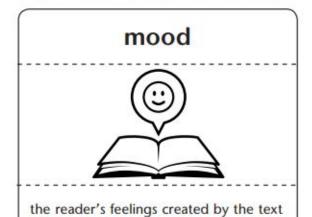
### B. Use the text to fill in the missing information in the graphic organizer.

	ARGUMENT	
CLAIM: Hiking is		
REASON 1:  • excellent source of	REASON 2: • good for	REASON 3:  • enjoyed regardless of and location
• whole body is working • improves and  • helps bodies and stretch  • helps with weight control	EVIDENCE:  • research suggests better among people who walk in* is prescribed in Japan  • and have calming, healing effects	special not always required     lots of trails near and conservation areas     city parks often have walking and access to trails

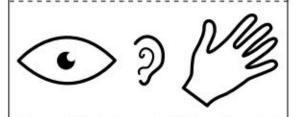
2019[32] Lovia Skill Buildors\*

	2	3	
rite a sentence that could b	e added as a count	terclaim for the argument.	
sing the information from the slow. Use the word box to h			
parate piece of paper if nec		ansitions to signal the reas	ons in your summar
A main reason	Anoth	er reason	Most importan
First of all,	Also,		Finally,
ringe or any			
State the author's claim.	(1 sentence)		
		transition word/phrase. (1	sentence)
State the author's claim.     State the author's first re	eason. Begin with a		sentence)
1. State the author's claim.	eason. Begin with a		sentence)
State the author's claim.     State the author's first re	eason. Begin with a	reason. (1 to 2 sentences)	
1. State the author's claim. 2. State the author's first re 3. Paraphrase the evidence 4. State the author's second	eason. Begin with a that supports the d reason. Begin wit	reason. (1 to 2 sentences) h a transition word/phrase.	
State the author's claim.     State the author's first re     Paraphrase the evidence	eason. Begin with a that supports the d reason. Begin wit	reason. (1 to 2 sentences) h a transition word/phrase.	**************************************

Use these cards independently or with a partner to review the instructional terms introduced online.



# sensory language



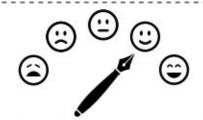
words that describe how things look, sound, smell, taste, or feel

# simile



a comparison of two unlike things using *like* or *as* 

# tone



the author's attitude toward the subject

# word choice



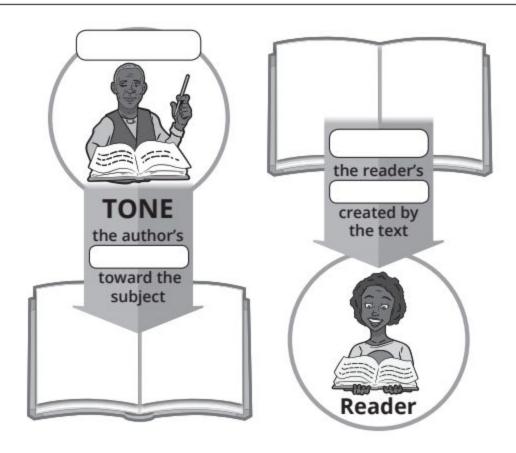
the use of specific words to create meaning and feeling

## A. Read the terms in the box. Then, write each term next to its definition.

sensory language	tone	word choice	mood	simile
	a compari	son of two unlike things usin	g like or as	
-	the reader	's feelings created by the te	ct	
	the use of	specific words to create mea	aning and feeling	
	the author	's attitude toward the subject	:t	
	words that	describe how things look, s	ound, smell, taste, or	feel

## B. Read the words in the box. Then, use each of the words to fill in the blanks in the image below.

mood attitude feelings author



C. Words can represent positive or negative feelings. Read each word and decide if it is positive (+) or negative (-). Circle your answers.

eerie	+	77.0
wise	+	1-0
kind	+	T. (
rudely	+	-
soft	+	

D. Read the statements below and decide if the overall feeling is positive (+) or negative (-). Write + or - in the space provided.

\_\_\_\_\_\_ 1. "Get out of my way!" snapped the man.

\_\_\_\_\_ 2. She was very cross when she found out her vase had been broken.

3. The money disappeared under mysterious circumstances.

\_\_\_\_\_ 4. The sunlight spanned across the backyard, warm and bright.

\_\_\_\_\_ 5. Mr. Mooney is a strict teacher who gives detention all the time!

\_\_\_\_\_\_ 6. Chills ran down my back. I couldn't believe what I was seeing.

E. The author's tone of a text can often be classified as positive or negative. Read each of the conversations below, and identify if the person has a positive or negative tone. Then, circle the words that helped you to decide if the tone was positive or negative.



Valeria has a positive / negative tone. Circle the 2 words that describe her tone.



Labron and Ahamad have a positive / negative tone. Circle the 3 words that describe their tone

- F. The mood of a text can also be classified as positive or negative. Read each sentence and decide if the mood is positive or negative. Circle your answer. Then, underline the words that helped you to decide if the mood was positive or negative.
  - 1. The deer seemed joyful when finally released back into the wild. ( positive / negative )
  - 2. Perched on top of the fence, the bird watched with cold, dark eyes, leaving me with a strange feeling. ( positive / negative )
  - 3. I grinned from ear to ear when I saw the delicious tiered chocolate cake with three layers! ( positive / negative )
  - 4. The happy song with the upbeat tune left my soul feeling refreshed! ( positive / negative )
  - 5. She was worried about the difficult biology exam on Monday. ( positive / negative )

### Read the text The Owl and the Grasshopper. Then, complete the activities.

# The Owl and the Grasshopper



[1] The Owl always takes her sleep during the day. Then after sundown, the light fades from the sky, and mysterious shadows rise like ghosts from graves. Only then does the Owl come out, ruffling and blinking from the spooky, old hollow tree she calls home. Now her strange "hoo-hoo-oo-oo" echoes through the eerie' wood, and she begins her hunt for the bugs and beetles, frogs and mice she likes so well to eat.

[2] Now there was a certain old Owl who had become very cross and hard to please as she grew older, especially if anything disturbed her daily slumbers<sup>2</sup>. One pleasant summer afternoon as she dozed away in her dark den in the old oak tree, a Grasshopper nearby began a joyous song. The Grasshopper's voice was full of enthusiasm as he sang of the warm, sunny days of summer. His lyrics<sup>2</sup> went on to describe days spent splashing in cool dew drops of water with the smell of mint leaves wafting<sup>4</sup> through

the breeze. However, it did not take long before the old Owl's head popped out from the opening in the tree that served both as a door and a window.

[3] "Get away from here, you!" she snapped at the Grasshopper. "Have you no manners, you irritating little bug? You should at least respect my age and leave me to sleep in quiet!"

[4] But the Grasshopper answered rudely that he had as much right to his place in the sun as the Owl had to her place in the old oak. He then struck up a new song about crabby birds who live in depressing, rotting, stinking trees.

[5] The wise old Owl knew quite well that it would do no good to argue with the Grasshopper, nor with anybody else for that matter. Besides, her eyes were not sharp enough by day to permit her to punish the Grasshopper as he deserved. So she laid aside all hard words and spoke very kindly to him.

[6] "Well sir," she said in a soft, sweet voice, "if I must stay awake, I am going to settle right down to enjoy your singing. Now that I think of it, I have freshly squeezed, delicious lemonade. Please come up and have a glass with me. Your throat must be parched after all of that beautiful singing!"

[7] The foolish Grasshopper was taken in by the Owl's flattering words. Up he jumped to the Owl's den, but as soon as he was near enough so the old Owl could see him clearly, she pounced on him and ate him up.

¹ eerie: (adj.) ghostly

<sup>2</sup> slumber: (v.) to sleep

<sup>1</sup> lyrics: (n.) words to a song

<sup>\*</sup> waft: (v.) to gently pass through

### A. Answer the following questions. Some may ask you to annotate, or write, directly on the text provided.

[1] The Owl always takes her sleep during the day. Then after sundown, the light fades from the sky, and mysterious shadows rise like ghosts from graves. Only then does, does the Owl come out, ruffling and blinking from the spooky, old hollow tree she calls home. Now her strange "hoo-hoo-oo-oo" echoes through the eerie wood, and she begins her hunt for the bugs and beetles, frogs and mice she likes so well to eat.

- 1. Underline the simile in section 1 above.
- 2. Circle 4 words in section 1 that create a chilling or creepy mood.

[2] Now there was a certain old Owl who had become very cross and hard to please as she grew older, especially if anything disturbed her daily slumbers. One pleasant summer afternoon as she dozed away in her dark den in the old oak tree, a Grasshopper nearby began a joyous song. The Grasshopper's voice was full of enthusiasm as he sang of the warm, sunny days of summer. His lyrics went on to describe days spent splashing in cool dew drops of water with the smell of mint leaves wafting through the breeze. However, it did not take before the old Owl's head popped out from the opening in the tree that served her both for door and for window.

- 3. Circle the 2 words in section 2 above that suggest the Grasshopper has a positive or happy tone.
- 4. Draw a box around the sensory language in the underlined sentence.

[3] "Get away from here, you!" she snapped at the Grasshopper. "Have you no manners, you irritating little bug?
You should at least respect my age and leave me to sleep in quiet!"

- 5. The circled words in section 3 show that the Owl's tone is
  - a. calm.
  - b. worried.
  - c. annoyed.
  - d. playful.

[4] But the Grasshopper answered rudely that he had as much right to his place in the sun as the Owl had to her place in the old oak. He then struck up a new song about crabby birds who live in depressing, rotting, stinking trees.

- 6. Circle the word in section 4 above that suggests the Grasshopper has an unpleasant or mean tone.
- 7. As the end of section 4, your mood as you read the underlined text probably becomes more
  - a. positive.
  - b. negative.
  - c. disappointed.
  - d. frustrated.

[5] The wise old Owl knew quite well that it would do no good to argue with the Grasshopper, nor with anybody else for that matter. Besides, her eyes were not sharp enough by day to permit her to punish the Grasshopper as he deserved. So she laid aside all hard words and spoke very kindly to him.

[6] "Well sir," she said in a soft, sweet voice, "if I must stay awake, I am going to settle right down to enjoy your singing. Now that I think of it, I have freshly squeezed, delicious lemonade. Please come up and have a glass with me. Your throat must be parched after all of that beautiful singing!"

- 8. How has the Owl's tone changed from section 3 to sections 5 and 6?
- 9. Circle the words that support your answer.

[7] The foolish Grasshopper was taken in by the Owl's flattering words. Up he jumped to the Owl's den, but as soon as he was near enough so the old Owl could see him clearly, she pounced on him and ate him up.

- 10. The author's purpose is
  - a. to persuade.
  - b. to entertain.
- 11. Circle the theme, or moral, of this fable.

Love conquers all.

Hard work pays off.

Beware of flattery.

★ Using an approved search engine, find the lyrics to your favorite song. Then, try and identify the tone.

POWER UP Lexia Skill Builders"

intrinsted by Farrah Roem.

This material is a component of Lexis Readings www.lexasion.

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A. Read the words in the box below. Each one shares a common meaning with a vocabulary term from the online activity Civic Responsibility. Write the word next to the vocabulary term that shares a common meaning. The first one is done for you.

buyer supporter model community tradition planned action

Civic Responsibility Vocabulary Terms

heritage: (n.) something that is passed down through the ages

campaign: (n.) an organized effort to reach a goal

consumer: (n.) a person who buys something

ally: (n.) a person or group that supports another

civic: (adj.) relating to citizens

replica: (n.) a copy or a model

B. Circle the scenario that best matches the definition of the word. Underline the word or words in the scenario that helped you decide.

### heritage

The bride was the first person in her family to wear the wedding dress. The bride was the third person in her family to wear the wedding dress.

### campaign

Everyone kept the goal in mind as they promoted the product. No one had a goal in mind as they promoted the product.

### consumer

The increase in online shopping is due to more customers. The increase in online shopping is due to fewer customers.

## ally

It's always difficult to deal with a person who seeks to harm someone. It's always good to have a person you can count on in times of trouble.

### civic

Voting is an important way to express an opinion. Voting is an important duty for members of a community.

### replica

The paintings looked very similar but not identical. The paintings looked very different from each other.

## **VOCABULARY CONNECTION**

er each question with yes or no.
Would a consumer buy something from you?
Does a replica look exactly like the original?
Most likely, would a person's friend be an ally?
Is celebrating a job promotion part of a person's heritage?
Would a campaign be successful without a goal?
Is serving on a jury part of a person's <i>civic</i> duty?
er each question in a complete sentence. Be sure to include a reference to the definition to better explain answer. (See the example below.)
Sheila's favorite hobby is shopping. When she finds something she likes, she buys it in every color available. Is Sheila a consumer?
Yes, Sheila is a consumer because she likes to buy lots of things.
Nothing has ever been written down, yet the ceremony has been performed the same way for generations. Is this an example of heritage?
The painting that was painted by a famous artist was destroyed when the art museum flooded. The
museum found an artist who could paint new a new painting that was almost the same as the famou artist's artwork. Is the new artwork a <i>replica</i> ?
museum found an artist who could paint new a new painting that was almost the same as the famou artist's artwork. Is the new artwork a <i>replica</i> ?  The prince of one country married the princess of another country. Most likely, did the prince's country become an <i>ally</i> of the princess's country?

A. Read the terms in the box below. Then, write each term next to its definition. You can review the Vocabulary Cards at the end of this Skill Builder.

text features	pie chart	heading	italics
feature box	informational text	subheading	caption
	writing that gives	facts about a subject or to	pic
	words at the top	of the text that give the sub	ject or topic
	words that label s	shorter parts of the text	
	words in slanted	type	
	elements in infor	mational text such as headi	ngs and captions
	words about a pi	cture	
	related information	on that is separate from the	main text
	a type of graph ir	the shape of a circle	

B. Complete the crossword by filling in the term that fits each clue.

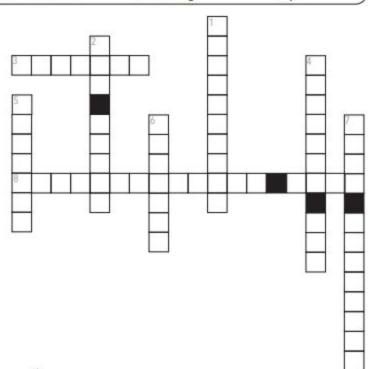
	KEY	1	
text features	pie chart	heading	italics
feature box	informational text	subheading	caption

### ACROSS

- 3. words in slanted type
- writing that gives facts about a subject or topic

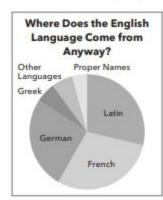
### DOWN

- words that label shorter parts of the text
- a type of graph in the shape of a circle
- related information that is separate from the main text
- words at the top of the text that give the subject or topic
- 6. words about a picture
- elements in informational text such as headings and caption



## SKILL FOCUS

C. Read the text. Then, complete the activities on the next page.



### Funny Words You've Probably Never Heard Of!

- dumfuzzle (to confuse)
- dongle (a piece of computer equipment)
- doohickey (gadget)
- kerfuffle (a fuss or commotion)

# OUTDATED BUT INTERESTING WORDS IN THE ENGLISH LANGUAGE

### KNOW ANYBODY THAT FITS THIS DESCRIPTION?

#### Gobermouch

Have you ever heard of a busybody? A gobermouch is someone who can't seem to stay out of other people's business...!

### Snoutband

A *snoutband* describes a person who always interrupts a conversation. How rude!

### **EVER HEARD OF THESE WEIRD JOBS?**

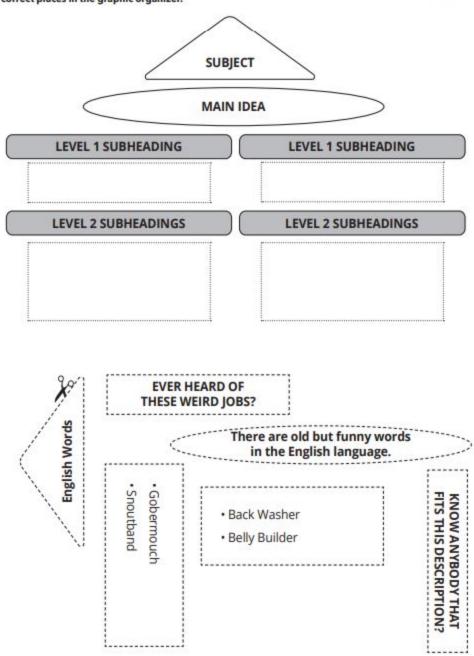
### **Back Washer**

No, this is not someone who was paid to wash a person's back! *Back washers* were workers in wool factories. Their job was to clean the wool and remove dirt.

### **Belly Builder**

Any idea what this is? You might think this has to do with working out. But, in fact, belly builders are people who make the "belly," or soundboard, of a piano.

D. Cut along the dotted lines. Read the sentence on each piece, and use the text in Part C to place the pieces onto the correct places in the graphic organizer.



# SKILL FOCUS

E. Read each sentence. Circle *True* or *False*. For each false answer, cross out the incorrect answer and write the correct answer below it. The first one is done for you.

Gobermouch, Snoutband, Back Washer, and Belly Builders are captions.    level 2 subheadings	True / False
<ol><li>The article Outdated But Interesting Words in the English Language is an informational text.</li></ol>	True / False
3. Where Does the English Language Come From Anyway? is the title of the pie chart.	True / False
4. The line "A snoutband describes" includes an example of bold type.	True / False
5. Funny Words You've Probably Never Heard Of! is the title of the feature box.	True / False
<ol> <li>KNOW ANYBODY THAT FITS THIS DESCRIPTION? and EVER HEARD OF THESE WEIRD JOBS? are both examples of level 2 subheadings.</li> </ol>	True / False

### Code Talkers: American Indian Heroes of World War II

[1] During World War II, hundreds of American Indians joined the United States armed forces. The United States military asked them to develop secret battle communications based on their language. America's enemies never **deciphered**<sup>1</sup> the coded messages that were sent. Code Talkers, as they came to be known after World War II, were American Indian warriors and heroes of the 1940s. These Code Talkers significantly aided the victories of the United States and its allies.



### RECRUITMENT AND TRAINING

[2] Beginning in 1940, the army began recruiting<sup>2</sup> American Indians. Their goal was to secretly transmit messages during World War II.

### The Navajos

[3] The Marine Corps recruited Navajo Code
Talkers in 1941 and 1942. After viewing a
demonstration of messages sent in the Navajo
language, the Marine Corps was so impressed
that they recruited 29 Navajos in two weeks to
develop a code within their language. Eventually,
the largest number of Code Talkers would be
members of the Navajo Tribe.

### **Code Talking School**

[4] After the Navajo code was developed, the Marine Corps established a Code Talking school. As the war progressed, more than 400 Navajos were eventually recruited as Code Talkers. The training was intense. Following their basic training, the Code Talkers completed extensive training in communications and memorizing the code.

### SENDING MESSAGES IN CODE

[5] On the battlefield, the work of sending coded messages was extremely serious. Being able to keep messages secret could make the difference between winning and losing a battle or affect how many lives were saved or lost.

### The Messages

[6] Code Talkers were given the messages in English. Without writing them down, they translated and sent them to another Code Talker. After the message was transmitted and received, it was written down in English. Then it was entered into a message logbook. The Code Talkers also sent messages in English. Messages were only coded when absolute security was needed.

### continued on next page

decipher: (v.) to find the meaning of something that is difficult to read or understand

<sup>&</sup>lt;sup>2</sup> recruit: (v.) to persuade someone to join a company, organization, the armed forces, or the like

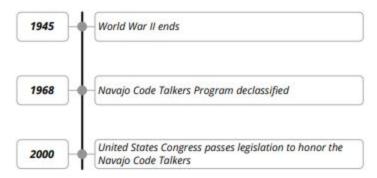
### Equipment

[7] When Code Talkers transmitted a message, they did more than speak into a handheld radio or phone. They had to know how to operate both wire and radio equipment. Often, they had to carry the equipment on their backs. They also had to know how to set up and maintain the electronic communication wires, or lines. Sometimes their messages were broadcast over a wide area, helping to direct bigger operations. At other times, messages related to a smaller group, such as a platoon<sup>2</sup>.

### LASTING LEGACY

It would take more than 40 years for Code Talkers to be recognized for their contributions during World War II!

One reason that Code Talkers were not recognized until much later is because the program was secret and classified by the military.



The Code Talkers' achievements are many. They overcame the difficulties imposed on native peoples. They served their families, their communities, and their country. The demonstrated the importance of their tribal languages to the world and helped preserve them for the future. The National Museum of the American Indian recognized and honored Code Talkers, referring to them as Native Warriors of the twentieth century.

<sup>\*</sup> platoon: (n.) a group of soldiers that includes two or more squads.

A. Answer the questions below. Questions 3 and 4 ask you to write directly on the text.

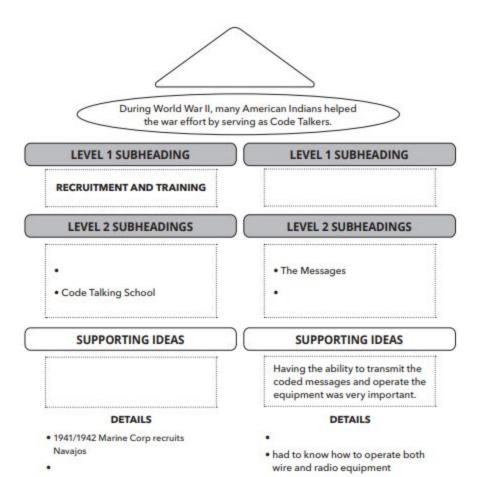
1. The heading of this text is:

		C	_D	-	TL	E	_S:			
A	RI	AN	I_	D_	AN	H_	R	ES	0_	_
		W	R	D	100	A	П			

- 2. Based on the heading, what is the subject of this article?
  - a. World War II
  - b. Languages
  - c. Heroes
  - d. Code Talkers
- Circle the two level 1 subheadings.
- 4. Underline the four level 2 subheadings.
- 5. Check the box of each text feature that appears in the text. HINT: There are four features.
  - headings and subheadings
  - ☐ dialogue
  - Dold or italics
  - ☐ caption
  - ☐ claim
  - feature box
  - pie chart
  - rhetorical question
- 6. Which text feature best supports the line, "Eventually, the largest number of Code Talkers would be members of the Navajo Tribe"?
  - a. italics
  - b. heading
  - c. the feature box
  - d. the pie chart

B. Use the text and the phrases in the box below to fill in the missing information in the graphic organizer. Put the correct number in the blank spaces of the organizer.

The Navajos @ SENDING The Equipment The largest MESSAGES IN CODE recruitments came from the Navajo Tribe, who eventually helped to establish a Code Talking Code Talkers more than 400 messages were Navajos recruited to school. coded when absolute school security needed



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Name:	

# SKILL APPLICATION C. Use the graphic organizer you just filled out and the words in the box below to complete the text summary. trained secrecy Code Talkers recruiting equipment war effort Navajos transmit During World War II, many American Indians helped the \_\_\_\_\_\_\_ by serving as . To do this, the Marine Corp began \_\_\_\_\_ Navajo Indians. Many were \_\_\_\_\_\_ at the Code Talkers school. Eventually, more than 400 \_\_\_\_\_\_ were trained as Code Talkers. On the battlefield, Code Talkers needed to have the ability not only to \_\_\_ but also to operate \_\_\_\_\_\_. Messages were coded only when absolute was needed. D. Answer the following question using complete sentences. What important information is included in the feature box "Lasting Legacy"? Include at least 3 details in your answer.

E. Carl Gorman and Charles Chibitty are two Code Talkers who served during World War II. Choose one and use an approved search engine to do some research. Then, complete the sentence starters below.

### KEYWORD SEARCH

Using the right keywords to search for information on the Internet is important. Try using the following keywords to quickly find information about Carl Gorman or Charles Chibitty.

"Carl Gorman Code Talker"

"Charles Chibitty Code Talker"

I am researching	who was part of the
( Comanche, Navajo ) tribe.	
He was born	
(place of bi	rth)
One interesting fact that I found is that he	

F. With a partner, use the questions below to take turns interviewing one another. Record your partner's responses.

?	Who did you research?	
---	-----------------------	--

What is one interesting fact you learned?

→	What other questions do you have about Code Talkers?
-	

G. To develop their code, the original 29 Navajo Code Talkers first came up with a Navajo word for each letter of the English alphabet. Since they had to memorize all the words, they used things that were familiar to them, such as kinds of animals. Here are some of the words they used:

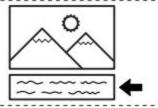
Letter	Navajo Word	English Word
С	MOASI	Cat
D	LHA-CHA-EH	Dog
E	DZEH	Elk
1	TKIN	Ice
0	NE-AHS-JAH	Owl
R	GAH	Rabbit
V	A-KEH-DI-GLINI	Victor

See if you can translate the following coded message.

		MC		-AH-JAH	LHA-CHA-EH	DZEH		
		_	_	_				
GAH	DZEH	MOASI	DZEH	TKINI	A-KEH-DI-G	LINI	DZEH	LHA-CHA-EH

Use these cards independently or with a partner to review the instructional terms introduced online.

# caption



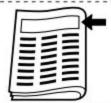
words about a picture

# feature box



related information that is separate from the main text

# heading



words at the top of the text that give the subject or topic

# informational text



writing that gives facts about a subject or topic

# italics

dog *→ dog* 

letters in slanted type

# pie chart

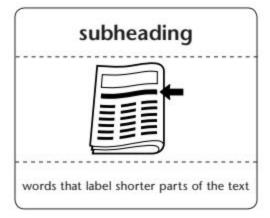


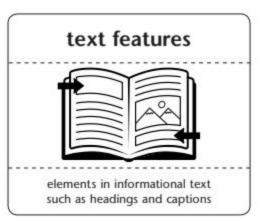
a type of graph in the shape of a circle

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## INSTRUCTIONAL VOCABULARY CARDS

Use these cards independently or with a partner to review the instructional terms introduced online.





A. The text below includes the first few parts of the excerpt from the narrative Hatchet that you worked with online. Read the text and think about the annotations or explanatory notes.



main character

setting

Before this excerpt:

Brian Robeson is a thirteen-year-old boy who finds himself lost in the Canadian wildemess. His plane crashed into a nearby lake after traveling many miles from its scheduled path. Brian has only his hatchet and his wits to help him survive. He is hungry, afraid, and unprepared for all of the challenges he will encounter in the wilderness. After 47 days in the wilderness, he is still learning many difficult lessons about survival.

### 1] Mistakes.

theme mistakes can be harmful Small mistakes could turn into disasters, funny little mistakes could snowball so that while you were still smiling at the humor you could find yourself looking at death. In the city if he made a mistake usually there was a way to rectify it, make it all right. If he fell on his bike and sprained a leg he could wait for it to heal; if he forgot something at the store he could find other food in the refrigerator.

Now it was different, and all so quick, all so incredibly quick. If he sprained a leg here he might starve before he could get around again; if he missed while he was hunting or if the fish moved away he might starve. If he got sick, really sick so he couldn't move he might starve.—

author's craft negative tone

lesson -Brian learned about mistakes [2] Mistakes.

Early in the new time he had learned the most important thing, the truly vital knowledge that drives all creatures in the forest—food is all. Food was simply everything. All things in the woods, from insects to fish to bears, were always, always looking for food—it was the great, single driving influence in nature. To eat. All must eat.

- B. Use the text and annotations to circle the word that best completes each sentence.
  - In the "Before the excerpt" section, the reader uses commenting to label the (main character / conflict ) and the (resolution / setting ). These are parts of a (narrative / informational ) text structure.
  - In section 1, the reader uses (minus / plus) signs to point out the author's word choice. These words suggest a (negative / positive), alarming tone.
  - 3. In section 2, the reader uses a bracket and comment to label the (lesson / skill) that Brian learns.

A. Now read a different kind of text. This is an informational article posted on an inventor's blog. As you read, fill in the missing words using terms from the box.

resolution humiliated pursuit indignation an answer made to feel very necessary for life the act of following anger caused by or solution ashamed or foolish or chasing someone something unjust to something or something or mean

HOME ABOUT RESOURCES NEWS BLOG CONTACT

# THE CREATIVE INVENTOR'S CORNER



~News fun facts, and thoughts about inventing~

June 1, 2018 | Marcia Nelson brings us today's featured post...all about accidents!

### **Awesome Accidents**

[1] What do potato chips, penicillin, and sticky notes have in common? You'll never believe that
they all began as mistakes! These "accidents" are now pretty important parts of our everyday
lives. Inventors can learn from mistakes and even invent new things they never imagined possible!
[2] An angry restaurant customer thought their potatoes were too soggy. The chef, with a feeling of, fried thin slices of potatoes to get back at the customer. This was a surprising, or answer to the problem. Suddenly, potato chips were invented! Yum!
[3] A petri dish containing a bacteria was accidentally left out on the counter in a science lab (oops
A blue mold grew all over the bacteria (yuck). Soon that blue mold seemed to kill the bacteria
(yay!). We now rely on that mold, also known as penicillin, to help us fight very harmful infections.
Have you ever had an ear infection or strep throat? (ouch!). Penicillin is for saving lives.
[4] A scientist was trying to create a super adhesive that would glue items together permanently.
His formula was not quite right and the paper easily peeled off without any extra glue left on the
paper. Hopefully he did not feel embarrassed or about his mistake,
because now we have the super handy post-it note!
[5] When you think of mistakes, you might not think of Thomas Edison, one of the most famous
inventors of our time. But he emphasized that making mistakes was an important part of the
of new inventions. Notably, "I have not failed. I've just found 10,000
ways that won't work." And also, "Just because something doesn't do what you planned it to do
doesn't mean it's useless."

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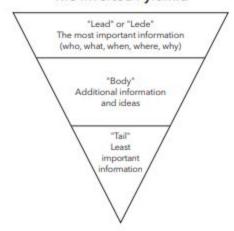
# SKILL APPLICATION

B. Use the phrases in the box to complete each set of annotations.

positive, amusing	potato chips	accidents  A Marcia Nelson	mainidea	vention of accidents main idea creation of discovery of pencillin sticky notes pencillin June 1, 2018   Marcia Nelson brings us today's featured postall about accidents	discovery of penicillin pout acciden	f some inventions started as mistakes
most important information:		Awe	Awesome Accidents	22		
who, what, when, where, why	[1] What do g	octato chips, penicill hey all began as mis	in, and <u>sticky notes</u> h takes! <u>Inventors</u> can	[1] What do <u>potato chips</u> , <u>penicillin</u> , and <u>sticky notes</u> have in common? You'll never believe that they all began as mistakes! <u>Inventors</u> can <u>learn from mistakes</u> and even	Il never	
supporting idea #1:	[2] These "ac	invent new things they never imagined possible! ==  [2] These "accidents" are now important parts of	gined possible! +	revent new things they never imagined possible! "  2] These "accidents" are now important parts of our everyday lives. An angry	angry ]	main idea:
	feeling of inc	restaurant customer thought in feeling of indignation, fried thin This was a surprising resolution potato chips were invented!	estaturant costonier thought their polatices were too suggy, the chefeeling of indignation, fried thin slices of potatoes to get back at the chis was a surprising resolution, or answer to the problem. Suddenly, sotato chips were invented!	restaurant distorment in bugnit their polatoes were too soggy. The cher, with a feeling of indignation, fried thin slices of potatoes to get back at the customer. This was a surprising resolution, or answer to the problem. Suddenly, potato chips were invented!	stomer.	
supporting idea #2:	[3] A petri di in a sdence I that blue mo also known a	ish containing a bac lab (oops!). A blue i old seemed to kill th is penicillin, to help	teria was accidental nold grew all over t e bacteria (yay!). W	[3] A petri dish containing a bacteria was accidentally left out on the counter in a science lab (oops!). A blue mold grew all over the bacteria (yuck). Soon that blue mold seemed to kill the bacteria (yayl). We now rely on that mold, also known as penicillin, to help us fight very harmful infections. Have you ever	unter soon nold, ou ever	author's craft: The details suggest a
	had an ear in get rid of the [4] A scientis	had an ear infection or strep throa get rid of these types of illnesses! == [4] A scientist was trying to create	roat? (ouch!). Luckily.   te a super adhesive	had an ear infection or strep throat? (ouch!). Luckily we have penicillin to help us get rid of these types of illnesses! *********************************	help us	tone.
supporting idea #3:	together permanen peeled off without a embarrassed or hur handy sticky note!	rmanently. His form vithout any extra gli lor humiliated abounde! +	ula was not quite ri Le left on the paper Let his mistake, becau	together permanently. His formula was not quite right and the paper easily peeled off without any extra glue left on the paper. Hopefully he did not feel embarrassed or humiliated about his mistake, because now we have the super handy sticky note!	asily ot feel super	
	[5] When you think of mistakes, you might not think most famous inventors of our time. But he emphasize important part of the pursuit of new inventions. Not found 10,000 ways that won't work." And also, "Just 1	ithink of mistakes, you inventors of our time of the pursuit of no ways that won't wo	u might not think of a. But he emphasized ew inventions. Notab rk." And also, "Just be	[5] When you think of mistakes, you might not think of Thomas Edison, one of the most famous inventors of our time. But he emphasized that making mistakes was an important part of the pursuit of new inventions. Notably, "I have not failed. I've just found 10,000 ways that won't work." And also, "Just because something doesn't do	was an ve just	interesting but least important information

C. Now use the annotations to think about how the blog post is organized. This informational text uses a structure called the Inverted Pyramid. Use the pyramid image to help you complete the questions.

## The Inverted Pyramid



- Section \_\_\_\_\_ would be considered the "Lead" or "Lede" because it summarizes the most important information.
- Sections \_\_\_\_\_ \_\_\_\_ make up the "Body" because they include additional information and ideas.
- 3. Section \_\_\_\_\_\_ focuses on the least important information and is referred to as the "Tail."

If you enjoyed reading this excerpt...you might enjoy reading the whole novel!

If so, create your own reader's ticket by copying the information below.

## READER'S TICKET

, am interested in taking out the Newbery Honor-winning novel Hatchet by Gary Paulsen.

If you don't have that novel, here are some other titles I might be interested in:

Julie of Wolves by Jean Craighead George -Night of the Twisters by Ivy Ruckman -The Cay by Theodore Taylor

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A. Compare and contrast the two texts by using the phrases in the box to complete the chart. Some phrases may be used more than once. Review each of the texts and annotations on pages 1 and 3 as you work.

informational amusing tone mistakes can inventions narrative alarming tone structure be harmful can start as mistakes

	<b>Hatchet</b> by Gary Paulsen	Awesome Accidents by Marcia Nelson	
Text Structure	_	Inverted Pyramid	
Theme/ Main Idea			
Author's Craft - Tone			

B. To compare and contrast the two texts, complete the summary below by filling in each blank with a word from the box.

5				
alarming	narrative	mistakes	amusing	informational

Both Hatchet and Awesome Accidents focus on \_\_\_\_\_\_\_\_ However,
one is a \_\_\_\_\_\_\_\_ text, and the other is an \_\_\_\_\_\_\_\_ blog
post. Also, the author of Hatchet creates an \_\_\_\_\_\_\_ tone, but the author
of Awesome Accidents creates an \_\_\_\_\_\_\_ tone.

C. On the back of this page, please write a response to the following prompt: Compare and contrast the author's tone in each text using evidence from both texts.