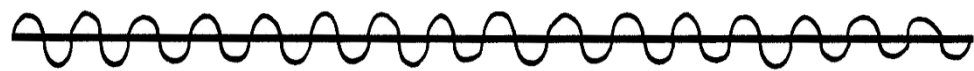


Monday,  
May 18



ELA  
Assignments

## Lesson 20

# Elements of Plays



### Learning Target



Understanding the purpose of different parts of a play will help you develop ways to talk and write about it.

- **Read** A drama, or play, is meant to be performed on a stage for an audience. Actors learn their parts by reading from a **script**, or written text. Special text features called **structural elements** tell the actors exactly what to say and do.

When you read a script, pay attention to all the structural elements, not just the **dialogue**, or words the characters speak. The **cast of characters** tells you who appears in the play, and the **setting** tells where and when it takes place. The **stage directions** tell the actors how to act and speak or what should happen on stage. Descriptions give details about how the characters or setting look. These structural elements work together to help you understand what an audience will experience.

Now read the script below. Look for the structural elements that differ from the way they'd be shown in a story.



### The Surly Chefs

*Setting: 1932, a hotel kitchen*

*Cast of Characters: HEAD CHEF, CHEF 2, CHEF 3, HOTEL GUEST*

**HEAD CHEF:** *[staring angrily at the HOTEL GUEST]*  
So, you don't like our pies, do you? Maybe you'd like another taste, eh?

**CHEF 2, CHEF 3:** *[looking angry and upset]*  
Ready, Set, —

*[The three throw their pies at the HOTEL GUEST.]*



- **Think** Complete the chart below, which lists different structural elements in a play script. Add the purpose of each structural element and an example from *The Surly Chefs*. Remember to imagine the drama as the audience will see it.

Structural Element	Purpose	Example
<i>Cast of characters</i>		
<i>Setting</i>		
<i>Dialogue</i>		
<i>Stage directions</i>		
<i>Descriptions</i>		

- **Talk** Share your examples with a partner.
- How are your examples similar and different?
  - How is the script of the play different from text in a story?



### Academic Talk

Use these words and phrases to talk about the text.

- structural elements
- cast of characters
- setting
- dialogue
- stage directions
- script

# Where's My Mummy?

by Silas Johnson

- 1 *Cast of Characters: WILBUR, ROY, GLEN, a MUMMY*
- 2 *Setting: The inside of a pyramid in Egypt*
- 3 *[Two workers, WILBUR and ROY, shovel dirt into a wheelbarrow. Oil lamps light the dark chamber, which includes a MUMMY's tomb made of stone.]*
- 4 WILBUR *[shivering]*: Ooooooh, Roy. This place gives me the creeps!
- 5 ROY: What's to be afraid of, Wilbur? Just get to work so we can get out of here.
- 6 *[The cover of the tomb creaks open. A wrapped hand reaches from inside.]*
- 7 WILBUR: Did you hear that? I heard something. *[He sees the MUMMY's hand and starts shaking.]* And now I see something that I really don't want to be seeing!
- 8 *[The MUMMY climbs out of the tomb, moans, and walks toward them. WILBUR and ROY scream. Then the MUMMY starts laughing.]*
- 9 ROY: Hey, I'd know that laugh anywhere. Is that you, Glen?
- 10 GLEN *[unwrapping his head]*: Pretty good costume, don't you think?
- 11 ROY: Not bad. But what did you do with the real mummy?
- 12 GLEN: What mummy? There was nobody in there.
- 13 *[Just then a MUMMY walks slowly toward them from the shadows. WILBUR, ROY, and GLEN scream, turn, and run.]*



## Close Reader Habits

As you read, **underline** the stage directions for Wilbur. Think about how the stage directions help you understand what Wilbur does and how he feels.



## Explore

How does your knowledge of structural elements in dramas help you understand what happens in *Where's My Mummy?*



Stage directions tell what the writer wants the audience to see and hear.

## Think

- 1 Use the chart below to answer these questions. How should Wilbur perform his part? Which structural elements help you understand this?

Lines	Detail from the Text	What Wilbur Should Do	Structural Element
Line 4	[shivering]	Wilbur should act scared.	Stage directions
Line 7	Did you hear that? I heard something.		Dialogue
Line 7			
Line 8			

## Talk

- 2 Discuss the way the play ends and how the stage directions help you understand what happens. List your ideas from the discussion.



## Write

- 3 **Short Response** Describe how the structural elements of a play help you understand what is happening in *Where's My Mummy?* Use at least **two** details from the script in your response. Use the space provided on page 318 to write your response.

**HINT** Describe how the structural elements that guide a character's actions also help you.

# The Lightning Tantrum

by Hillary Sturm

- 1 *Cast of Characters:* YOUNG LIGHT, MOTHER LIGHT, FATHER LIGHT
- 2 *Setting:* A colorful, cloud-filled sky at late evening. The light dims on three figures dressed in bright white gowns.
- 3 YOUNG LIGHT: I'm tired of behaving! It's boring, and I don't want to be quiet! And I really don't want to go to bed yet!
- 4 MOTHER LIGHT: Young Light, I know you don't want to go to bed yet, but that's the way it has to be.
- 5 FATHER LIGHT: During the day you can play as much as you like. But when night comes, you've got to go to bed.
- 6 YOUNG LIGHT: But why? Why can't I play at night?
- 7 MOTHER LIGHT: Because there can't be light in the sky at night. That's when people on Earth are sleeping.
- 8 YOUNG LIGHT: It's not fair! [YOUNG LIGHT stamps her foot. Then she begins pounding her fists against the sky.]
- 9 FATHER LIGHT: Stop that! You'll wake up the whole sky!
- 10 YOUNG LIGHT: So? I want to wake up the sky! Hey, Clouds! Wake up! [There's a low rumbling sound that gradually grows very loud. A flash of light is followed by a loud BOOM!]
- 11 YOUNG LIGHT: Ha ha! I woke up the Clouds! RUMBLE!
- 12 MOTHER LIGHT [shaking her head]: Oh, dear. I guess the people on Earth will have a big thunder and lightning storm tonight.

## Close Reader Habits

Which structural elements help you understand what is happening? Reread the script. **Underline** elements that help you understand events in the play.

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



Imagine how the setting and action look onstage to the audience.

- 1 Which statement **best** explains why the description in Line 2 is important to understanding the drama?
  - A It tells how the actors will move on the stage.
  - B It describes the setting and how the actors will look.
  - C It describes the tone of voice actors will use when they speak.
  - D It names the characters who will appear in the play.
- 2 Complete the chart by adding dialogue and stage directions to tell how Young Light should perform her part in lines 8–11.

Stage Directions	Dialogue	How Young Light Should Act

**Talk**

- 3 If you were putting on this play, what sounds, actions, and setting you would use? Why would each element be important?

**Write**

- 4 **Short Response** Describe the sounds, actions, and setting you would use if you were putting on this play. Use script details as support. Use the space provided on page 319 to write your response.

**HINT** Create a word picture of what the audience will hear or see for each structural element.





**Write** Use the space below to write your answer to the question on page 315.

## Where's My Mummy?

- 3 Short Response** Describe how the structural elements of a play help you understand what is happening in *Where's My Mummy*? Use at least **two** details from the script in your response.

**HINT** Describe how the structural elements that guide a character's actions also help you.

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Don't forget to check your writing.





**Write** Use the space below to write your answer to the question on page 317.

# The Lightning Tantrum

- 4 Short Response** Describe the sounds, actions, and setting you would use if you were putting on this play. Use script details as support.

**HINT** Create a word picture of what the audience will hear or see for each structural element.

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## Check Your Writing

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



## Read

## WORDS TO KNOW

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

- interrupt
- seize

# The Endless Tale

by Augusta Stevenson, *Children's Classics in Dramatic Form*

## 1 Setting

TIME: *a long time ago*

PLACE: *the King's palace*

## 2 Cast of Characters

KING

PRINCESS

FIRST STORYTELLER

SECOND STORYTELLER

LORDS and LADIES

GUARDS

3 [*The KING sits on a cushion in the great hall. The PRINCESS sits on a cushion by him. In front of them sits the FIRST STORYTELLER. The LORDS and LADIES sit nearby.*]

4 FIRST STORYTELLER: "Then the prince married the princess and they were happy forever and ever."

5 [*There is a pause.*]

6 KING: Go on!

7 [*The STORYTELLER hangs his head.*]

8 KING: Go on, I say!

9 FIRST STORYTELLER: That is all, your Majesty.

10 KING: [*outraged*] All!

11 FIRST STORYTELLER: The prince married the princess. There is nothing more to tell.

12 KING: I cannot bear so short a story!

13 PRINCESS: Why, father, for three months we have listened to it!

14 KING: 'Tis short, I say! I bid you make it longer, sir!

15 FIRST STORYTELLER: I cannot, Sire. The prince married the princess. There is nothing—



16 KING: Throw him out of the palace, guards! Cut off his head!

17 [GUARDS *seize the STORYTELLER.*]

18 PRINCESS: Father!

19 LORDS: Your Majesty!

20 LADIES: Sire!

21 PRINCESS: Spare his life!

22 FIRST STORYTELLER: Let me keep my head, Sire!

23 KING: Why should you keep it? You do not use it.

24 FIRST STORYTELLER: For three months I have used it, Sire!

25 KING: Your story is too short, I say! Away with him, guards!  
Away!

26 [GUARDS *take out the FIRST STORYTELLER.*]

27 KING: Bid another storyteller come!

28 [A GUARD *admits the SECOND STORYTELLER, who bows  
before the KING and PRINCESS.*]

29 KING: Sir, hear me. You must tell a story that will last forever.

30 SECOND STORYTELLER: I hear, O King!

31 KING: If you can do this, you shall marry my daughter and be  
king after me.

32 SECOND STORYTELLER: I hear, O King!

33 KING: If you fail, you shall lose your head. Begin! And  
remember, the story must go on forever. Now again I say,  
begin!





34 SECOND STORYTELLER: "Once upon a time a certain king seized upon all the corn in his country. He had it stored in a strong granary. Then came a swarm of locusts over the land. Soon they found a crack in the south side of the granary. Now the crack was just large enough for one locust to pass through at a time. So one locust went in and carried away a grain of corn. Then another locust went in and carried away a grain of corn. Then another locust went in and carried away a grain of corn. Then—"

35 KING [interrupting]: Yes, yes! Now go on with the story.

36 SECOND STORYTELLER: The story shall go on, O King! "Then another locust went in and carried away another grain of corn. Then another locust—"

37 KING [interrupting]: I tell you to go on with the story!

38 SECOND STORYTELLER: I obey, great King. "Then another locust went in and carried away another grain of corn. Then another—"

39 KING: The story! The story, I tell you!

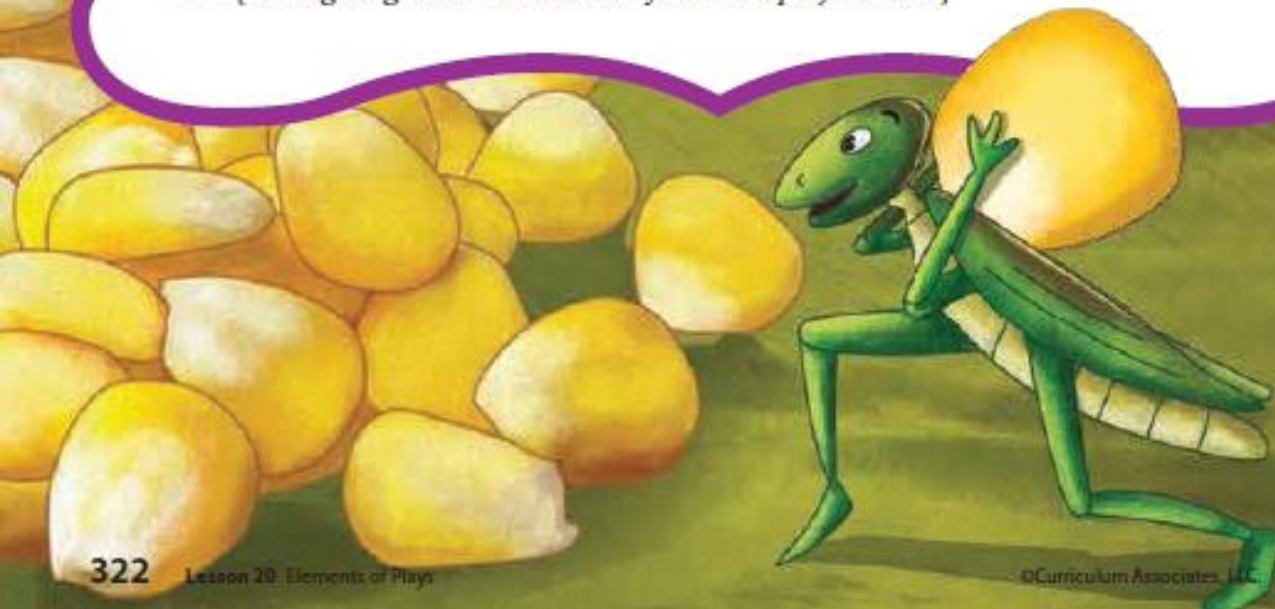
40 SECOND STORYTELLER: This is the story, O King! "Then another locust went in and carried away another grain of corn. Then—"

41 KING: I cannot stand it! How long will it take the locusts to carry away all the grain?

42 SECOND STORYTELLER: One thousand years, O King! "Then another locust went in and—"

43 KING: Stop! Stop! Take my daughter! Be king after me! Be king now! Anything to stop the locusts!

44 [The lights go out. The curtain falls. The play is over.]





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

**1** Which **two** features below are found only in a script for a play and would not be found in a story?

- A descriptions provided by a narrator
- B events that tell what happens
- C stage directions
- D dialogue between characters
- E cast of characters
- F description of the setting

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

**Part A**

Read the sentence from line 14.

KING: I bid you make it longer, sir!

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

- A offer
- B provide
- C request
- D answer

**Part B**

Which detail from the story provides the **best** clue for the meaning of bid?

- A "There is nothing more to tell."
- B "I cannot bear so short a story!"
- C "That is all, your Majesty."
- D "I cannot, Sire."

- 3** Which of the statements below **best** describes why the script provided this detail in line 7?

[The STORYTELLER hangs his head.]

- A** to let the audience know that the storyteller is tired
- B** to let the audience know the storyteller's neck is sore
- C** to let the audience know the storyteller is finished with his story
- D** to let the audience know the storyteller is ashamed

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

**Part A**

What does the writer do by adding the stage direction in line 35?

KING [interrupting]: Yes, yes! Now go on with the story.

- A** She shows that the King is not interested in the story.
- B** She shows that the Second Storyteller is speaking quietly.
- C** She shows that the King is impatient to hear what happens next.
- D** She shows that the Second Storyteller is about to have his head cut off.

**Part B**

Underline **two** sentences from the lines below that **best** support your answer in Part A.

SECOND STORYTELLER: This is the story, O King! "Then another locust went in and carried away another grain of corn. Then—"

KING: I cannot stand it! How long will it take the locusts to carry away all the grain?

SECOND STORYTELLER: One thousand years, O King! "Then another locust went in and—"



**Write**

- 5 Short Response** Describe how you think this play should be performed. In your description, tell which three characters are the most important to the action and how they should perform their parts.

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**Learning Target**

In this lesson, you learned about the purpose of different parts of a play. Now, write about how you developed ways of talking and writing about plays.

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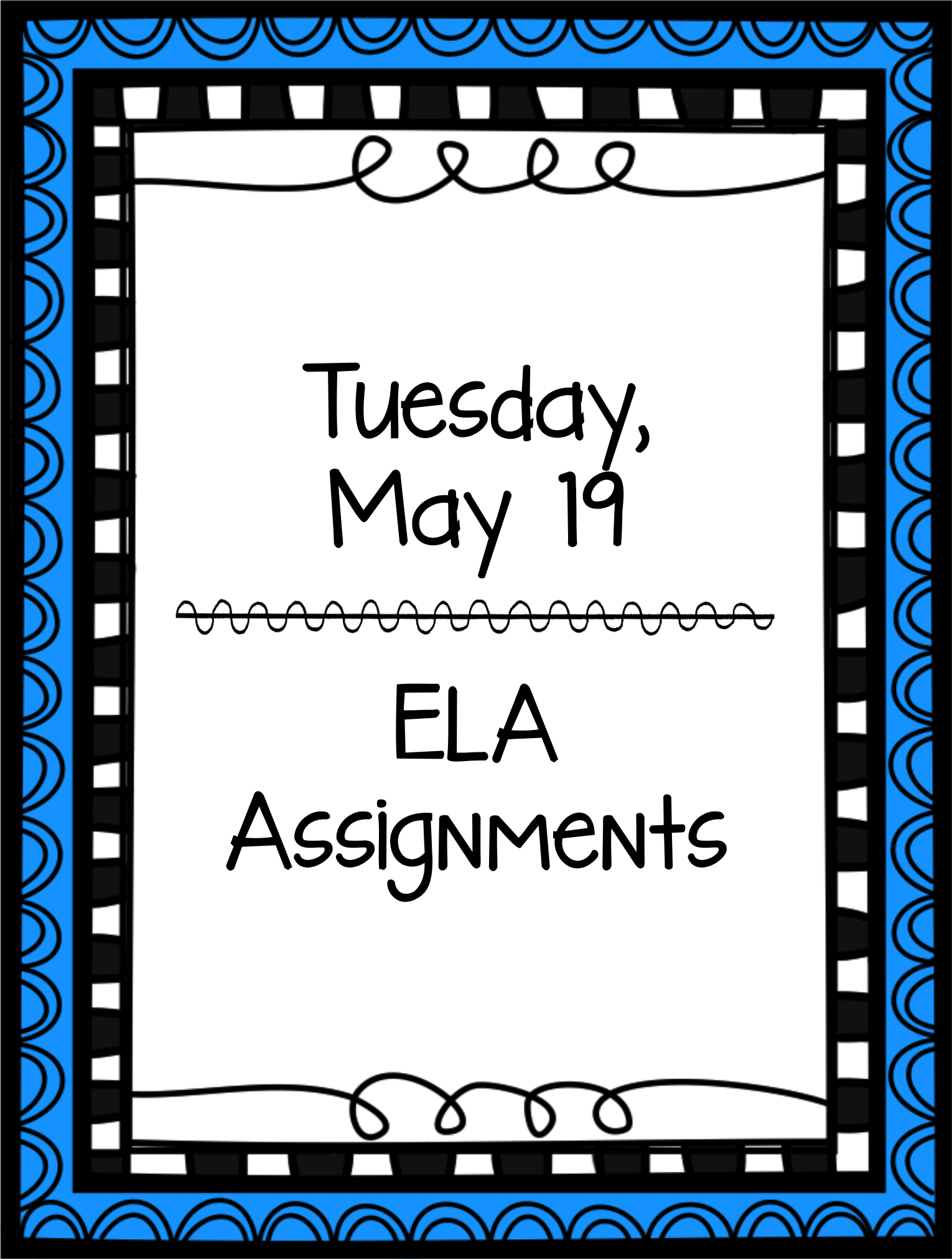
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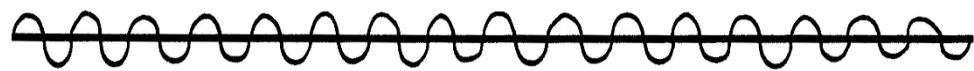
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Tuesday,  
May 19



ELA  
Assignments

# Lesson 21

## Comparing Poems, Plays, and Prose



### Learning Target



Comparing and contrasting the features of poems, drama, and prose will help you write and speak about the main differences between them.

- **Read** The three major forms of literature—poetry, **drama**, and **prose**—all make use of distinctive **structural elements**, or special features. Their shapes alone make the literature forms easy to tell apart.

These forms of literature differ in other ways. A poem often packs deep thoughts and feelings into a few words. A drama is written to be performed onstage. And for prose—novels and short stories—a narrator reveals the characters' thoughts, feelings, and actions. Each form of literature has its own features, so reading it is a unique experience!

**Study the sheets of paper below. Can you use the text shapes and word clues to identify each form of literature?**

#### Jack and the Beanstalk

Once upon a time, ~~~~~

~~~~~

~~~~~  
~~~~~  
~~~~~

~~~~~  
~~~~~  
~~~~~  
~~~~~

And everyone lived happily ever  
after—except ~~~~~!

#### The Star

Twinkle, ~~~~~ star,  
~~~~~ are,  
Up ~~~~~ so high,  
~~~~~ the sky!  
~~~~~ star,  
~~~~~ are!

#### The Three Little Pigs

WOLF: ~~~~~

~~~~~

PIG ONE: ~~~~~

~~~~~

~~~~~

WOLF: ~~~~~

PIG TWO: ~~~~~

~~~~~

~~~~~

PIG ONE: ~~~~~

~~~~~

WOLF: ~~~~~ !!



**Think** What have you learned about the ways poems, drama, and prose differ? In the chart below, describe each element. Then mark an X in the box where the element is frequently found.

| Element            | Description                            | Poem | Drama | Prose |
|--------------------|--|------|-------|-------|
| setting            | <i>Time or place something happens</i> |      |       |       |
| dialogue           |  |      |       |       |
| cast of characters |  |      |       |       |
| stage directions   |  |      |       |       |
| description        |  |      |       |       |
| chapters           |  |      |       |       |
| stanza             |  |      |       |       |
| narrator           |  |      |       |       |

**Talk** Share your charts. Did you mark the same elements? What are some other differences between poetry, drama, and prose?



### Academic Talk

Use these words and phrases to talk about the text.

- drama
- prose
- structural elements

# Angie's Solo

by Lars Gary



- 1 My sister Angie's glee club was about to perform for their annual show, and the auditorium was packed. I was incredibly nervous because Angie would be singing her first solo in front of an audience, and I really wanted her to do well.
- 2 At last, the glee club members filed onstage and began singing the first song on the program. Too soon it came time for Angie to sing. Although she seemed tense and was probably trembling inside, I could tell Angie put her heart into it and sang away. But I also knew what she sounded like when she practiced—and tonight's performance was far from perfect. In fact, Angie sounded flat several times. Still, the crowd started cheering even before she had finished.
- 3 I almost dreaded seeing Angie after the show. Should I be honest about her performance? After all, I knew Angie was extremely sensitive and hated any form of criticism. I didn't want to hurt her feelings, so what should I tell her?
- 4 "Brian!" she called when she saw me. "What did you think of my solo?"
- 5 I didn't hesitate for a moment. "It was really beautiful! You should be proud of yourself," I replied. When I saw her beaming, I knew at that moment how right I was to think that the truth is sometimes wrong.



## At the Concert

by Lars Gary

When my sister sang her solo,  
I thought it sounded awfully flat.  
But I didn't want to hurt her feelings,  
So I could hardly tell her that.

- 5 So later when she asked me  
What I thought about her song,  
I told her, *It was beautiful*,  
Because that night the truth felt wrong.

### Close Reader Habits

Reread the story and poem. **Underline** details the story provides that the poem does not.



## Explore

What are the similarities and differences between the ways the two pieces of literature tell the same story?



Ask yourself: What elements make this form of literature different from the other forms?

## Think

- 1 Complete the chart below by writing Xs in the boxes next to details that appear in the poem, the prose, or both. Some details may have been used in both.

| Details                                  | Poem | Prose |
|--|------|-------|
| The night of his sister's solo (setting) |      |       |
| Dialogue between two characters          |      |       |
| Rhyming words that help describe events  |      |       |
| Ideas grouped as stanzas                 |      |       |
| Thoughts and feelings of the narrator    |      |       |
| Ideas grouped as paragraphs              |      |       |

- 2 What are **two** details you learn about the sister's performance in **both** the story and the poem? Write them in the box below.

## Talk

- 3 The story and poem use different structural elements to tell about the concert. Describe the similarities and differences between what you learn about it from the story and the poem. Make a list of your ideas.

**HINT** How are the feelings of the narrator revealed in each passage?



## Write

- 4 **Short Response** Compare and contrast the different ways the story and poem describe the same event. Include text evidence in your response. Use the space provided on page 334 to write your response.





# The Sound of Money

based on a Turkish folktale

- 1 *Cast of Characters:* A TRAVELER, an INNKEEPER, the TOWN JUDGE
- 2 *Setting:* Outside a country inn in Turkey, a very long time ago
- 3 [A poor TRAVELER stops outside a country inn. The INNKEEPER stands outside, cooking a large pot of soup over an open fire.]
- 4 TRAVELER [leans over the pot to smell the soup]: Oh, I am so hungry. And this soup smells so delicious!
- 5 INNKEEPER [angrily grabbing the TRAVELER's arm]: Hey, what do you think you're doing, stealing my soup? Why, you rascal!
- 6 TRAVELER: But sir, I took no soup. I was only smelling the steam from the pot.
- 7 [Just then the TOWN JUDGE walks onto stage. He stops to listen to the INNKEEPER and the TRAVELER.]
- 8 INNKEEPER: I do not give my soup away. You must pay me, this minute. I demand money!
- 9 TRAVELER [pulls out his pockets to show they are empty]: But I have no money. Not a cent, for I am a poor man.
- 10 TOWN JUDGE: Ah, but I do! [He reaches into his pocket and pulls out a handful of coins.]
- 11 INNKEEPER: I don't care whose money it is, as long as I get paid for my soup!
- 12 TOWN JUDGE: And I know just the price you deserve. [He jingles the handful of coins in front of the INNKEEPER.] For the smell of soup, you receive only the sound of the money.

## Close Reader Habits

How does the drama tell you about the characters' actions? **Circle** details that tell the characters how to act.

# The SOUND of MONEY

1 A beggar was given a piece of bread, but nothing to put on it. Hoping to get something to go with his bread, he went to a nearby inn and asked for a handout. The innkeeper turned him away with nothing, but the beggar sneaked into the kitchen where he saw a large pot of soup cooking over the fire. He held his piece of bread over the steaming pot, hoping to thus capture a bit of flavor from the good-smelling vapor. Suddenly the innkeeper seized him by the arm and angrily accused him of stealing soup.

2 “I took no soup,” said the beggar. “I was only smelling the vapor.”

3 “Then you must pay for the smell,” answered the innkeeper. The poor beggar had no money, so the angry innkeeper dragged him before the qadi.<sup>1</sup>

4 Now Nasreddin Hodja was at that time serving as qadi, and he heard the innkeeper’s complaint and the beggar’s explanation.

5 “So you demand payment for the smell of your soup?” summarized the Hodja after the hearing.

6 “Yes!” insisted the innkeeper.

7 “Then I myself will pay you,” said the Hodja, “and I will pay for the smell of your soup with the sound of money.”

8 Thus saying, the Hodja drew two coins from his pocket, rang them together loudly, put them back into his pocket, and sent the beggar and the innkeeper each on his own way.




## Close Reader Habits

How does the story tell you about the setting? **Circle** the words that tell you where the action occurs.

<sup>1</sup> qadi: judge



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

- 1 Which statement **best** describes one difference between how the writers describe the setting in the drama and in the story?
  - A The writer of the drama describes the setting first. The writer of the story has to describe the setting quickly using stage directions.
  - B The writer of the drama describes the setting early in the play. The writer of the story describes the setting as different story details are told.
  - C The writer of the drama describes the setting at the end of the play. The writer of the story describes the setting first so the story makes sense.
  - D The writer of the drama describes the setting at the end of the play. The writer of the story also waits until the end to describe the setting.
  
- 2 Which statements **best** explain how readers learn about the innkeepers' accusations against the traveler and the beggar? Pick **two** choices, one from the drama and one from the folktale.
  - A In the drama, the dialogue provides the details.
  - B In the drama, the stage directions supply the details.
  - C In the drama, the narrator's dialogue provides the details.
  - D In the folktale, the stanza supplies the details.
  - E In the folktale, the dialogue provides the details.
  - F In the folktale, the narrator's description supplies the details.
  
- 3 What elements in the drama tell the Innkeeper, the Traveler, and the Town Judge how to act and what to say?
  - A stage directions and dialogue
  - B dialogue and setting
  - C rhythm and dialogue
  - D dialogue, meter, and stanzas

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

**Part A**

What is one way in which the drama and the folktale are alike?

- A** The thoughts of some characters are written out.
- B** Stage directions explain the action.
- C** A cast of characters is provided.
- D** Dialogue is used to help tell the story.

**Part B**

What evidence from the end of the drama and the folktale **best** supports the answer to Part A? Write the similar details in the boxes.

| Drama | Folktale |
|-------|----------|
|       |          |



Ask yourself: What elements make this form of literature different from the other forms?

**Talk**

- 5** Compare and contrast how you learn about the characters in the drama and the story. Use the chart on page 335 to organize your thoughts.



**Write**

- 6 Short Response** Compare and contrast how you learn about the characters in the drama and the story. Use the information in your chart for help. Include at least **two** details from each passage to support your response. Use the space provided on page 335 to write your response.

**HINT** Compare and contrast how the story and the drama show what the characters say and feel.





**Write** Use the space below to write your answer to the question on page 329.

# Angie's Solo      At the Concert

- 4 Short Response** Compare and contrast the different ways the story and poem describe the same event. Include text evidence in your response.

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Don't forget to check your writing.

## Check Your Writing

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

# The Sound of Money

**5** Use the chart below to organize your ideas about the story and play.

| Story Details | Both | Play Details |
|---------------|------|--------------|
|               |      |              |
|               |      |              |
|               |      |              |
|               |      |              |
|               |      |              |
|               |      |              |
|               |      |              |
|               |      |              |
|               |      |              |



**Write** Use the space below to write your answer to the question on page 333.

**6 Short Response** Compare and contrast how you learn about the characters in the drama and the story. Use the information in your chart for help. Include at least **two** details from each passage to support your response.

**HINT** Compare and contrast how the story and the drama show what the characters say and feel.

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# The Talker

based on the short story by Ari Washington

## WORDS TO KNOW

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

- obviously
- serious



**CAST OF CHARACTERS**  
**CLARISSE ..... a 6th-grade student**  
**MOTHER ..... Clarisse's mother**

- 1 *Setting: A bare stage with a kitchen table, four chairs, and a refrigerator. MOTHER and CLARISSE are at the table. MOTHER is reading a magazine. CLARISSE is talking on a phone.*
- 2 CLARISSE [*into the phone*]: Mary, I'm not kidding! He was great, and now the whole school knows my brother can really dance!
- 3 MOTHER: Clarisse, it's 7:15. You need to get off the phone and get busy on your homework!
- 4 CLARISSE [*putting her hand over the phone*]: Mama, I was just telling Mary about Jerome winning the dance contest, and—
- 5 MOTHER: You can tell her all about it at school tomorrow, but tonight is not the time.
- 6 CLARISSE [*rolling her eyes and sighing*]: See you tomorrow, Mary. [*hangs up*]
- 7 MOTHER [*shaking her head*]: Clarisse, all you do all day is talk, talk, talk! Why do I constantly have to remind you to get to work? When are you going to figure out it's the right thing to do?
- 8 CLARISSE: But Mom, talking isn't so bad, you know. Why, just today at school—
- 9 MOTHER [*flipping through her magazine, clearly annoyed*]: I mean, really, Clarisse. All that talking is no recipe for success. Nobody ever got anywhere by just talking.
- 10 CLARISSE: But that's what I'm trying to tell you! Just today—
- 11 MOTHER [*worried*]: You know, one of these days, you're going to wake up with no skills and have to go to a boring job every day that you hate. That's not right. Don't you want a rewarding career?
- 12 CLARISSE: Like as a radio talk-show host?
- 13 MOTHER [*finally looking up from her magazine*]: What?
- 14 CLARISSE: I've been trying to tell you. The Communications Club at school is starting a real radio station, and every Tuesday they're going to broadcast a live talk show after school, called "Talk Time." So guess who they invited to host it? The biggest little talker you know—me!
- 15 MOTHER [*laughing*]: Wow! That's great! [*Reaches across to give CLARISSE a high-five.*] But you're still going to get serious about your homework. There's no talking your way out of this.
- 16 [*CLARISSE groans, puts her head down on the table. Mother smiles, obviously proud. Curtain.*]



# The Talker

by Ari Washington

## WORDS TO KNOW

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

- discipline
- situation



- 1 “MARY, I’m not kidding,” Clarisse giggled into the phone. “He was great, and now the whole school knows my brother can dance!”
- 2 “Clarisse, it’s already 7:15. You need to get off the phone and get busy on your homework! You’ve got a pile of work right next to you on the kitchen table. This is no time to be talking to friends.”
- 3 “Mama, I was just telling Mary about Jerome winning the dance contest,” Clarisse said in a wounded tone. “And—”
- 4 “You can tell her all about it at school tomorrow, but tonight is not the time. I will get up from this chair and take away your phone if I have to.”
- 5 “See you tomorrow, Mary,” Clarisse said, sighing.
- 6 Turning back to her magazine, Clarisse’s mother sighed and furrowed her brow. Why did she have to remind Clarisse to quit talking and get down to work? How would things turn out for her if she didn’t start getting better grades? All day and night she did nothing but talk, talk, talk. That wasn’t a recipe for success.
- 7 It wasn’t a matter of intelligence: Clarisse was as smart as any straight-A student. No, it was a matter of discipline. At this rate, Clarisse would probably wake up one day with no skills and discover herself stuck in a boring job. How would she talk her way out of that kind of unrewarding situation?
- 8 “Mama,” Clarisse announced just then, “I was so excited about Jerome winning the dance contest that I forgot to tell you what else happened today! The Communications Club at school is starting a real AM radio station, and every Tuesday they’re going to broadcast a live talk show after school, called ‘Talk Time.’ So guess who they invited to host it? The biggest little talker you know . . . me!”

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

- 1 If the story or drama were presented as a poem, how would it most likely be different?
  - A It wouldn't have verses.
  - B It would have more characters.
  - C It wouldn't have stanzas.
  - D It would have rhythm.
- 2 Underline **two** details from the story and play excerpts below that provide the reader with details about the mother's actions.

| From the story   | From the play  |
|--|--|
| 6 Turning back to her magazine, Clarisse's mother sighed and furrowed her brow. Why did she have to remind Clarisse to quit talking and get down to work? How would things turn out for her if she didn't start getting better grades? All day and night she did nothing but talk, talk, talk. That wasn't a recipe for success. | 7 MOTHER [ <i>shaking her head</i> ]: Clarisse, all you do all day is talk, talk, talk! Why do I constantly have to remind you to get to work? When are you going to figure out it's the right thing to do?<br>8 CLARISSE: But Mom, talking isn't so bad, you know. Why, just today at school—<br>9 MOTHER [ <i>flipping through her magazine, clearly annoyed</i> ]: I mean, really, Clarisse. All that talking is no recipe for success. |

- 3 Which statement **best** describes how the story and drama differ?
  - A The story writer uses stage directions to tell about the setting.
  - B The story writer uses stanzas to organize separate ideas.
  - C The drama writer uses stage directions to tell the setting.
  - D The drama writer uses stage directions to organize ideas.



- 4** Read the sentence from the story "The Talker."

The Communications Club at school is starting a real AM radio station, and every Tuesday they're going to broadcast a live talk show after school, called "Talk Time."

Which phrase **best** states the meaning of communications?

- A means of passing along information
- B people involved in repairing electronics
- C organization engaged in sending letters
- D classmates taking part in a popular social club



**Write** How are the setting, characters, and events presented in the story and in the drama? Reread both texts. Then underline the details that illustrate the differences between the structural elements of the two forms of literature.

- 5 Plan Your Response** What structural elements are present in the story? What elements appear in the drama? Use a chart to organize your thoughts before you start writing.
- 6 Write an Extended Response** Using evidence from both texts, compare and contrast the way each form of literature presents the setting, characters, and events through its structural elements.

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## Learning Target

In this lesson, you've compared and contrasted different structural elements in poems, drama, and prose. Explain the understanding you've developed about how to write and speak about these three forms of literature.

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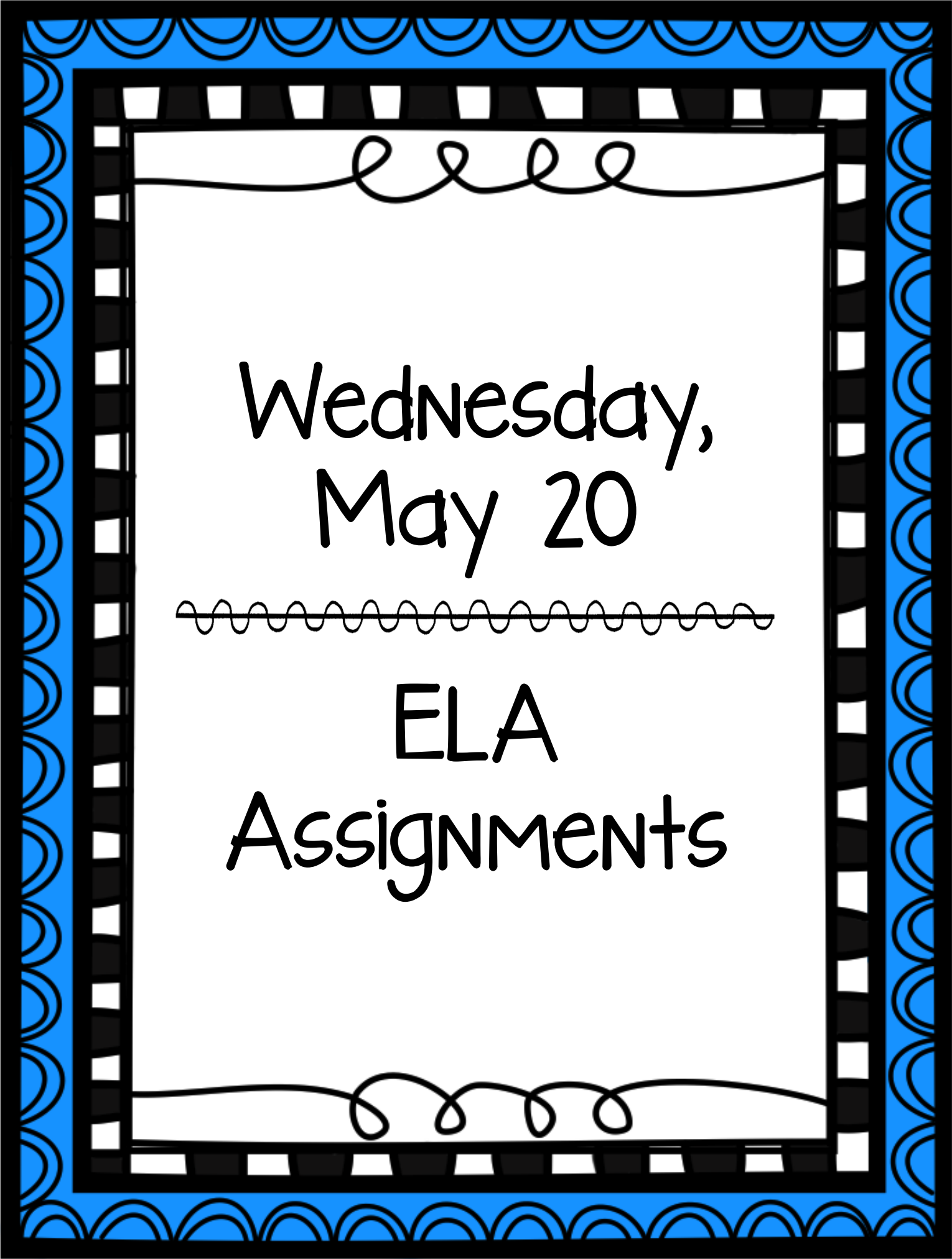
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Wednesday,  
May 20



ELA  
Assignments

**Reading**

Read the poem. Then answer the questions that follow.

## A Bird Came Down the Walk

*from Poems of Emily Dickinson*

*by Emily Dickinson, published by Roberts Brothers, 1892.*

- A Bird came down the walk:  
He did not know I saw;  
He bit an angleworm in halves  
And ate the fellow, raw.
- 5 And then he drank a dew  
From a convenient grass,  
And then hopped sidewise to the wall  
To let a beetle pass.
- He glanced with rapid eyes  
10 That hurried all abroad, —  
They looked like frightened beads, I thought;  
He stirred his velvet head
- Like one in danger; cautious,  
I offered him a crumb,
- 15 And he unrolled his feathers  
And rowed him softer home  
Than oars divide the ocean,  
Too silver for a seam,  
Or butterflies, off banks of noon,
- 20 Leap, plashless, as they swim.



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

**Part A**

Which of the following best describes the theme, or big idea, of the poem?

- A** Animals and humans have much in common.
- B** Birds would much rather eat bugs and worms than bread.
- C** Observing wild animals is worth the effort.
- D** People would be happier if they could fly like birds and butterflies.

**Part B**

Which part of the poem best supports the answer to part A?

- A** The speaker describes the bird's flight as "rowing."
- B** The speaker offers the bird a crumb.
- C** The speaker watches the bird and describes its movements.
- D** The speaker compares the bird to butterflies.

- 2** In the poem, what does the bird drink from?

- A** a piece of grass
- B** a person's hand
- C** a puddle
- D** a river

- 3** Read these lines from the beginning of the poem.

A Bird came down the walk:  
He did not know I saw;  
He bit an angleworm in halves  
And ate the fellow, raw.

Which lines end with words that rhyme?

- A** lines 3 and 4 rhyme
  - B** all four lines rhyme
  - C** lines 1 and 3 rhyme
  - D** lines 2 and 4 rhyme
- 4** Select two features that tell readers "A Bird Came Down the Walk" is a poem.
- A** It tells a story.
  - B** It is about nature.
  - C** It is written in stanzas.
  - D** It has a bird as a character.
  - E** It has a regular rhythm, or meter.

- 5** Read the following lines from the third and fourth stanzas of the poem.

He stirred his velvet head  
Like one in danger . . .

Circle the meaning of "stirred" as it is used in these lines.

quickly moved

mixed

held still

slowly nodded



Read the passage. Then answer the questions that follow.

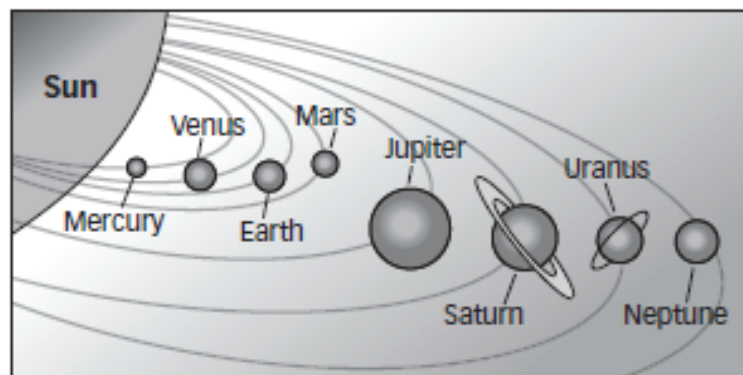
# The Sun: Our Shining Star

*by Anne Hosmer*

1 Trillions of stars shine in our universe. But, did you know that one of those shining stars is the Sun? The Sun is the star nearest to the planets in our solar system. Because of its location near Earth, the Sun seems much brighter and bigger to us than other stars do. Most scientists think that the Sun and solar system formed about 5 billion years ago.

2 All the planets and other objects in our solar system orbit the Sun. An orbit is the path a space object takes around a much larger object. The Sun is the largest object in our solar system. All the planets are held in orbit by the Sun's gravity, which is the force that pulls objects toward one another. Because the Sun is so massive in size, it pulls with a tremendous amount of gravity. The diameter of the Sun is nearly 865,000 miles (1.4 million km). How big is the Sun compared to Earth? You would need more than 100 Earths to cover the length of the Sun's diameter.

**Our Solar System**



3 The Sun is made up of very hot gases. These gases are mainly hydrogen and helium. These gases are so hot that the surface of the Sun glows. The Sun's surface is always boiling up with flares. The temperature of the Sun's surface is about 10,000°F (5,500°C). Deep inside the Sun—at its core—the temperature is millions of times hotter. The core is the Sun's power factory. Inside the core, tiny particles of gas are tightly packed in extreme heat and pressure. When these particles crash into one another, they create terrific energy. This energy is in the form of heat and light. It takes thousands of years for that energy to travel from the Sun's core to the surface. But, once that energy bubbles up to the outer layer of the Sun's atmosphere, it reaches Earth in a very short amount of time—about eight minutes!

4 The powerful energy of the Sun provides Earth and the other planets in our solar system with light and heat. How much energy a planet gets from the Sun depends on its position in the solar system. Planets closest to the Sun receive the most heat. Planets farthest away from the Sun receive the least heat. Earth is in an ideal position in the solar system. Earth's position to the Sun makes life on Earth possible. Earth's position keeps it warm

**Go On**

enough, so that most of the water on the planet is in liquid form, not frozen, but not so hot that the water boils off into gas. People, plants, and animals on Earth need water to survive. We also need the Sun's energy to make food. Without the Sun, we would not have water to drink or food to eat.

5 For thousands of years, people on Earth have recognized the importance of the Sun. Some groups of ancient people built temples to worship the Sun. Others built huge stone structures to mark the position of the Sun in the sky at different times of year. They used the Sun to create calendars. They used the position of the Sun to help them know when to plant crops. These ancient people can be thought of as the first astronomers. Today's scientists have learned a lot about the Sun. But, they want to learn even more, especially about how the Sun affects our life on Earth.

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- 6** This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Based on information in the passage, especially details in paragraphs 3 and 4, what would most likely happen if the Sun's energy greatly increased?

- A** Earth would be unable to support life.
- B** Earth would move closer to the Sun.
- C** Earth would cool off slightly.
- D** Earth would not stay in orbit around the Sun.

**Part B**

Which sentence from the passage best supports the answer to part A?

- A** "Because of its location near Earth, the Sun seems much brighter and bigger to us than other stars do."
- B** "The Sun's surface is always boiling up with flares."
- C** "Earth's position keeps it warm enough, so that most of the water on the planet is in liquid form, not frozen, but not so hot that the water boils off into gas."
- D** "Without the Sun, we would not have water to drink or food to eat."



- 7 According to the passage, why does the Sun seem brighter and bigger to us than other stars?
- A It produces a lot of energy.
  - B It is the star closest to us.
  - C It grows brighter and bigger each year.
  - D It is made up of very hot gases.

- 8 Read this sentence from paragraph 3.

Deep inside the Sun—at its core—the temperature is millions of times hotter.

Which word or words in the sentence best help the reader understand the meaning of “core”?

- 9 Choose the two sentences from the passage that are the best evidence for the author’s point that the Sun produces a huge amount of energy.
- A “Most scientists think that the Sun and solar system formed about 5 billion years ago.”
  - B “The powerful energy of the Sun provides Earth and the other planets in our solar system with light and heat.”
  - C “The diameter of the Sun is nearly 865,000 miles (1.4 million km).”
  - D “The temperature of the Sun’s surface is about 10,000°F (5,500°C).”
  - E “How much energy a planet gets from the Sun depends on its position in the solar system.”

**10** Which of these ideas from the passage is represented in the diagram?

- A** the time it takes the Sun's energy to reach Earth
- B** the gases that make up the Sun
- C** the orbit of the planets around the Sun
- D** the temperature of the Sun's surface

**11** Write a short summary of the most important points in "The Sun: Our Shining Star." Use details from the passage to support your answer.

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Read the myth. Then answer the questions that follow.

## How Beaver Stole Fire

*a Nez Perce tale, retold by Katharine B. Judson,  
from Myths and Legends of the Pacific Northwest: Especially of Washington and Oregon,  
published by A. C. McClurg & Co., 1910.*

1 Long ago there were no people in the world. Animals and trees talked just as men do now. They also walked about. Now in those days, Pine Trees had the secret of fire. They would tell no one else. No one could have a fire, no matter how cold it was, unless he were a Pine. One winter it was so cold the animals almost froze to death. Then they called a council. They wanted to steal fire from Pine Trees.

2 Now on Grande Ronde River, Pine Trees were holding also a great council. They had built a large fire to warm themselves. Guards were put around the fire to keep off all animals. But Beaver hid under the bank, near the fire, before the guards took their places, so they did not see him. After a while a live coal rolled down the bank near Beaver. He hid it in his breast and ran away. Pine Trees started after him. When Pine Trees caught up near him, Beaver dodged from side to side. Other times he ran straight ahead. That is why Grande Ronde River winds from side to side in some places. In other places it is straight.

3 When they had run a long way, Pine Trees grew tired. They stopped on the river banks. So many stopped there, and so close together, that even today hunters can hardly get through the trees. A few kept on after Beaver and stopped here and there. These also remain here and there on the river bank.

4 A few Pine Trees kept close after Beaver. So did Cedar. Cedar said, "I will run to the top of that hill. I will see how far ahead he is." So Cedar ran to the top of the hill. Beaver was far ahead. He was just diving into Big Snake River where Grande Ronde joins it. Beaver swam across Big Snake River and gave fire to Willows on the opposite bank. Farther on he gave fire to Birches and to other trees. So these woods have fire in them. Ever since then animals and [American] Indians can get fire from these woods by rubbing two pieces together.

5 Cedar still stands all alone on the very top of the hill. He is very old. His top is dead. The chase was a long one. You can see that because there are no other cedars within a hundred miles of him. Old men of the tribes point him out to the children. They say, "There is Old Cedar. He stands just where he stopped when he chased Beaver."

**Go On**

- 12** This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Why did Beaver steal fire from Pine Trees?

- A** He was very angry with Pine Trees.
- B** He wanted to share fire with others.
- C** He wanted to keep fire for himself.
- D** He planned to burn down the forest.

**Part B**

Which sentence from the passage best supports the answer to part A?

- A** "He hid it in his breast and ran away."
- B** "After a while a live coal rolled down the bank near Beaver."
- C** "Farther on he gave fire to Birches and to other trees."
- D** "No one could have a fire, no matter how cold it was, unless he was a Pine."

- 13** Which sentence from the passage best describes where the story mostly takes place?

- A** "He was just diving into Big Snake River where Grande Ronde joins it."
- B** "Cedar still stands all alone on the very top of the hill."
- C** "Guards were put around the fire to keep off all animals."
- D** "These also remain here and there on the river bank."



**14** Which of the following words describe Beaver? Choose all that apply.

- A** bossy
- B** helpful
- C** angry
- D** lazy
- E** sneaky
- F** clever

**15** What did Beaver do to get fire?

- A** He grabbed a coal from the fire where Pine Trees were warming themselves.
- B** He tricked the Willows and Birches into sharing fire with him.
- C** He hid near the Pine Trees' meeting and took a coal that rolled near him.
- D** He ran from side to side until he could get the fire away from Pine Trees.

**16** Read this beginning of a summary of "How Beaver Stole Fire."

The animals were cold and needed fire, but only Pine Trees had fire. Beaver stole fire, ran away, and gave it to others. Pine Trees and Cedar chased him.

Select the sentence that would **best** complete the summary.

- A** Animals and trees no longer walked around as they did in the past.
- B** Pine Trees and Cedar now stand where they stopped chasing Beaver.
- C** Beaver dove into Big Snake River and swam across to Willows.
- D** Pine Trees got tired and stopped along the river banks.

***Go On***

Read the following paragraph from another story called "Stealing Fire from Zeus."

Finally, I was through with Zeus's bossiness, and I decided to steal fire for the humans. I climbed Mount Olympus where Zeus lived, I crept into Zeus's house, and I stole a spark from his lightning bolt. I carefully took it back down the mountain and gave it to the humans. I am sure you can imagine how happy they were, especially after I showed them how to build a fire and how to cook food.

How is the point of view from which "Stealing Fire from Zeus" is told different from the point of view from which "How Beaver Stole Fire" is told? Use details from both stories to support your answer.

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Read the passage. Then answer the questions that follow.

# Dust Bowl Migration

*by William Furman*

1 Imagine living through dust storms so fierce that great piles of dust block your front door. Dust blows in through the cracks of your home's closed doors and windows. It coats every surface with a thick brown film. The dust gets into your nose and throat, making you cough and sneeze.

2 It sounds like life in a hot, lonely desert. But millions of people experienced dust storms like these right here in America. The plains of Texas, Oklahoma, Kansas, Colorado, and New Mexico were once covered with fields of wheat and corn. Farmers used every inch of land to plant as much as possible. In 1931, a great drought hit the United States. The rains that once fed the crops stopped falling. The dry soil of the plains had been so overworked that there was nothing to hold it down when the winds came. It simply blew across the plains, now called the Dust Bowl.

3 Within just one year, there was a great desert in the middle of the United States. Over the next few years, things just got worse. The dust storms came more and more often, and they were making people sick. On a single day in 1935, "Black Sunday," twenty dust storms struck the Dust Bowl.

4 The country's new president, Franklin Roosevelt, tried to think of ways to help the people who lived in the Dust Bowl. Despite his efforts, nothing could make crops grow in dusty soil without rain. Many people abandoned their homes and land. They set out for the West, looking for new homes and work to do to support their families. Two and a half million migrant people left the Dust Bowl for California, Oregon, Washington, and other states in the 1930s. But not everyone in the Western states was happy to see the newcomers. Some people there called the newcomers "Okies," since many came from Oklahoma. There were not enough jobs or homes for everyone. At first, many of the migrant people had to live in camps and handmade shelters.

5 In 1941, the United States began to fight in World War II. This meant that the American people would need to build planes, tanks, and weapons for the soldiers to use in the war effort. Although the rains had returned to the Dust Bowl, most of the migrant people stayed in the Western states where there were plenty of jobs to go around.

***Go On***

- 18** This question has two parts. First, answer part A. Then, answer part B.

**Part A**

Why did two and a half million people migrate from the Dust Bowl to the West in the 1930s?

- A** They couldn't earn money raising crops because of a bad drought.
- B** They got better jobs building planes, tanks, and weapons for World War II.
- C** They decided to go camping while they waited for the dust storms to end.
- D** They became tired of living in the desert and wanted a change.

**Part B**

Which sentence from the passage best supports the answer to part A?

- A** "The dust storms came more and more often, and they were making people sick."
- B** "At first, many of the migrant people had to live in camps and handmade shelters."
- C** "The plains of Texas, Oklahoma, Kansas, Colorado, and New Mexico were once covered with fields of wheat and corn."
- D** "They set out for the West, looking for new homes and work to do to support their families."

- 19** How does the author prove that the drought in the 1930s was a serious problem?
- A** He describes the thick brown dust that blew in through doors and windows.
  - B** He explains how the middle of the country became a great desert in one year.
  - C** He explains what President Roosevelt did to help make the situation better.
  - D** He tells how some people in the West felt about the Dust Bowl migrants.
- 
- 20** How is the information in paragraph 2 in “Dust Bowl Migration” presented?
- A** It gives the problems caused by the dust storms and tells how they were solved.
  - B** It explains the author’s opinion that life has been better since the dust storms.
  - C** It tells what caused the dust storms that blew through the American plains.
  - D** It describes what farming was like before and after the dust storms began.



**21** Select two sentences from the passage that are most important to a summary of "Dust Bowl Migration."

- A "It sounds like life in a hot, lonely desert."
- B "In 1931, a great drought hit the United States."
- C "Some people there called the newcomers 'Okies,' since many came from Oklahoma."
- D "In 1941, the United States began to fight in World War II."
- E "Many people abandoned their homes and land."

**22** What was life like in the West for the people who had to move there? Use two details from the passage to support your answer.

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## ***Writing and Research***

This is a rough draft of a report. It has some mistakes. Read the report. Then answer the questions that follow.

### **What Is Happening to the Cuckoos?**

The cuckoo is a very popular bird in England. This songbird has dull gray feathers and a curved small beak. It is about 13 to 15 inches long. Sadly, these birds are quickly disappearing. Scientists are trying to find out why.

Cuckoos make a yearly trip. They travel from England to Africa's Southern countries in June or July. They come back in April but fewer and fewer birds are making the return trip.

Scientists are putting satellite tags on some of these birds to track them. The tags tell where and when the birds stop off on their trip. The tags turn on for about 10 hours every 2 days to record where the birds are. All this information will tell scientists more about the routes the birds favor. Then they can explore what could be happening to the birds everyone wants to find the answer. Scientists were studying the problem until they do.

**23** Read this sentence from the report.

This songbird has dull gray feathers and a curved small beak.

What is the best way to write this sentence?

- A** This songbird has gray dull feathers and a curved small beak.
- B** This songbird has dull gray feathers and a small curved beak.
- C** This songbird has gray dull feathers and a small curved beak.
- D** correct as is

**24** Read this sentence from the report.

They come back in April but fewer and fewer birds are making the return trip.

Which of the following should replace the underlined part?

- A** April, but, fewer and
- B** April but fewer, and
- C** April but fewer, and,
- D** April, but fewer and



- 25** Read this sentence from the report.

Scientists were studying the problem until they do.

Which words should replace the underlined word to make the sentence correct?

- A** will be
- B** was
- C** is
- D** have been

- 26** Read this sentence from the report.

Then they can explore what could be happening to the birds everyone wants to find the answer.

On the lines below, write this sentence correctly.

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- 27** A student is writing an informational report for class on Alexander the Great. Read a paragraph from the report and the directions that follow.

### Alexander the Great

Alexander of Macedon, the son of a king, was one of the greatest military leaders ever. At the age of 16, while his father was away, Alexander led an army to stop an uprising at home. At age 18, he and his father conquered all of Greece. At age 20, Alexander marched with 25,000 men and took over Persia. He died at age 33 but lives on in the history books as "Alexander the Great."

The student wants to revise the paragraph by adding more information. Which sentence **best** supports the topic of the report?

- A** A famous Greek named Aristotle tutored him.
- B** During one battle he used elephants against his enemies.
- C** After his father was killed, Alexander became king.
- D** I think he was the greatest military leader who ever lived.

- 28** Todd wrote an opinion paragraph about a field trip his class took to the art museum. Read the paragraph and the directions that follow.

(1) The art museum showed sculptures from thousands of years ago. (2) Most of these were statues carved in white marble. (3) They looked icy cold, as if frozen in time. (4) I wanted to see a work of art that surprised me. (5) From the hallway, I felt a breeze and heard a whir. (6) Curious, I peeked around the corner into a large, open space. (7) Hanging from the ceiling was a sculpture like no other I had ever seen. (8) It seemed alive! (9) It had brightly painted moving parts turning freely in the air, like giant arms and legs. (10) This was the artwork that surprised me and made the field trip a success.

Todd's teacher suggested he add a phrase at the beginning of sentence 9 to link sentences 8 and 9. Which phrase **best** shows the connection between these two sentences?

- A** In addition
- B** For example
- C** On the other hand
- D** As always

A student is writing a report for social studies class on the Olympic Games. The report needs two headings. Read the report and the directions that follow.

### **The History of the Olympic Games**

The ancient Greeks believed that it was important to stay in good physical shape. They played many games and sports and wanted to see who the best athletes in Greece were.

#### **Heading One: The First Olympic Games**

To find out who were the best athletes, the ancient Greeks held the first Olympic Games. The first games were held around 776 BCE. They took place every four years, and the Greeks continued them for almost 1,200 years. Then they stopped.

#### **Heading Two: \_\_\_\_\_**

In 1896, a group of people organized the new, modern-day Olympic Games. They were organized to encourage world peace and friendship. They also were held so that athletes from different countries around the world could compete against each other. The best athletes in the world have competed in the Olympic Games since 1896.

#### **Heading Three: \_\_\_\_\_**

In 1924, the Winter Olympic Games were added. Then, in 1994, instead of holding the games only once every 4 years, the Winter and Summer Games were divided into four-year cycles. The games were scheduled so that every two years, either the Winter Games or the Summer Games are held. This means that every two years there are Olympic Games somewhere in the world.

In the report, write in headings on the lines provided.



Max is writing a story. He has shown his draft to the teacher, who suggests that he keep writing and show how the characters respond to the situation. Read these sentences from the story. Then, read the directions that follow.

Sam and Kevin warmed their hands over the campfire. Every so often a log rolled off the fire, spraying red and orange embers. It was a chilly and clear night. The moon was like a giant flashlight beaming down on their campsite at the edge of the woods.

"Look at all those stars," Kevin said. "Do you see the Big Dipper?"

"Yeah, and I see the Little Dipper, too. I hope we see a meteor shower tonight! That would be so cool."

There was a crackling sound. "Hey, what was that?" Kevin asked.

"Probably just the fire," Sam said, shrugging. Then he whispered, "Wait a minute . . . I just heard it, too." Both boys turned toward the dark edge of the woods. Something was coming.

Write at least two paragraphs to finish the story. Use narrative strategies such as dialogue and description to show the characters' responses to their situation.

Write your answer on the lines below.

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A student is writing a school report about George Washington. She has gathered information from two articles. Read a paragraph from each article and the directions that follow.

## Fit for the Job

George Washington was one of our most fit presidents. He was six feet two inches tall and weighed 175 pounds. According to his friends, he also was very strong. This came from his many years of army service. He also loved to ride horses, which kept him in shape. Washington's clothes always fit perfectly and were of the latest style. He moved gracefully. Washington believed presidents must always look their best. Only then would people treat them with respect. It may not have been true for everyone, but it was true for George Washington.

## False Teeth

President George Washington was tall and fit, but his health was not perfect. In fact, for many years he had painful problems with his teeth. Eventually he was forced to wear false teeth. They were not wooden teeth, however. Washington's dentures were made from the teeth of humans and animals. They also contained elephant ivory. The teeth were set on a bed of lead. Steel springs helped make them move more easily. Because his teeth were heavy and uncomfortable, Washington did not smile much. That was fine with him. Presidents, he believed, should be serious men.

- 
- 31** In her report, the student wants to tell what each of her sources is mainly about. Which of the following sentences best states the main idea of "False Teeth"?
- A** Washington's false teeth were set in lead and moved with steel springs.
  - B** Washington was generally very healthy except for problems with his teeth.
  - C** Washington wore false teeth that were painful but helped him look serious.
  - D** Washington's false teeth were made of human and animal teeth and ivory.

***Go On***

- 32** The student wants to include a paragraph in her report that states that George Washington gave a lot of thought to how he looked. Which sentence from "Fit for the Job" could she use to support this statement?
- A** "He was six feet two inches tall and weighed 175 pounds."
  - B** "According to his friends, he also was very strong."
  - C** "This came from his many years of army service."
  - D** "He also loved to ride horses, which kept him in shape."
  - E** "Washington's clothes always fit perfectly and were of the latest style."

- 33** The student wants to include a paragraph in her report about the ways that George Washington used his looks to be a better president. Write a paragraph that includes a detail from each source that would be useful for her report.

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**STOP**



Ready Assessments, English-Language Arts, Grade 4  
Answer Form

Name \_\_\_\_\_  
Teacher \_\_\_\_\_ Grade \_\_\_\_\_  
School \_\_\_\_\_ City \_\_\_\_\_

Assessment 3

Session 1: Reading

- 1A. (A) (B) (C) (D)  
1B. (A) (B) (C) (D)  
2. (A) (B) (C) (D)  
3. (A) (B) (C) (D)  
4. (A) (B) (C) (D) (E)  
5. See page 54.  
6A. (A) (B) (C) (D)  
6B. (A) (B) (C) (D)  
7. (A) (B) (C) (D)  
8. (A) (B) (C) (D)  
9. (A) (B) (C) (D) (E)  
10. (A) (B) (C) (D)  
11. See page 58.

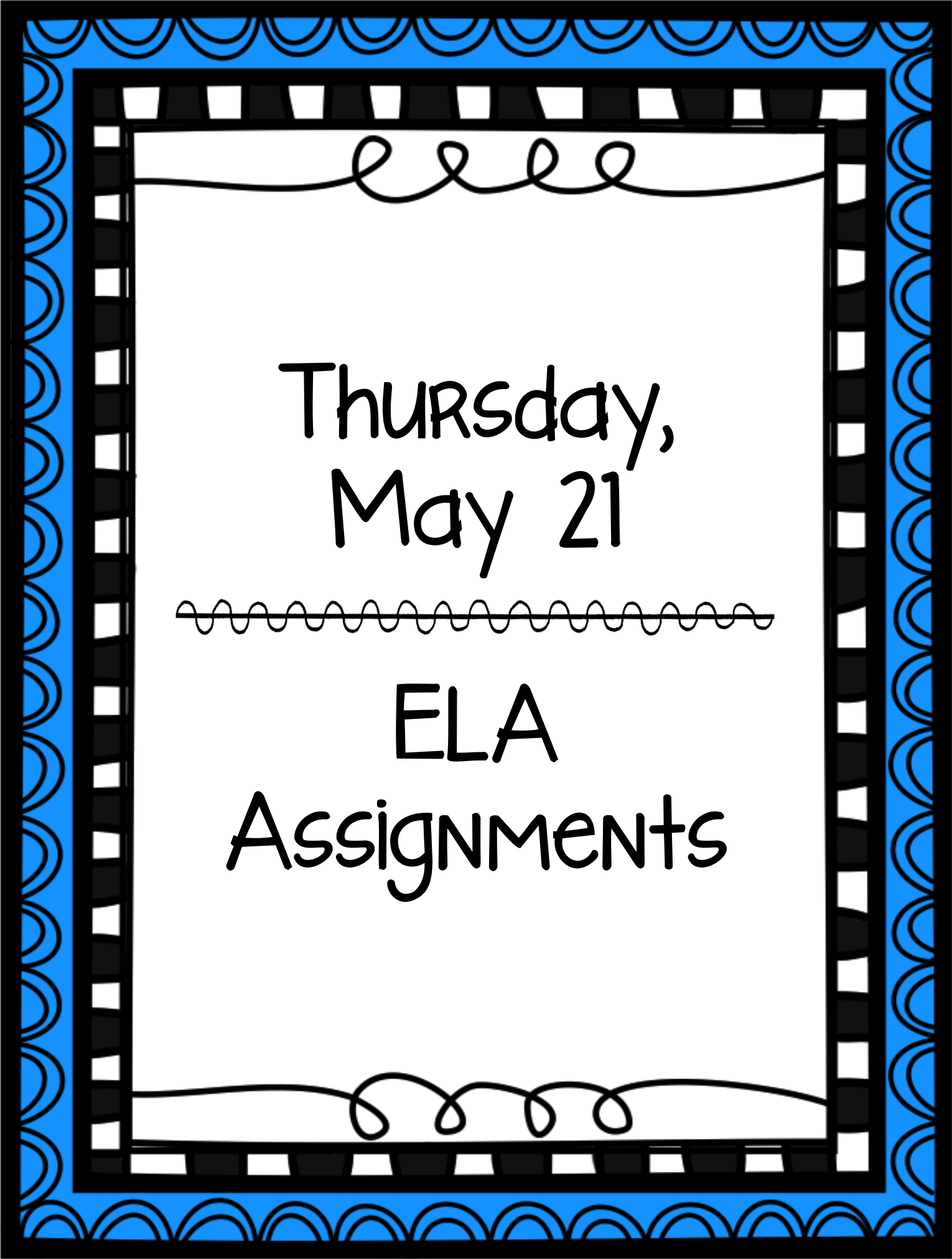
- 12A. (A) (B) (C) (D)  
12B. (A) (B) (C) (D)  
13. (A) (B) (C) (D)  
14. (A) (B) (C) (D) (E) (F)  
15. (A) (B) (C) (D)  
16. (A) (B) (C) (D)  
17. See page 62.  
18A. (A) (B) (C) (D)  
18B. (A) (B) (C) (D)  
19. (A) (B) (C) (D)  
20. (A) (B) (C) (D)  
21. (A) (B) (C) (D) (E)  
22. See page 66.

Session 2: Writing and Research

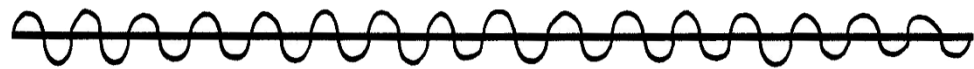
23. (A) (B) (C) (D)  
24. (A) (B) (C) (D)  
25. (A) (B) (C) (D)  
26. See page 69.  
27. (A) (B) (C) (D)  
28. (A) (B) (C) (D)  
29. See page 71.  
30. See page 72.  
31. (A) (B) (C) (D)  
32. (A) (B) (C) (D) (E)  
33. See page 74.

TEACHER USE ONLY

5. (0) (1) (2)  
11. (0) (1) (2)  
17. (0) (1) (2)  
22. (0) (1) (2)  
26. (0) (1) (2)  
29. (0) (1) (2)  
30. (0) (1) (2)  
33. (0) (1) (2)



Thursday,  
May 21



ELA  
Assignments

## Lesson 22

# Interpreting Visual Information



### Learning Target



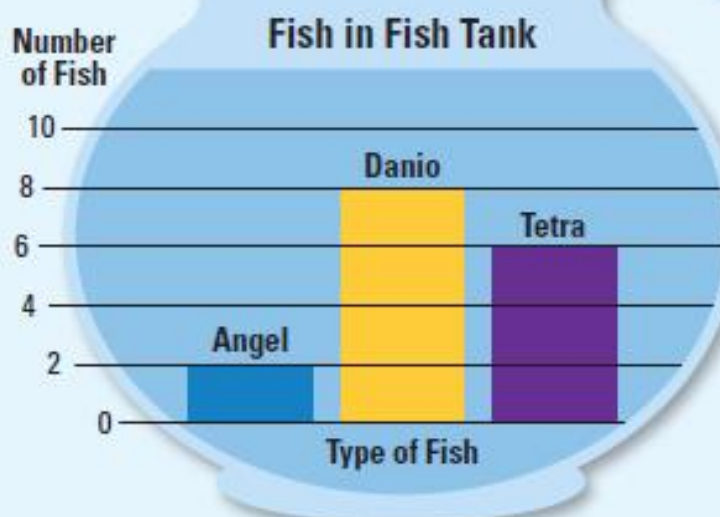
By figuring out information that is shown in charts or other visuals, you will gain a clearer understanding of a topic in an informational text.

- **Read** While reading informational texts, you often see photos, **diagrams**, and **time lines**. These **visuals** explain ideas about a topic that words alone cannot. You also might see **graphs** with **quantitative** information in the form of numbers or other data.

If you come across a special text feature, figure out its purpose. Ask yourself: What information does it give? How does it work together with text details to add to your understanding of the topic?

**Read the text, and study the bar graph. Figure out how the graph helps you understand the text.**

A few months ago, I helped my science teacher set up a fish tank. The tank has three types of fish. We put in just two of the largest type of fish and many of the smaller types of fish. The tank is large enough to follow this rule: Each fish needs about one gallon of water to be healthy.





- **Think** Were you able to **interpret**, or figure out, the information in the text and graph? From the details, you should have a good idea of how many fish are in the tank and what kinds of fish live in it. Use the passage and the graph to fill in the chart below.

| What the Text Says                  | What the Graph Shows |
|-------------------------------------|----------------------|
| "The tank has three types of fish." |                      |
|                                     |                      |

- **Talk** Compare the information in your charts. What inference can you draw about the minimum number of gallons the tank should hold? Use information from the text and the graph. Draw a picture of the fish in the tank to help you answer.



### Academic Talk

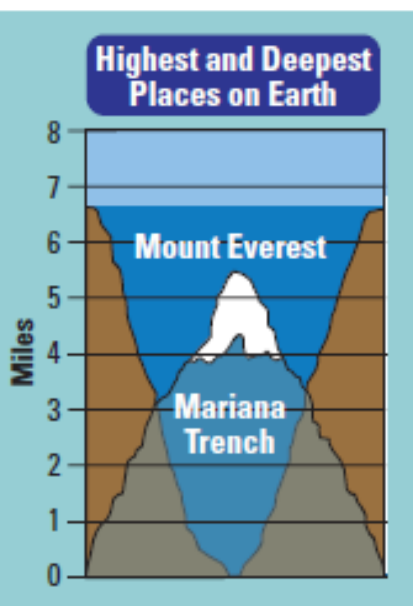
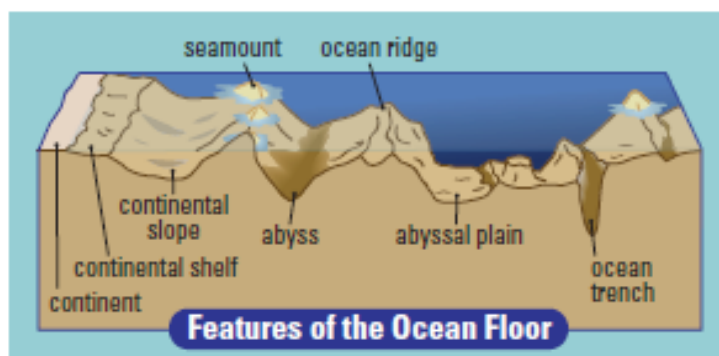
Use these words to talk about the text.

- diagrams      • time lines      • visuals      • graphs
- quantitative      • interpret

# Features of the Ocean Floor

by Connie Rather

- 1 Picture this: You're in a submarine right next to a continent. Looking down, you see a part of the ocean floor called the **continental shelf**. Now, head out to sea. The ocean floor drops away to form the **continental slope**. You might pass through a range of **seamounts**, or volcanoes rising from the ocean floor. In time, you'll reach the **abyssal plain**, a dark realm with deep valleys called **trenches**. Finally, you might encounter long, snakelike **ocean ridges** that rise from the ocean floor. They connect to form a long chain of underwater mountains around the planet.



- 2 The deepest ocean trench in the world is the Mariana Trench in the Pacific. It is one of the most difficult places to reach on Earth. It is so deep that if Mount Everest, one of the tallest mountains in the world, were picked up and put at the bottom of the trench, the mountain would still be covered with water!

## Close Reader Habits

Study the diagrams as you reread the text. **Circle** the title of each diagram. Think of how the title connects the diagram to the text.

**Explore**

How do the text and diagrams work together to provide information about the ocean floor?



Look for information, data, or details in the diagrams that the text does not provide.

**Think**

- 1 Use information about the abyssal plain and the Mariana Trench to complete the chart below. Identify what you learned from the text and what you learned from each diagram.

| What the Text Says | What the Diagram Shows                |
|--------------------|---------------------------------------|
| abyssal plain      | "Features of the Ocean Floor"         |
| Mariana Trench     | "Highest and Deepest Places on Earth" |

**Talk**

- 2 Share your chart with a partner. What information came from the text, the "Features of the Ocean Floor" diagram, and the "Highest and Deepest Places on Earth" graph? Why do you think the author presented certain information visually rather than in words?

**Write**

- 3 **Short Response** How do the diagram, graph, and text work together to give you information about the Mariana Trench? Use evidence from each to support your response. Use the space provided on page 360 to write your response.

**HINT** Make sure to clearly state where your evidence comes from, the text or a diagram.



# Going DOWN, DOWN, DOWN

by Justin Oh

- 1 The ocean has three main zones. These zones are distinguished by the amount of sunlight they receive.
- 2 In the sunlight zone, the sun's rays penetrate from the surface to a depth of 650 feet. The light lets plants grow here, and these plants provide food for animals. Here you will find sea mammals and schools of fish.
- 3 The twilight zone stretches from 650 feet to 3,300 feet below the ocean surface. There is almost no sunlight, so no plants grow. Animals that live here wait for dead plants and animals to drift down from the sunlit zone. The animals here have ways of surviving difficult conditions. Many can produce their own light, which helps them search for food.
- 4 Below 3,300 feet, the midnight zone lies in complete darkness. There is very little food, the water is cold, and the water pressure is enormous. Some animals at this level are soft, so the pressure doesn't affect them as much. Many are blind or have no eyes, but they can feel the smallest movement of food that might brush up against them.



## Close Reader Habits

What do you learn about the zones from the text? From the diagram? Reread the article.

**Underline** details shared by the text and diagram.



Visuals often help you “see” what is explained in a science text. Think about how the visuals support the topic.

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

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

**Part A**

Which ocean animals listed in the diagram are most likely to live among creatures that have soft bodies and no eyes?

- A red shrimp and anglerfish
- B viperfish and lantern fish
- C tuna and whales
- D red shrimp and tuna

**Part B**

Circle **one** detail in the diagram on page 358 that supports the answer to Part A.

- 2** Which fact about the twilight zone is given in both the passage and the diagram? Write it on the lines.

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**Talk**

- 3** Describe at least one type of information you can find in the diagram that the passage does not give you. How does the diagram help you better understand the differences in the three zones?

**Write**

- 4 Short Response** Compare and contrast information about the ocean zones that is provided by the text and the diagram. Use at least **one** detail from both the passage and the diagram to support your response. Use the space provided on page 361 to write your answer.

**HINT** Reread the text for details that explain what is shown in the diagram.



**Write** Use the space below to write your answer to the question on page 357.

## Features of the Ocean Floor

- 3 Short Response** How do the diagram, graph, and text work together to give you information about the Mariana Trench? Use evidence from each to support your response.

**HINT** Make sure to clearly state where your evidence comes from, the text or a diagram.

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Don't forget to check your writing.





**Write** Use the space below to write your answer to the question on page 359.

# Going DOWN, DOWN, DOWN

**4 Short Response** Compare and contrast information about the ocean zones that is provided by the text and the diagram. Use at least **one** detail from both the passage and the diagram to support your response.

**HINT** Reread the text for details that explain what is shown in the diagram.

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## Check Your Writing

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



## WORDS TO KNOW

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

- descent
- emerge
- released

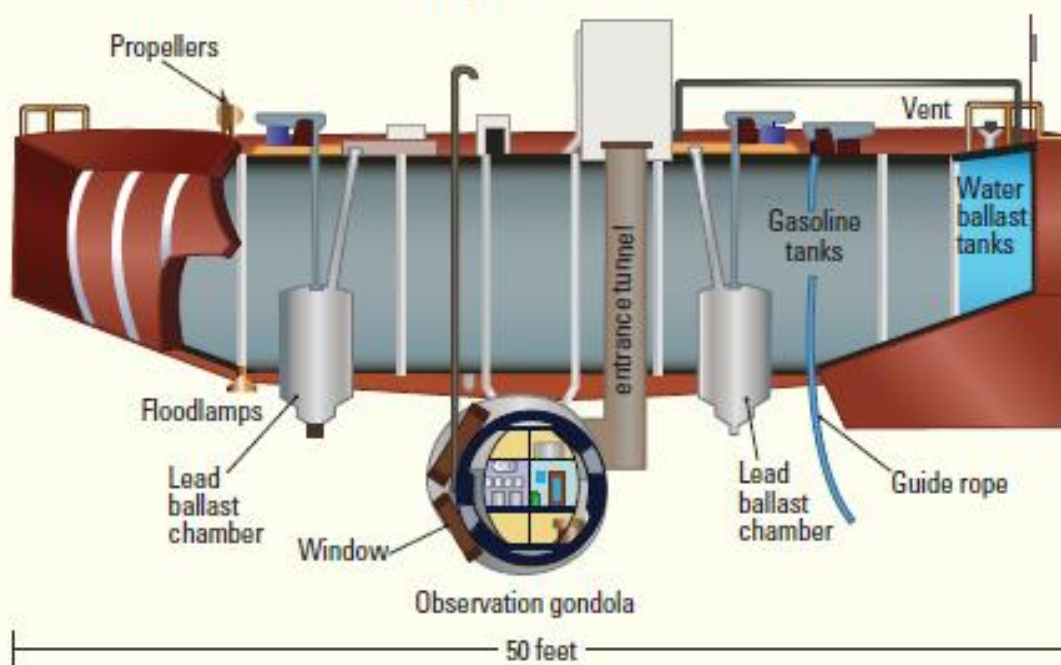
# VOYAGE to the Bottom of the SEA

by Martine Costi

- 1 On January 23, 1960, six-foot waves rocked the surface seven miles above the Mariana Trench in the Pacific Ocean. Carefully, Jacques Piccard and Donald Walsh rowed a small rubber boat toward the *Trieste*. This craft would soon take them almost seven miles down to the deepest part of the ocean's floor.
- 2 No one had ever explored the Mariana Trench before. It was so deep that the weight of the miles of water above it would crush most crafts. The *Trieste* was built to withstand such pressure, however, so the men inside should be safe on their underwater journey. During the descent, the men on the *Trieste* would communicate by radio with the surface.



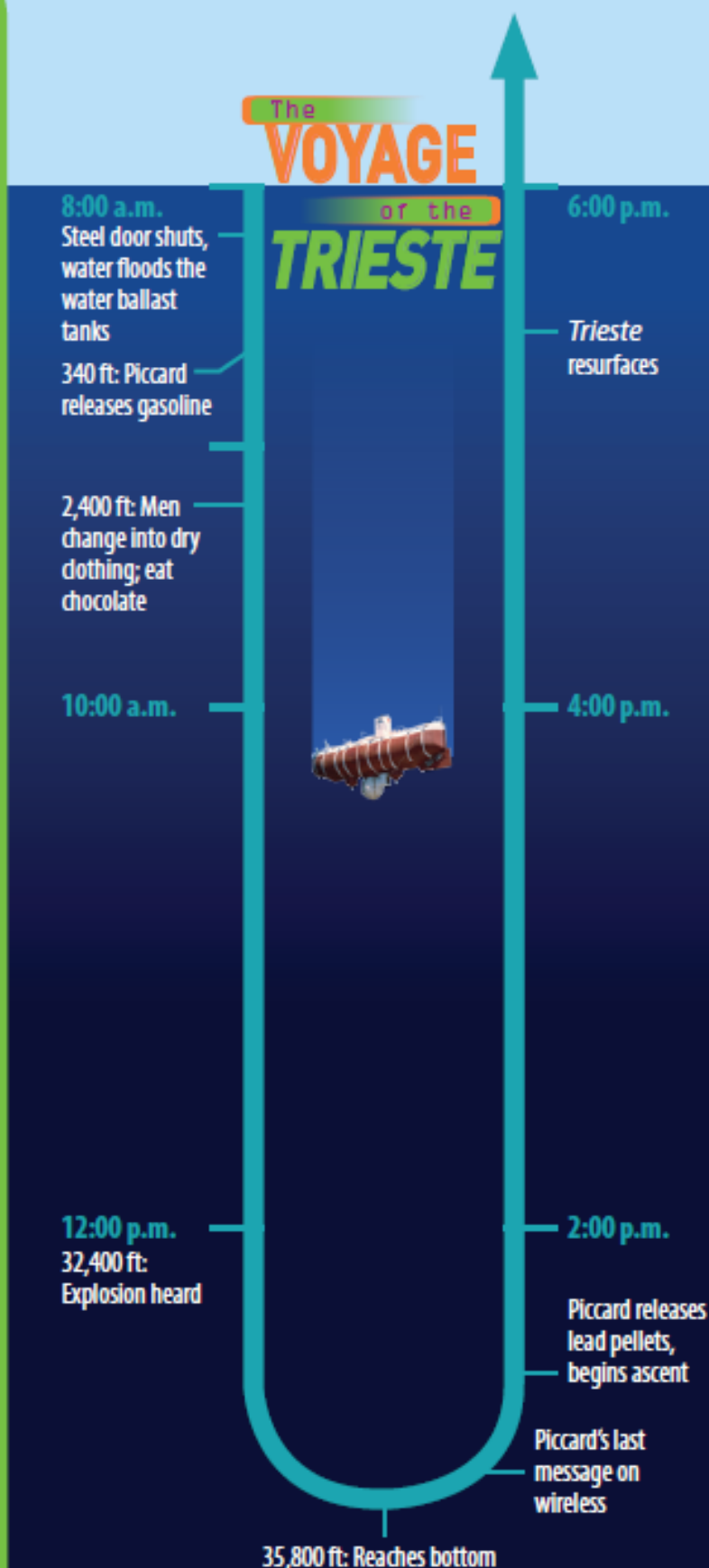
- 3 Shortly after 8:00 A.M., Piccard and Walsh sat jammed in the *Trieste*'s observation gondola. The space was so small that they could barely move, but they were ready. Water from the ocean filled the water ballast tanks. Slowly, the *Trieste* began traveling down to the trench.
- 4 At 340 feet, Piccard released gasoline from the tanks, letting water fill them instead. Water weighs more than gasoline, so this made the craft sink farther into the darkness.
- 5 An hour later and a mile farther down, the men saw plankton. These are tiny ocean creatures that glow in specks of yellowish green. Two hours later, they were more than five miles down, and there was no sign of life.
- 6 A little past noon, they were about a half-mile from the bottom. Then they heard a small explosion. Tension flooded the observation gondola, but nothing seemed wrong, so they agreed to keep going. Just before one o'clock, they reached the bottom of the Mariana Trench. They had landed where no other human had ever been.
- 7 They flashed lights and saw a flat, white fish about a foot long that Piccard described as a sole. Little red shrimp swam in front of their window. Both discoveries were groundbreaking. Now humans knew that animals lived on the deepest part of the ocean floor.


Diagram of *Trieste*



- 8 Then the men turned on an inside light. Piccard spotted the cause of the earlier noise—it was a cracked window. Now he became more worried about their safety. Piccard released 800 pounds of lead pellets from the ballast chamber. Releasing this weight caused the *Trieste* to move upwards. Piccard and Walsh could hear people speaking on the radio, but for some reason no one could hear them speaking back.

- 9 At 5:00 p.m., the *Trieste* emerged. No one had heard Piccard on the wireless for hours, so the people above did not know what to expect. The crews on both ships watched breathlessly for movement from the *Trieste*. They waited for fifteen long minutes. Then suddenly, the two men emerged unharmed. They had traveled to the deepest part of the ocean and made history.



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

- 1** From the text, you could infer that the voyage of the *Trieste* was a dangerous research project. Which **two** details from the time line **best** support this inference?

- A 8:30 A.M.—340 ft: Piccard releases gasoline
- B 9:15 A.M.—2,400 ft: Men change into dry clothing . . .
- C 12:00 P.M.—32,400 ft: Explosion heard
- D 1:00 P.M.—35,800 ft: Reaches bottom
- E 1:15 P.M.—Piccard's last message on wireless
- F 5:00 P.M.—*Trieste* resurfaces

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

**Part A**

Which detail from the diagram of the *Trieste* is supported by the text?

- A A small window in the observation gondola allowed the crew to see outside the *Trieste*.
- B The observation gondola of the *Trieste* was large enough to fit several crew members comfortably.
- C The flood lamps were too far away for the crew members of the *Trieste* to see outside.
- D The propellers allowed the crew of the *Trieste* to steer the craft underwater.

**Part B**

Underline **two** sentences from the text that support your answer in Part A.

They . . . saw a flat, white fish about a foot long that Piccard described as a sole. Little red shrimp swam in front of their window. Both discoveries were groundbreaking. Now humans knew that animals lived on the deepest part of the ocean floor.

3 In paragraph 7, what is the meaning of the word groundbreaking?

- A underground
- B underneath the ocean
- C new and important
- D very destructive

4 The box below includes details about the voyage of the *Trieste*.

#### Details

- The designers of the *Trieste* only meant for it to be used one time.
- Releasing lead pellets helped the craft rise to the surface of the ocean.
- After entering the *Trieste*, the crew changed into dry clothes and had a snack.
- The crew saw shrimp at the bottom of the Mariana Trench.
- Gasoline powered the *Trieste's* motor as it pushed the craft to the ocean floor.

Complete the chart by using details from the box. Write **one** detail that only appears in the text, **one** detail that only appears in a visual, and **one** detail that appears in both the text and in a visual.

| What the Text Says | What a Visual Shows | What the Text Says and a Visual Shows |
|--------------------|---------------------|---------------------------------------|
|                    |                     |                                       |





## Write

- 5 Short Response** How did the diagram and the time line support the details in the passage? Explain how these visuals added to the text information. Describe **one** example of a fact you learned from the "Diagram of the *Trieste*" that was not in the passage. Describe **one** example of a fact you learned from the time line "Voyage of the *Trieste*" that was not in the passage.

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## Learning Target

In this lesson, you interpreted information that was presented in images, charts, graphs, and other visuals. Explain how this information gave you a deeper understanding of the text topic.

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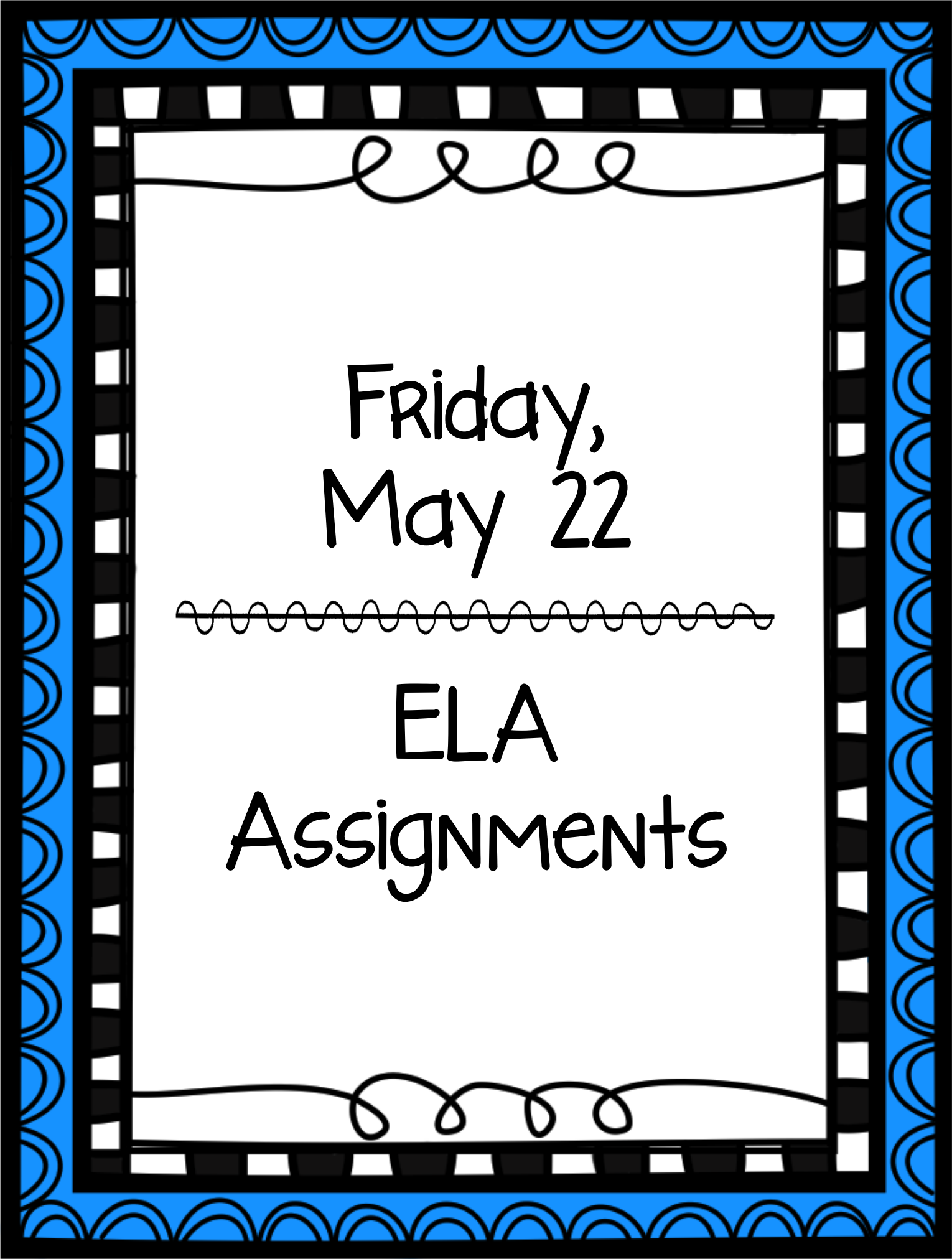
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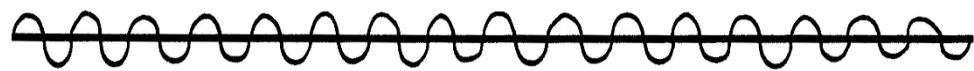
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Friday,  
May 22



ELA  
Assignments

# Lesson 23

## Explaining an Author's Reasons and Evidence



### Learning Target



Explaining how authors use reasons and evidence to support their points about a topic will help you better understand what you read.

► **Read** Some authors write to get you to agree with their way of thinking about a topic. To **persuade** you, authors provide **points**, or ideas, to explain their thinking.

- Authors back up their points with good **reasons** telling why their ideas might be true.
- Authors support each reason with **evidence**, or facts and examples that explain more.

Good reasons and evidence are what make the authors' points convincing.

Look at the cartoons below that take place on a space station in 2450. Think about how each child asks for a dog.



Which child do you think is more likely to convince his or her parents that a dog is a good idea?



- **Think** What have you learned about how authors use reasons and evidence to support a point? Think about which child is most likely to get a dog and why. Complete the chart below to show the child's point, reasons, and evidence.

| What does the child think?<br>(The Point) | Why does the child think this way?<br>(Reason) | How do details support the child's thinking?<br>(Evidence) |
|---|--|--|
|   |  |  |
|   |  |  |

- **Talk** Share your chart with a partner.
- Did you identify the same point?
  - What reasons did each of you include? Do they make sense?
  - What evidence was used to support each reason?



### Academic Talk

Use these words to talk about the text.

- persuade
- points
- reasons
- evidence



# Should We Explore Space? Absolutely!

by Marc Lucas

- 1 Exploring space is one of the most important things the United States can do. But why? For one reason, the work of getting people and machines into space leads to new technologies. Some of these new technologies then become available to everyone and improve their lives. Do you need examples? Then try these: Because of the space program of the 1960s and 1970s, we have digital clocks, laser surgery, and instant foods. And these new technologies have broader effects on society. They help create new businesses, which then make new jobs, a richer population, and a stronger economy.
- 2 But there is a second and more important reason for exploring space, and it has nothing to do with money. It's called the need to discover. Human beings are naturally curious. We want to know what's out there. If it's at the top of a mountain, or across a river, or at the bottom of the sea, we want to see it and touch it.
- 3 Humans are also competitive—we want to be both the first and the best at what we do. When the Soviet Union put the first human in space in 1961, Americans didn't just sit and watch. The United States surged ahead with a space program and eight years later put the first person on the Moon.

## Close Reader Habits

**Circle** the author's main point. Then **underline** three reasons the author provides to support his point.



# Should We Settle the Moon?

by Jo Newbold

- 1 Whenever people say “Let’s shoot for the Moon!” they mean that anything is possible. So, when people think of space exploration, a colony on the Moon seems like the next step. The views from the Moon would be spectacular, and being a “Moontonian” would be exciting. But is it feasible?
- 2 Let’s start with the Moon’s surface, which is not an easy place for life to thrive. There is little atmosphere, so all air would have to be brought from Earth. The lack of atmosphere causes temperatures to vary greatly, from 232°F during the day to -315°F at night. And then there’s the radiation. Without a thick, Earth-like atmosphere to filter the sun’s rays, radiation would sicken any colonists.
- 3 And what about water? True, there is ice below the Moon’s surface. If astronauts can mine that ice, they can melt it and use it to make oxygen and rocket fuel. But if the ice is unreachable, all water would have to be carted up to the Moon—a cumbersome and unworkable task.
- 4 But the biggest obstacle to living on the Moon is the regolith. Regolith is a layer of fine stone dust. It covers almost the entire surface and sticks to everything. It can gum up a spacesuit, jam an engine, and ruin machines. Worst of all, if we couldn’t find a way to keep it out of the colony, it would destroy the lungs of everyone living there.
- 5 So, will we ever have a Moon colony? Never say never, but today our technology does not make the idea practical.

## Close Reader Habits

What reasons support the author’s point? **Circle** three reasons the author gives to support her point.



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

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

**Part A**

Which statement below provides a reason the author uses in paragraph 2 to support her main point about settling the Moon?

- A** Regolith can destroy the lungs of humans living there.
- B** The Moon's surface is a dangerous environment for life.
- C** Temperatures vary because of the lack of atmosphere.
- D** Radiation from the sun's rays is likely to make colonists ill.

**Part B**

Underline **three** pieces of evidence in paragraph 2 of "Should We Settle the Moon?" that support your answer in Part A.

- 2** What evidence does the author give to support her line of reasoning about regolith? Write **two** pieces of evidence in the box below.

**Talk**

- 3** What point does the author make about settling the Moon? What reasons and evidence does she provide as support? Use the chart on page 375 to organize your ideas.

**Write**

- 4 Short Response** Describe the reasons and evidence the author provides to support her point about a Moon settlement. Include at least **three** details from the text to support your response. Use the space provided on page 375 to write your response.



A title with a question in it is a clue to the author's point. Finding answers will help you identify reasons and evidence.

**HINT** Think about the reasons the author gives to prove her point.



**Write** Use the space below to write your answer to the question on page 371.

## Should We Explore Space? **Absolutely!**

- 3 Short Response** Explain the author's point about space exploration and the reasons he gives for his thinking. Include details the author provides as evidence to support his reasons.

**HINT** Look for evidence, or facts and examples, that supports the reasons you underlined.

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Don't forget to check your writing.

### Check Your Writing

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

# Should We Settle the Moon?

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

| What does the author think?<br>(The Point) | Why does the author think this way?<br>(Reason) | How do details support the author's thinking?<br>(Evidence) |
|--|---|---|
|  |   |   |



**Write** Use the space below to write your answer to the question on page 373.

**4 Short Response** Describe the reasons and evidence the author provides to support her point about a Moon settlement. Include at least **three** details from the text to support your response.

**HINT** Think about the reasons the author gives to prove her point.

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**WORDS TO KNOW**

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

- encounter
- relay
- resources



# THE PRICE OF CURIOSITY

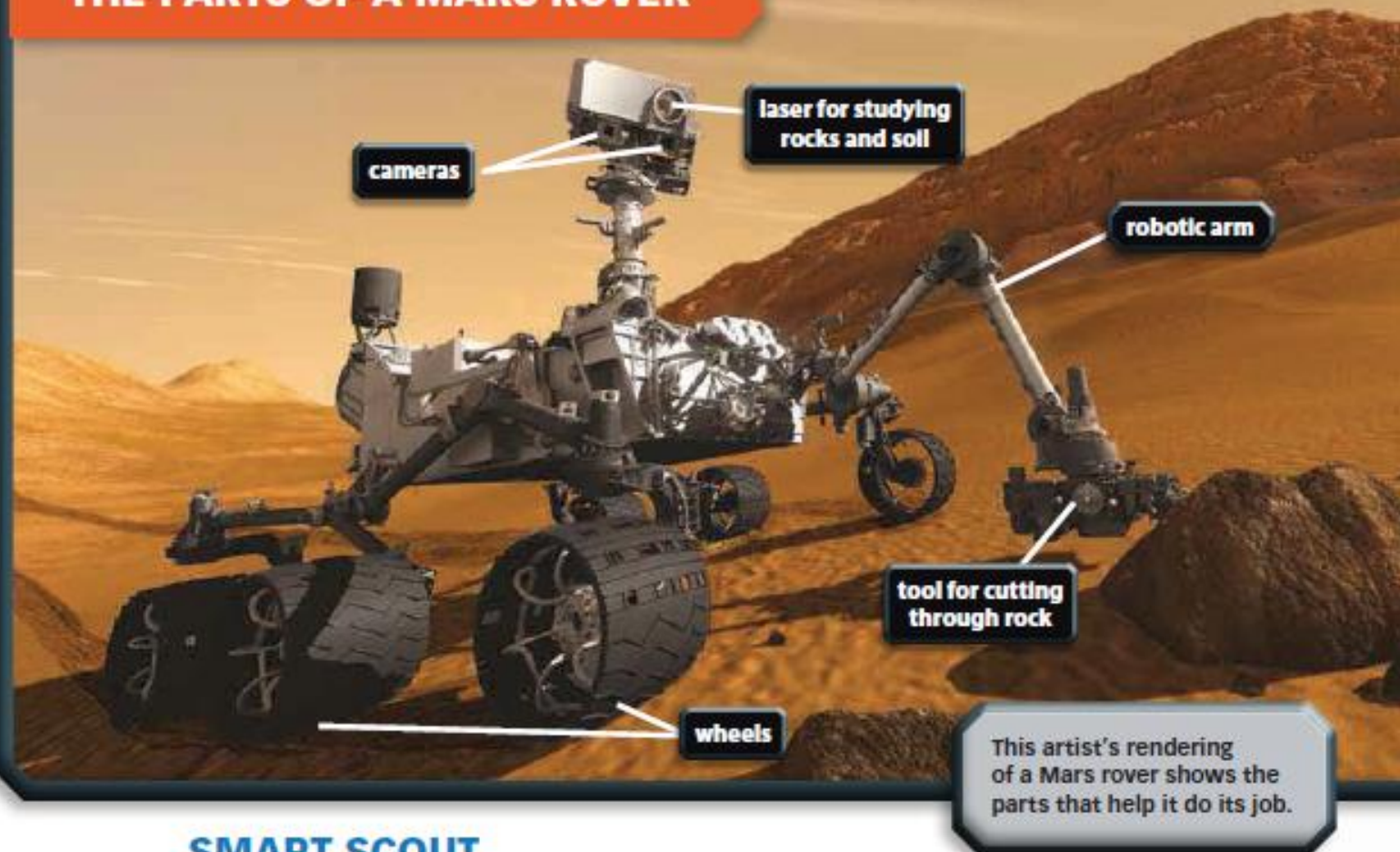
BY DEION WALKER

- 1 Far away, on the rocky surface of the planet Mars, a small but powerful robot called a rover moves dutifully along. Back and forth and up and down the robot roams. It scans the planet. It also sends valuable information back to scientists on Earth at the National Aeronautics and Space Administration (NASA). The scientists have big goals for this rover, which they have named *Curiosity*. They hope it will tell them whether life has existed on Mars, what the planet's environment is like, and whether humans will ever be able to explore it. But the missions to Mars come at a high price—*Curiosity* alone cost 2.5 billion dollars to build and send. Some people question whether that money might be better spent here on Earth. Should the exploration of Mars continue, despite the staggering cost?

## ALL IN FAVOR

- 2 Scientists and others who support space exploration believe that the rovers may one day tell us if life ever existed on Mars. This would be the first evidence of life elsewhere in our universe. Second, the rovers can study the climate and geology of Mars. They relay information about how it has changed over time. This kind of information would help us learn whether any of the planet's resources can help us here on Earth. It may also help scientists understand features of our own planet. Third, scientists want to learn about the planet's environment. They hope to prepare for human exploration.



**THE PARTS OF A MARS ROVER****SMART SCOUT**

- 3 Supporters of Mars exploration also point out that, as a vehicle, *Curiosity* can do much more than a science station that's fixed in one place. *Curiosity* moves—or roves—across the surface of Mars, collecting information as it goes. Its “eyes” are 17 cameras that can see and analyze the landscape. The rover’s “feet” are its wheels. Those wheels roll over obstacles as high as 2.5 feet. The robot’s “ears” hear commands relayed from NASA. *Curiosity* also has a laser that can analyze the chemicals in soil and rocks.
- 4 With all that equipment, *Curiosity* can send NASA a steady stream of data about the surface of Mars. That makes NASA scientists very happy.

**WHAT CURIOSITY CAN TEACH US**

- 5 There are many good reasons to explore Mars. It's hard to put a value on discovering new knowledge, and the rovers are providing plenty of that. *Curiosity* already has made valuable discoveries. During its first 100 days on Mars, the rover detected water in the planet's soil. Why is that important? Scientists believe that water is a crucial clue to the existence of life on Mars or other planets. This life could take the form of tiny microbes. Finding evidence of life on Mars—even if it is just microbes—would be a big deal to scientists.



## HIDDEN VALUE

- 6 Although they were enormously expensive, *Curiosity* and the rovers that came before it may give NASA scientists more value than the scientists expected. When *Curiosity* landed on Mars, scientists expected it to work for two years. However, it may keep roving for much longer. Scientists predicted that *Spirit* and *Opportunity*, two rovers that landed on Mars in 2004, would work for about 90 days. But *Spirit* worked for six years before it got stuck in sand. *Opportunity* is still going strong. *Curiosity* might keep going for a long time, too, as long as it doesn't get stuck or encounter other problems.
- 7 Furthermore, NASA points out that *Curiosity* and the other rovers have helped the U.S. economy by creating jobs. More than 7,000 people in 31 states have worked on the *Curiosity* mission. And *Curiosity* may help the economy in another way, too. It may turn up precious minerals and energy resources on Mars that we could mine to use on Earth.


## THE FUTURE

- 8 Some scientists claim that within 40 years, humans will be living on Mars. They call it a “foregone conclusion,” or a sure thing. If that's true, then robot missions like *Curiosity* are important stepping-stones to that future. Even if that never happens, the Mars rovers may provide knowledge that is key to understanding our own universe.

This look back at a Martian dune was taken by one of *Curiosity*'s cameras. The wheel tracks are about nine feet apart.





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

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

**Part A**

Which statement gives a reason that supports the author's point about Mars rovers?

- A A science station has a lot of capabilities.
- B Vehicles like *Curiosity* are well-suited for exploring Mars.
- C Mars rovers must be able to collect data and send it to Earth.
- D *Curiosity* has human-like traits that will help people travel to Mars.

**Part B**

Underline the evidence that **best** supports your answer in Part A.

Supporters of Mars exploration also point out that, as a vehicle, *Curiosity* can do much more than a science station that's fixed in one place. *Curiosity* moves—or roves—across the surface of Mars, collecting information as it goes. Its “eyes” are 17 cameras that can see and analyze the landscape. The rover’s “feet” are its wheels. Those wheels roll over obstacles as high as 2.5 feet. The robot’s “ears” hear commands relayed from NASA.

- 2** Read the sentence from the passage.

Should the exploration of Mars continue, despite the staggering cost?

What does the suffix *-ation* mean in the word exploration?

- A state of
- B result of
- C result of
- D process of

- 3** Which detail is a reason that **best** supports the author's main point?
- A** "Some scientists claim that within 40 years, humans will be living on Mars."
  - B** "*Curiosity* also has a laser that can analyze the chemicals in soil and rocks."
  - C** "During its first 100 days on Mars, the rover detected water in the planet's soil."
  - D** "Mars rovers may provide knowledge that is key to understanding our own universe."

- 4** In paragraphs 6 and 7, the author explains more about exploring Mars. What reasons and evidence are provided to support the author's point? Complete the chart by drawing Xs in the boxes. Identify which statement describes a reason and which describe evidence that supports the reason.

| Statement  | Reason | Evidence |
|--|--------|----------|
| Mars rovers may turn up new energy sources to use on Earth.                  |        |          |
| <i>Curiosity</i> and other rovers have worked much longer than expected.     |        |          |
| The rover missions provide additional benefits.                              |        |          |
| <i>Curiosity</i> and other rovers help the economy because they create jobs. |        |          |

- 5** What reasons do supporters of space exploration give to explain why sending rovers to Mars is important? Choose **three** reasons.
- A** They can learn how to prepare for people to go to Mars.
  - B** They can find ways to use money and resources to build new rovers.
  - C** They can stream data from Mars back to Earth on a regular basis.
  - D** They can use knowledge of changes on Mars to understand our planet.
  - E** They can search for evidence of life beyond Earth.



- 6 Short Response** What point is the author making about exploring Mars? Describe the author's point and how he supports this point with reasons and evidence from the text.

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## Learning Target

In this lesson, you learned to identify the reasons and evidence authors use to support their points about a topic. Explain how this skill can help you better understand the ideas in texts you read.

A graphic of a piece of white paper with a perforated top edge, resembling a page from a spiral notebook. It contains four horizontal blue lines for writing.

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