

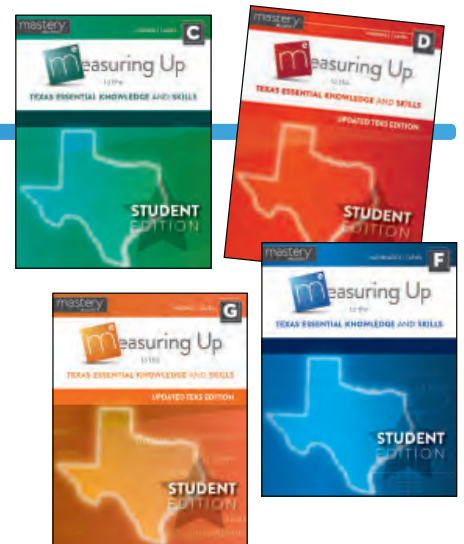
Measuring Up to the TEKS Sample Pack

Reading | Grade 5 | Lessons 3, 27, 29

The sample pack features:

- 3 full student lessons with complete Teacher Edition lessons
- 1 full Table of Contents for your grade level
- Lesson Correlations

Developed to meet the rigor of the TEKS, **Measuring Up** employs support for using and applying critical thinking skills with direct standards instruction that elevate and engage student thinking.



TEKS-based lessons feature introductions that set students up for success with:

- ✓ Academic Vocabulary
- ✓ Step-by-Step Problem Solving
- ✓ Demonstrate Higher-Order Thinking Skills
- ✓ Multi-Step and Dual-Coded Questions
- ✓ Focus on Financial Literacy

Guided Instruction and Independent Learning strengthen learning with:

- ✓ Deep thinking prompts
- ✓ Collaborative learning
- ✓ Self-evaluation
- ✓ Demonstration of problem-solving logic
- ✓ Application of higher-order thinking

Flexible design meets the needs of whole- or small-group instruction. Use for:

- ✓ Introducing TEKS
- ✓ Reinforcement
- ✓ Intervention
- ✓ Saturday Program
- ✓ Before or After School

Extend learning with online digital resources!

Measuring Up Live 2.0 blends instructional print resources with online, dynamic assessment and practice. Meet the needs of all students for standards mastery with resources that pinpoint student needs with customized practice.





Lesson 3

Make Inferences and Use Evidence to Understand Text

- 5.6(F) Make inferences and use evidence to support understanding.
- 5.4 Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
- 5.7(C) Use text evidence to support an appropriate response.



Introduction

Real-World Connection

Nicole sees her friend Mari drinking from a plastic water bottle. Nicole tells Mari that she should not use plastic bottles because they are bad for the environment. “Why are plastic bottles bad for the environment?” Mari asks. Nicole remembers a recent story she read online about pollution. However, she cannot remember all of the details of the story. What kind of information will help Nicole make her point? We will practice these skills in Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Nicole, Mari, and the problem of plastic bottle pollution.

Words to Know

- inference
- evidence
- prediction
- conclusion



What I Am Going to Learn

- Make inferences and use evidence to support understanding.

What I May Already Know 4.6(F), 4.4, 4.7(C)

- I know how to use evidence to support many inferences.
- I know how to read many grade-level texts with appropriate rate and expression.
- I know how to find evidence in the text for many answers to questions about what I have read.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

An **inference** is an educated guess you make to figure things out. To make an inference, you put together what you already know with what you read.

When you read, an author sometimes tells you information directly.

Denisha showed true bravery when she climbed that tree and rescued the cat.

Often, though, the author does not tell you absolutely everything but leaves some information unstated. You have to “read between the lines” in order to make an inference. For example, read the passage below.

“Meow, me . . .ow . . .ow!” The pitiful cry seemed to be coming from high above her. Denisha looked up, and there on the highest limb of the tree sat a scrawny old cat.

“Me. . .ow!” it cried, this time staring into Denisha’s eyes.

Denisha looked around for someone to help, but there was no one. It was up to her to rescue this cat, but that meant. . . .

Oh, no, I can’t, thought Denisha. *There has to be someone who can climb that tree.* Feeling the panic build in her, she looked again for help, but again she was without luck.

“Me. . . ow!”

“Oh, be quiet,” she shouted, her nerves getting the best of her. But she instantly regretted her harsh words, as the cat mewed and mewed.

I can do this. I can do this, she thought. But when she looked up to the high branch, her positive words were immediately replaced by *No, I can’t.*

“Yes, I can,” she said firmly aloud. “I’ll be right there. Don’t worry, Kitty, I’m coming.”

Then she went into the barn and grabbed the tall ladder her father had taught her to climb. She carried it out and placed it by the tree. Fighting her fear, she began to climb, gaining a little more confidence with each step.

Finally, she reached the top and grabbed the cat. “It’s okay now,” she said. “Nothing to fear.” And with those words, she started her descent.

Look at the details.

- Denisha is afraid of climbing the tree.
- She feels panic.
- She has to help the cat.
- She fights down her fear to climb up and save it.

Based on what you know about fighting down fear to help others and these details from the story, make an inference. What inference can you make about Denisha?

When making an inference, you use **evidence**, which includes facts and information to support your belief. The more evidence you have the more likely your inference is correct. When a question asks “Why or why not?” it is asking you what evidence you used to make your inference.

Making an inference looks like this.

Evidence from text	+	What I Know	=	Inference
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A **prediction** is a special type of inference. It is an educated guess about something that will happen. For example, after observing your friend practicing soccer every day after school, you might predict that she is going to try out for the team.

A **conclusion** is also a type of inference. For example, suppose you read that a boy bends down to pick up a dog. He has a hard time lifting it. Then you read that he struggles to carry the dog through the tunnel to the top of the cave. By adding up the evidence (hard time lifting, struggle to carry), you conclude that the dog is quite big.

Suppose you read a biography about George Washington. You learn that during the American Revolution, General Washington often received secret messages. Then, you read that many spies on both sides used invisible ink to send messages. Later, you learn that the British captured a message sent by a spy to Washington. They read it and thought it contained only unimportant information.

Hint, Hint

Use a highlighter or sticky notes to mark important details as you read. In the margin or on the notes, write your thoughts about these details.

Add the details together. You probably conclude that the important part of the message was written in invisible ink. The author did not have to tell you this directly. You thought it through.



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

How the Chickadee Weathers the Winter



by Debbie Zappitelli

- 1 The temperature has fallen below zero. The car won't start, water pipes are frozen, and schools are closed. If you went outside without winter clothes, you'd freeze before long. Yet the chickadee, a tiny bird that weighs less than a chocolate bar, flies about busily. It doesn't have a scarf or boots. How does it endure cold weather?
- 2 The chickadee has to eat constantly during the winter to survive. Just as people use wood to keep a fire burning, the chickadee uses food to keep its body warm. Some of the food it eats during the day is chemically changed into energy reserves. The chickadee's body stores this energy for use at night. That's why birds eat so much early in the morning. When their reserves are used up, they get cold and have to eat again.
- 3 During cold spells, chickadees nest together at night to keep warm. Sometimes as many as twenty will huddle together in a hole in a tree. When the weather is extremely cold, they often won't leave their roosts at all. They would burn more energy looking for food than they would sitting still.
- 4 The chickadee's feathers are a great layer of insulation that helps this little bird keep warm. The outer feathers have tiny hooks, called barbs, that connect much the way Velcro does. This makes a windproof barrier. Underneath are soft fluffy

Guided Questions

Read paragraph 1. What inference can you make about the chickadee from this paragraph?

Read paragraph 3. If you see chickadees nesting together in the winter, what conclusion could you draw?

Read paragraph 4. What do you think would happen if the chickadee lost its feathers?

feathers called down. Down does the same job as the stuffing in a winter jacket. It keeps body heat in and cold air out.

- 5 During the winter, the chickadee’s body produces more feathers for warmth. On a very cold day, you may see a chickadee fluffing up its feathers. This creates more space between the feathers to trap air that insulates the body.
- 6 But the chickadee’s feet don’t have feathers. How can the chickadee keep its body warm with those bare feet out in the cold? Its body has a slick trick. It cuts down the blood flow to its feet just enough so they don’t freeze. To keep from wasting energy, the chickadee learns to live with cold feet.
- 7 The chickadee, like other birds in northern regions, has many ways of dealing with the cold. The next time you’re stuck indoors on a cold day, admire the chickadees from a window. You can help by filling a bird feeder so they’ll have plenty to eat.

Guided Questions

Read paragraph 5. Why are some quilts stuffed with down?

Read paragraph 7. What inference can you make about the author’s purpose in this paragraph?

Critical Thinking



1 What can you infer about the ability of chickadees to keep themselves warm?



2. Read the paragraph below.

But the chickadee’s feet don’t have feathers. How can the chickadee keep its body warm with those bare feet out in the cold? Its body has a slick trick. It cuts down the blood flow to its feet just enough so they don’t freeze. To keep from wasting energy, the chickadee learns to live with cold feet.

What inference can you make about the chickadee’s feet? Underline the evidence in the text that supports this.



3. The purpose of the first paragraph is to get you interested so that you want to read on to find out how chickadees endure cold weather. Practice reading this paragraph aloud to a partner. Use your voice to stir up interest. Then listen to your partner read aloud. Critique each other's reading.



4. Work with a group of three or four students. Find out more about how animals keep warm. Each student should choose a different animal. After you have gathered your information, take turns presenting it to your group. Listen carefully and ask questions after each presentation. Then, after all the students have given their presentations, discuss what conclusions you can draw about how animals keep warm.

How Am I Doing?

- ★ What questions do you have?

- ★ Explain the difference between what a text says directly and what inference you draw from the reading.

- ★ Color in the traffic signal that shows how you are doing with the skill.





Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

Her Majesty, Aunt Essie

by Amy Schwartz

- 1 My Aunt Essie used to be a Queen. I knew it the day she moved in. The first thing Aunt Essie unpacked was a big picture of a man with a mustache and a sash across his chest. A King if I ever saw one. And when I helped Aunt Essie put away her jewelry, she let me try on a pair of those long dangling earrings. Only a Queen has earrings like that.
- 2 I didn't want to give the earrings back.
- 3 Aunt Essie said, "When I was a girl, I was a little princess, Ruthie, not like some children I know." So there. She told me herself.
- 4 At dinner Aunt Essie held her little finger out when she drank her tea, just like a Queen. And you should have seen the way she talked to Daddy when we washed the dishes. I could tell she was used to giving orders.
- 5 After we'd cleaned up, Aunt Essie phoned her friend Mrs. Katz and talked for a long time. She kept looking around our apartment and clutching her heart and sighing and saying things in French. Well, no one else I know acts like that.
- 6 Before I went to bed, I drew a family tree. There I was, right next to Kings and Queens.
- 7 In the morning, I showed the family tree to Maisie next-door. Maisie laughed so hard I thought she'd split. I grabbed my drawing back. "I can prove it!" I said. "I'll prove it by midnight tonight . . . or . . . or you can have my dog, Joe!"
- 8 Maisie stopped laughing. "It's a deal," she said.
- 9 All morning I stayed close to Aunt Essie, keeping my eyes open. She talked to the vegetable man just the way a Queen would, but Maisie wasn't with me. I saw a little gold crown on the hem of Aunt Essie's slip, but how could I show Maisie that?
- 10 I asked Maisie over for the afternoon, hoping proof would turn up. Maisie and I played cards for a while. Then Aunt Essie called from the bath. "Oh, Ruthie, won't you help me scrub my back?"

- 11 "Aunt Essie used to have ten ladies-in-waiting to help her wash," I said to Maisie as we went into the bath. "Ten ladies-in-waiting and one butler to turn on the hot water and another one to turn it off."
- 12 When Aunt Essie was out of the bath, Mrs. Katz came over for a visit. They sat on the balcony and waved to their friends in the street. "Just like at her coronation," I said to Maisie.
- 13 Aunt Essie's boyfriend, Walter, drove by and honked the horn in his new convertible. Mrs. Katz clucked her tongue. "Like a royal carriage," she said. I poked Maisie in the ribs.
- 14 "Not good enough," Maisie said.
- 15 I put Joe in the backyard where Maisie couldn't keep looking at him.
- 16 Well dinnertime came and Maisie still didn't believe me. After supper, I went out and sat on the stoop. Maisie came out, too. "You only have four hours left," Maisie said.
- 17 I felt so low that when Walter showed up for his date with Aunt Essie and tickled me on the toes, I didn't even laugh. I was just about to tell Maisie I gave up and I hoped she'd let me visit Joe when there was a hustle and bustle at the front door. We heard Walter say, "Essie! You look more magnificent than ever!"
- 18 Then Aunt Essie sailed out the door. She was wearing a long satin gown. She had a fur stole over her shoulders. She was wearing those long dangling earrings, and—you can have everything I own if I'm lying—there was a gold crown on her head.
- 19 I jumped up. "Your Majesty," I said. I bowed low. I stayed there. Maisie sucked in her breath. Then there was silence. I could feel Aunt Essie's eyes on me. More silence. Then I felt a hand on my head.
- 20 "Princess Ruth," Aunt Essie said. "You may arise."
- 21 Then Walter ran ahead and opened the convertible door. Aunt Essie floated into the car and they were gone.
- 22 Well, I didn't punch Maisie or say "I told you so" or anything. Those of us with royal blood don't do that sort of thing.

1 What is the most likely reason Ruthie first concludes that her aunt used to be a queen?

- A Aunt Essie moved into her house.
- B Aunt Essie has a pair of long, dangling earrings.
- C Aunt Essie has a friend named Mrs. Katz.
- D Aunt Essie's boyfriend, Walter, has a convertible.

2 Read the sentence below.

Aunt Essie said, "When I was a girl, I was a little princess, Ruthie, not like some children I know."

What does Ruthie think her aunt means?

- F Aunt Essie was an actual princess.
- G Aunt Essie knows some princesses.
- H Aunt Essie is calling her a princess.
- J Aunt Essie does not like her.

3 Why does Ruthie conclude she is absolutely right about Aunt Essie?

- A Walter picks up Aunt Essie for a date.
- B Aunt Essie tells Maisie that she used to be a queen.
- C Aunt Essie is now living with Ruthie's family.
- D Aunt Essie wears a crown.

4 Read the sentences below.

At dinner Aunt Essie held her little finger out when she drank her tea, just like a Queen. And you should have seen the way she talked to Daddy when we washed the dishes. I could tell she was used to giving orders.

These sentences suggest that Aunt Essie —

- F is not used to being around other people
- G does not really understand English
- H used to be quite wealthy and important
- J does not enjoy talking to her friend Mrs. Katz

5 Which sentence best reveals that Ruthie thinks she needs to act like a queen too?

- A *"Your Majesty," I said.*
- B *I bowed low.*
- C *"Princess Ruth," Aunt Essie said.*
- D *Well, I didn't punch Maisie or say "I told you so" or anything.*

★ Assessment

Choose the best answer to each question.

- 1** Which sentence best reveals that Aunt Essie was well behaved as a little girl?
- A** *Aunt Essie said, "When I was a girl, I was a little princess, Ruthie, not like some children I know."*
 - B** *I could tell she was used to giving orders.*
 - C** *She kept looking around our apartment and clutching her heart and sighing and saying things in French.*
 - D** *They sat on the balcony and waved to their friends in the street.*
-
- 2** Which sentence best reveals the relationship between Ruthie and Maisie?
- F** *In the morning, I showed the family tree to Maisie next-door.*
 - G** *I asked Maisie over for the afternoon, hoping proof would turn up.*
 - H** *Maisie and I played cards for awhile.*
 - J** *"You only have four hours left," Maisie said.*
- 3** What is the most likely reason Ruthie reached these conclusions about her aunt?
- A** All children want to believe they come from royalty.
 - B** People look for evidence to support things they want to believe.
 - C** Her aunt was a stranger, and this must mean that she was royal.
 - D** When someone has manners and nice things, it means she is royalty.
-
- 4** Which sentence best reveals that Ruthie is running out of time to win the bet with Maisie?
- F** *I saw a little gold crown on the hem of Aunt Essie's slip, but how could I show Maisie that?*
 - G** *I asked Maisie over for the afternoon, hoping proof would turn up.*
 - H** *I put Joe in the backyard where Maisie couldn't keep looking at him.*
 - J** *I was just about to tell Maisie I gave up and I hoped she'd let me visit Joe when there was a hustle and bustle at the front door.*



Exit Ticket

Now you know how authors support their points with reasoning and evidence. Let's revisit the Real-World Connection.

Imagine you are helping Nicole find information about plastic bottle pollution. Read the article "Plastic in Our Oceans" that Nicole found online, and then fill out the table below to help Nicole find and remember the important details.

Plastic in Our Oceans

Plastic may end up in the ocean if it is not recycled. Over time, plastic breaks down into smaller pieces. These smaller pieces can easily travel and pollute our oceans. They can harm the creatures that live there.

Storms send plastic from the land into our oceans. During a rainstorm, rain and wind send plastic litter into nearby waterways. The waterways carry the plastic into the ocean. Some plastics sink. Others float. The kind of plastic used to make water bottles sinks to the bottom of the ocean, unless it is filled with air. The kind of plastic used to make milk jugs floats on the ocean's surface.

It is difficult to track the amount of sinking plastic, but the existence of floating trash is well documented. The largest floating collection of trash is called the "Pacific Garbage Patch." This is a huge collection of floating plastic and other trash in the Pacific Ocean, which some say is twice the size of the state of Texas.

Author's Point	Reasons and Evidence
Paragraph 1: "If plastic is not recycled, it may end up in the ocean."	
Paragraph 2:	The author's reason is that "rain and wind send plastic litter into nearby waterways" and these waterways "carry the plastic into the ocean."
Paragraph 3:	The author provides two examples as evidence that different types of plastic will float or sink: (1) the kind of plastic for water bottles and (2) the kind of plastic for milk jugs.
Paragraph 4: "It is difficult to track the amount of sinking plastic, but floating trash is well documented."	

- 5.6(H)** Synthesize information to create new understanding.
- 5.7(B)** Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- 5.7(C)** Use text evidence to support an appropriate response.
- 5.7(G)** Discuss specific ideas in the text that are important to the meaning.



Introduction

Real-World Connection

Sari loves to learn about history. Recently, she read a book about the ancient peoples of North America. She really enjoyed the chapter that talked about the Maya civilization. She learned so much interesting information and wanted to learn even more, so she went online and found an article about the Maya. Now, she wants to share some of what she learned with her mom. How can Sari use both the book chapter and the online article to tell her mom about these ancient peoples? We will practice the skills in Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Sari, her mom, and the Maya.

Words to Know

- synthesize
- paragraph
- feature



What I Am Going to Learn

- Synthesize information to create new understanding.
- Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- Use text evidence to support an appropriate response.

What I May Already Know 4.6(H), 4.7(B), 4.7(C)

- I know how to synthesize information in a text.
- I know how to write about texts that I read.
- I know how to use text evidence to support my responses.

Hint, Hint

Use a chart to record information from the texts you read. Jot down important details from each selection in the first column. In the second column, write down what you already know about each detail. In the last column, write down a conclusion you can draw based on columns 1 and 2.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Synthesize

When you **synthesize**, you combine two or more things to make something new. For example, scientists combine different chemicals to create a new chemical, and artists combine different paints to make a new shade.

When you read, you synthesize ideas and information. You combine them to form a more complete picture of the meaning of what you are reading. You can combine ideas and information within a text and among two or more texts.

Within a Text

A text has a beginning, a middle, and an end. The beginning introduces the idea, the middle builds the central or main ideas, and the end reaches a conclusion or summarizes the main points. As you read, put together what you learn in each part.

Paragraphs

A **paragraph** is a group of sentences that focus on one central idea. As you move from one paragraph to another, connect the ideas in each paragraph. See how each new idea adds to the picture you are forming of the topic and increases your understanding.

Features

An informative article may have different **features**, including graphics, boxed text, headlines, sidebars, and so on. Combine the information in the main part of the article with the information in these features.

- Where are you most likely to find a sidebar?
-

Across Two or More Texts

Two or more texts can have the same topic, but each contains different information. Put together the information and ideas from each text. See how they complement each other, how they differ, and how they increase your understanding as you encounter new and surprising ideas.

For example, suppose you read an article about cobras. The article states that cobras can unhinge their jaws and wrap their mouths around large animals. Then, you read an action-adventure story that shows a cobra swallowing a large pig. The fact you learned in the article helps you understand the event in the story.

- Would you have understood the event in the story as well if you had not connected the fact from the article? Why or why not?

Suppose you are writing a report on the Underground Railroad. You see a magazine article about the role Harriet Tubman played in it. Then, you read a biographical sketch of Levi Coffin that discusses his role as one of the conductors. By combining the information in both, you form a more complete picture of the Underground Railroad.

Make Connections

Combine the information you read with what you already know, or your prior knowledge.

- What is your own background and experience with the topic?
- What other texts have you read or viewed?
- What connections can you make to the real world?

Then, using evidence from the texts to support your response, draw your own conclusions.

What I Learned in Text 1	+	What I Learned in Text 2	+	What I Know	=	My Conclusion
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Compare and Contrast

As you read information from multiple texts, compare the texts and think about how they are the same. Also, think about how they are different. Do the texts give the same message? Different messages? How are the texts similar? What shared ideas are expressed in them? What different ideas are expressed in them? Suppose you are reading an article on solar energy and an article on electric cars.

- How might these two articles be similar? How might they be different?



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

Building a Tree Trunk Road

by Wendy Hobday Haugh



A swamp blocked our path to the lake. Find out how dirt and logs helped us get across.

What American Pioneers Liked About Corduroy Roads

- They could be built with handy materials: trees, dirt, axes, and shovels. (Oxen—not backhoes!—dragged logs into place.)
- Logs buried in swamps decayed slowly, so the roads lasted a long time.

What They Did Not Like

- Log roads could be bumpy and slippery.
- When the roads were not taken care of, the logs shifted or rolled in the water. They became dangerous!

1 One year, my husband, Chuck, built a summer cabin near a lake. Our sons—Henry, Josh, and Zach—could not wait to go swimming and fishing! But to reach the lake, they had to walk through the woods. In the middle of the woods was a small swamp. It was so mucky that they couldn't cross it.

Guided Questions

Highlight the words in the headnote that explain the problem.

What is the purpose of the information in the box? How do you think it connects to the problem you identified in the headnote?

- 2 We needed a dirt road from our cabin to the lake. Building a road through the woods would be easy. But the swampy part would be tricky!

The Pioneers Were Engineers

- 3 “American pioneers built corduroy roads through swamps,” said Chuck, who is an engineer. “They laid logs, one after another, sideways across the path they wanted to travel. Then they covered the logs with dirt. Sometimes it took many layers of logs and dirt before they could cross the swamp with their wagons.”
- 4 Chuck explored our woods and marked out the best path for a road. With a chain saw, he cut down trees growing where our road would be. He trimmed off the branches. Then he cut the trunks into 10-foot lengths.

Crash! Boom!

- 5 First, we needed to build a road from our cabin to the edge of the swamp.
- 6 Our friend Don arrived with his backhoe and dump truck. He used the backhoe’s bucket like a wrecking ball—Crash! Boom!—to knock down an old cinder-block cabin.
- 7 We used rocky dirt and the blocks to make a firm road into the woods.

From Swamp to Dry Land

- 8 When we reached the swamp, we began building our corduroy section. With his backhoe, Don carried the 10-foot logs and laid them in the muck. He laid two drainpipes to allow a small stream to keep flowing under our road.
- 9 Henry, Josh, and Zach tossed tree branches on top of the logs. Then came more layers of dirt and logs. Slowly, our corduroy road grew across the swamp. We were finally back on dry land.
- 10 Don used his backhoe to finish clearing our road. Henry, Josh, and Zach raked the road smooth and pushed big rocks to the sides.

Guided Questions

Read paragraphs 1–5. What is the connection between this modern-day family and the pioneers?

Read paragraph 8. Highlight the purpose of the drainpipes. What type of material do you think Don would have used? Would this material have been available to the pioneers?

Read paragraphs 9–10. Think back to what you learned about the drawbacks of these roads. What problem were they trying to reduce?

- 17 Building a corduroy road was hard work—but it was worth it. Now it's easy to get down to the lake. And we're not the only ones who use the road. Deer, foxes, and wild turkeys do, too!

It's important to check with the state's Environmental Protection Agency before working on a wetland area.

Guided Questions

Read paragraph 11. Highlight the final conclusion the narrator reaches about building the road.

Critical Thinking



1. Make a connection between the cloth called corduroy and what you have learned about corduroy roads. Why do you think these log roads were called corduroy roads?



2. Why do you think the modern family used broken cinder blocks in the road they made from the house into the woods?



3. Work in a small group. Investigate another way in which the pioneers were engineers. For example, you might find out how they built log cabins. Choose several different articles. Assign a different article to each student in the group. After each student has completed the research, compile your group's results. Draw up a chart comparing and contrasting how the different articles presented the information.

How Am I Doing?

- ★ What questions do you have?

- ★ In your own words, explain how you can synthesize information from a reading passage to help with comprehension.

- ★ Color in the traffic signal that shows how you are doing with the skill.

**Independent Practice****★ Practice**

Read the next two selections. Then choose the best answer to each question.

Mr. Lincoln's Dog

by Lois Miner Huey

- 1 Jumping up and yipping, Fido chased his tail. He looked like a pinwheel going round and round. The family laughed, but soon Abraham Lincoln's eyes grew sad. He treasured rolling on the floor with his yellow dog.

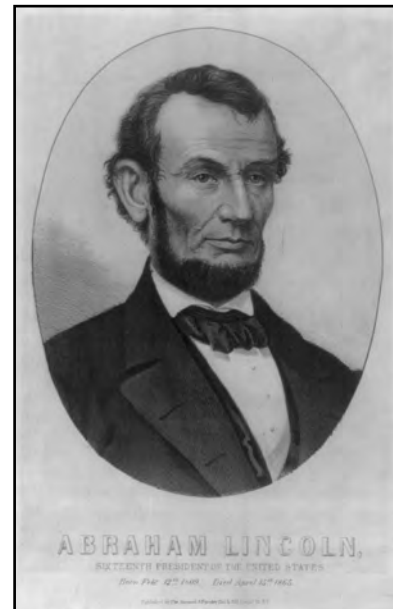
- 2 But what should he do with Fido now?
- 3 Lincoln had been elected President of the United States, and he and his family would be moving east from Springfield, Illinois, to Washington, D.C.
- 4 Humming happy tunes, Mrs. Lincoln bustled about packing their belongings in large trunks. Being the President's wife was a dream come true.
- 5 Robert, the Lincolns' eldest son, was attending school in the East. He was glad his family would be close by.
- 6 And sons Willie and Tad couldn't wait to live in the White House.
- 7 But not without Fido. The name Fido comes from the Latin for "faithful," fidelis. It was the perfect name for the Lincolns' dog. The Lincolns' concern for him also proved how faithful they were.
- 8 "I could take care of him, Pa," Tad insisted.
- 9 But would Fido be happy in the nation's capital?
- 10 The floppy-eared dog usually trotted behind Lincoln as he strolled down the Springfield streets. He sometimes carried a package in his mouth and waited outside the barbershop while Lincoln got a shave and a haircut. Passersby often stopped to smooth the rough, dark patches on Fido's back while he thumped his feathery tail.
- 11 It seemed that everyone in Springfield knew him.
- 12 Tad Lincoln and Fido walked through mud after rainstorms, squishing the soft ooze between their toes.
- 13 When the two "clay-covered" figures returned home, Mrs. Lincoln would order them to wash at the well by the back door before entering the house.
- 14 Such fun wouldn't be possible in Washington.
- 15 Clanging bells and deep cannon booms during town celebrations sent Fido scurrying under a seven-foot-long horsehair sofa made for the tall Mr. Lincoln. If he rode with the family to Washington, surely the loud hiss of the train's engine and the chugging of giant wheels would frighten him.
- 16 Best he stay in Springfield. But who would keep Fido happy until the Lincolns returned?
- 17 Lincoln knew the answer—John and Frank Roll, young friends of the Lincoln boys. Fido adored the brothers, licking their hands and running halfway home with them after a visit.

- 18 But before the Lincolns gave up their precious pet, they laid down some important rules:
- Fido should not be scolded for muddy paws or be tied up alone in the backyard.
 - Fido should be allowed to go out whenever he scratched at the door, and he should sit next to the dining-room table during meals. (Lincoln often slipped him food there!)
- 19 The Rolls agreed. Mr. Roll even moved the black horsehair sofa into his house so that Fido would have his favorite hiding place.
- 20 Before leaving, Mr. Lincoln and the boys took Fido to have his picture taken by Fred Ingmire. Fido lay on a flowered rug placed over a washstand while Mr. Ingmire photographed him from the front and twice from the side.
- 21 The Lincolns probably carried the pictures with them to their new home in Washington.
- 22 In 1863, the Springfield barber wrote to the Lincolns, *“Tell Taddy that his (and Willy’s) Dog is alive and Kicking doing well he stays mostly at John E. Rolls with his Boys who are about the size now that Tad & Willy were when they left for Washington.”*
- 23 It was best that Fido had remained in Springfield.
- 24 When Abraham Lincoln died in 1865, hundreds of mourners crowded into Springfield. Mr. Ingmire, the photographer, printed calling cards with Fido’s picture on them—in memory of Mr. Lincoln.
- 25 The President would have been happy to know that his precious yellow dog was well taken care of and happy. Fido lived with the Rolls until his own death a year later.
- 26 Some believe that Mr. Ingmire took Fido’s picture after President Lincoln’s death. But John Roll, the young boy who adopted Fido, said that Abraham Lincoln had it done before he left Springfield. Either way, Fido was most likely the first dog of a U.S. President to sit for a photograph.

Abe's Whiskers

by Maureen Straka

- 1 When you hear the name Abraham Lincoln, there are a few images that spring to mind: the tall black hat, the bow tie—and, of course, the beard. You might be surprised to find out that it was an eleven-year-old girl who urged Lincoln to grow his famous whiskers.
- 2 In the fall of 1860, a beardless Abraham Lincoln was running for President of the United States when he received a letter from eleven-year-old Grace Bedell of Westfield, New York. In her letter dated October 15, 1860, Grace inquired about Lincoln's family. Then she proceeded to tell him that he should let his whiskers grow because his face was "so thin." She explained that "ladies like whiskers" and that if he grew a beard, "they would tease their husbands to vote" for him, and then he would be President.
- 3 Lincoln responded with the following letter on October 19, 1860:



President Lincoln was the first president in United States history to have a beard.

My dear little Miss,

Your very agreeable letter of the 15th is received. I regret the necessity of saying I have no daughters. I have three sons—one seventeen, one nine, one seven years of age. They, with their mother, constitute my whole family.

As to the whiskers, having never worn any, do you not think people would call it a piece of silly affection if I were to begin it now?

- 4 Mr. Lincoln was elected the sixteenth President of the United States on November 6, 1860. Shortly after the election, he had a change of heart about growing facial hair. On December 27, 1860, the Evanston, Indiana, *Daily Journal* announced that the President-elect was sprouting "a pair of whiskers." By the time he left Springfield on February 11, 1861, to begin his journey to the White House, he had a full beard. Lincoln had his picture taken two days before his departure, and this bewhiskered image is what we see on the five-dollar bill today.

- 5 On his train ride to Washington, D.C., Lincoln made a stop in Westfield, New York. He stood on the platform and greeted the cheering crowd. Then he asked if the little girl who wrote him a letter was present and said he would like to meet her. Grace emerged from the crowd carrying a bouquet of roses. He kissed her and announced that he had let his whiskers grow because of her advice. Grace, who was a bit overwhelmed, ran all the way home still clutching the flowers, which she had forgotten to give to Mr. Lincoln.
- 6 Grace later married George Billings, who served as a soldier in the Civil War. The couple moved to Delphos, Kansas, and had one child. A memorial bearing the words of Grace's letter stands in the Delphos town square. Grace's original letter to Lincoln is now housed at the Detroit (Michigan) Public Library. In 1999, the city of Westfield put up statues to honor Abraham Lincoln and his famous little friend.

Use "Mr. Lincoln's Dog" to answer questions 1–4.

- 1 In paragraphs 1–9 of "Mr. Lincoln's Dog," what is the main problem the Lincolns face?
- A** They do not want to move to Washington, D.C.
- B** They may have to leave their dog behind.
- C** Robert, the eldest son, wants to join the family in the White House.
- D** Dogs are not allowed in the White House.

- 2 Read paragraphs 13–14.

When the two "clay-covered" figures returned home, Mrs. Lincoln would order them to wash at the well by the back door before entering the house. Such fun wouldn't be possible in Washington.

How do these paragraphs help explain the Lincolns' problem at the beginning of the article?

- F** They show that life is better for Fido and everyone else in Springfield.
- G** They show that Mrs. Lincoln has a lot to do to get Fido and the family prepared for the move.
- H** They give a reason why Fido should not go to live in the White House.
- J** They give a picture of how messy life in Springfield can be for Fido and the family.

- 3** How does the letter from the Springfield barber connect with the main purpose of the rules the Lincolns lay down?
- A** The letter shows that Fido is behaving, and the rules are no longer needed.
 - B** The letter shows that the townspeople are making sure that Fido keeps clean paws.
 - C** The letter shows that Fido is kicking townspeople and is not following rules.
 - D** The letter shows that the rules are followed and Fido is well taken care of and happy.

- 4** Read paragraph 24 from "Mr. Lincoln's Dog."

When Abraham Lincoln died in 1865, hundreds of mourners crowded into Springfield. Mr. Ingmire, the photographer, printed calling cards with Fido's picture on them—in memory of Mr. Lincoln.

What does this paragraph reveal to the reader about how people viewed Lincoln?

- F** People saw him as someone who loved his dog.
- G** People saw him as a good friend of Mr. Ingmire.
- H** People saw him as a true native of Springfield.
- J** People saw him as someone who had given his dog away.

★ Assessment

Use "Abe's Whiskers" to answer questions 1–3.

- 1** What surprising fact does the first paragraph reveal?
- A** Lincoln was the first president to grow whiskers.
 - B** An 11-year-old girl urged Lincoln to grow his whiskers.
 - C** Lincoln often wore a top hat and bow tie.
 - D** Beards were called whiskers during Lincoln's time.
- 2** What is the most likely purpose of the first paragraph?
- F** It activates the reader's prior knowledge, but it also lets the reader know that sometimes we are not as knowledgeable as we think we are.
 - G** It corrects the reader's understanding by revealing a surprising fact.
 - H** It creates suspense for the reader, but it also relies on previous knowledge.
 - J** It draws in the reader by providing some humor and relief.
- 3** Paragraph 5 helps the reader understand that Grace —
- A** was afraid of Lincoln
 - B** planned to vote for Lincoln
 - C** hoped to meet Lincoln
 - D** did not recognize Lincoln

Use “Mr. Lincoln’s Dog” and “Abe’s Whiskers” to answer questions 4–7.

4 After putting together the information in both of these selections, which written response shows the most logical impression of Abraham Lincoln?

- F Lincoln was a proud man.
- G Lincoln was a stern man.
- H Lincoln was a kind man.
- J Lincoln was an intelligent man.

5 Which statement would you write to best describe how these two selections are **different**?

- A One focuses on Lincoln’s personal family life, and the other focuses on his political life.
- B One focuses on people who liked Lincoln, and the other focuses on people who did not.
- C One focuses on Lincoln’s affection for a dog, and the other focuses on his affection for a girl.
- D One focuses on Lincoln’s early life, and the other focuses on his life as president of the United States.

6 Reread paragraph 26 from “Mr. Lincoln’s Dog” and paragraph 6 from “Abe’s Whiskers.” If you were writing a response, which statement would you write to show how these paragraphs are **similar**?

- F They describe a difficult moment from Lincoln’s life.
- G They show a problem that Lincoln faced during his life.
- H They provide facts not commonly known about Lincoln.
- J They reveal secret information.

7 Look at the chart below.

Mr. Lincoln’s Dog	Abe’s Whiskers
<ul style="list-style-type: none"> • The photograph of the dog was used on a calling card in memory of Lincoln. 	

Which item best belongs in the chart?

- A The photograph became the only way we know what Lincoln looked like before he became president.
- B The image made him look more attractive than the candidate running against him.
- C The photograph is the only one we have showing Lincoln with a beard.
- D This image of Lincoln now appears on the five-dollar bill.

- 5.10(G)** Explain the purpose of hyperbole, stereotyping, and anecdote.
- 5.6(F)** Make inferences and use evidence to support understanding.
- 5.7(F)** Respond using newly acquired vocabulary as appropriate.



Introduction

Real-World Connection

Stephen is on a fishing trip with his family. They are trying to choose which lake to go to. An advertisement for Lake Awesome says, “You’ll catch fish that will barely fit in your boat!” Another advertisement for Lake Super says, “The state-wide fishing tournament winner fished our lake the last three years in a row!” Which advertisement makes the better argument? We will practice these skills in Guided Instruction and Independent Practice. Then, we will come back to Stephen at the end of the lesson.

Words to Know

- persuasion
- voice
- word choice
- hyperbole
- stereotype
- anecdote
- loaded word
- name-calling



What I Am Going to Learn

- Explain the purpose of hyperbole, stereotyping, and anecdote.
- Make inferences and use evidence to support understanding
- Respond using newly acquired vocabulary.

What I May Already Know 4.10(G)

- I know how to identify and explain the use of anecdote.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Persuasion

Persuasion is a type of argumentative writing that tries to convince the reader to do something or influence the reader to believe something. Writers use their **voice**, or the argument that comes through in the writing, to affect the reader. Their use of language, or **word choice**, helps them build that voice. Editorials and movie reviews are examples of persuasion. Advertisements and campaign speeches are other examples of persuasive writing.

Most persuasion is fair. It builds a solid case for its position. It uses sound reasons to back up its position. It shows respect for the other side.

Sometimes, though, persuasion is unfair. It slants the information in its favor. It does not necessarily lie, but it does not tell the whole truth either.

Hyperbole is an exaggeration. A writer uses hyperbole to make a point. A hyperbole is sometimes humorous. To understand hyperbole, think about how and why a writer stretches the truth. Here is an example of a hyperbole.

It took us a million years to get there, but it was worth the trip.

The writer is pointing out that the trip took a long time. The writer feels impatient about the trip and exaggerates how long it is by saying it took “a million years.”

A **stereotype** is an overly simple picture or opinion of a person, group, or thing. Think of some of the stereotypes you might have. When you think of a basketball player, is he or she tall? When you think of a nurse, are you more likely to picture a man or a woman?

An **anecdote** is a very short story that is told to make a point or get a reaction. Often anecdotes are funny, but they could be sad, scary, or angry too. A teacher might tell the class an anecdote about a student who said the dog ate his or her homework. The teacher might put a funny spin on it by saying, “Then that dog just earned 10 points!” But the class knows by this story that students won’t earn points if they don’t hand in their assignments.

Loaded Words and Name-Calling

Writers may use **loaded words** that stir up strong feelings. They may attack those who hold a different position with **name-calling**. Such writers frame an issue as “us versus them,” and “they” are out to get you. Name-calling and slanted language are examples of persuasive writers using words unfairly.

Whales can awe us with their beauty. People who don’t believe that these gentle giants of the sea need our protection are just plain foolish.

The writer uses the words “gentle giants of the sea” to stir up sympathy—these are loaded words. The writer offers no reasons to counter those opposing protection of whales. Instead, the writer resorts to name-calling and calls them “just plain foolish.”

The terms hyperbole, stereotyping, and anecdote do not always apply only to writing. These are new vocabulary words that you can use in many situations. Let us practice using them.

- If a teacher asks you to write a short paragraph about your favorite birthday, what is your teacher asking you to write?

- If someone says that a pair of dirty socks are the worst smell in the entire world, what kind of exaggeration is he or she making?

- If someone says that ballet dancers are women, what overly simplistic idea is he or she basing this upon?

Hint, Hint

Look for facts, details, and concrete examples when you read persuasion. Do not let only the power of emotion change your mind.



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

This Land Is Your Land

by Saul Freedman

- 1 One eighth of the land in the United States of America belongs to you. And that doesn't count national parks and wildlife preserves.
- 2 Most of it lies in the West, this public land of yours. It is a Texas-sized area of 264 million acres. As an American citizen, you can enjoy it as your birthright. So go hunting or boating. Hop on a snowmobile, and whiz along a bank of clean-smelling pine on powdery white snow. Or go off-road for the pure joy of a bumpy, dusty view of your natural heritage. Not a bad idea, right?
- 3 Wrong. You cannot use your wondrous yard to have fun—even if you respect the land. Nature lovers might disapprove. If you insist, they will turn it into a wildlife study area or a public monument. No off-road vehicles here, so no snowmobiles there. Your land is dwindling. So forget that thrilling swoop through fresh-fallen snow. You cannot use your land as you like without restrictions.
- 4 Why do some people want to block your enjoyment of public land? You or your family pays taxes. You obey laws. You respect other people's rights. But some environmentalists say ravens and aspen trees don't like your dirt bike. They point to all-terrain-vehicle tracks and cry over the "spoilage." Stay home and watch a nature channel, they say.
- 5 Some folks—the more reasonable—believe responsible outdoor recreation leaves at worst a tire track that washes away in the rain. Which brings us back to ecology. The National Park Service does a fine job of protecting our national parks. You can't just shoot a moose or ride a three-wheeler in Yellowstone. Recreation lovers agree with that. That's why we have parks to safeguard our natural gifts.

Guided Questions

In paragraph 2, what are some word choices the author makes to make readers feel as though the land belongs to them?

In paragraph 3, what "us vs. them" argument does the writer set up?

Identify the group stereotyped in paragraph 4. How is the reader supposed to think about the group?

In paragraph 4, highlight the text the author uses as evidence to convince readers their rights are being trampled.

- 6 But what about our *other* public lands? Ecologists describe Oregon’s Cascade-Siskiyou as a place that preserves the meeting of four “ecoregions.” Fir forests on the northern slopes yield to incense cedar on the south, they say. OK. Add the “rabbitbrush and juniper” of rock outcrops to the “mountain mahogany and Garry oak,” and you best leave your motorcycle home. But don’t forget that mining and livestock companies use these lands the way *they* want.

- 7 The great American conservationist John Muir said that “everyone needs beauty as well as bread, places to play in and pray in, where nature may heal and give strength to body and soul.” Notice that he said “play.” Nothing in there says to take a soil-sampler or tree-grafting kit with you.

- 8 Not everyone wants to learn with a microscope or a soil analyzer. I’m sure President Teddy Roosevelt would agree that outdoor recreation sparks learning. Teddy the Rough Rider was a hunter. He shot bighorn sheep in Wyoming. He hung stuffed game on his wall. He fished for food and for the pure fun of a trophy. Yet he began the National Parks program. He studied ecology and zoology. He helped found the American Museum of Natural History. In other words, recreation led him to a love of nature.

- 9 So the next time tree tyrants scorn your snowmobile, make a stand. Explain that you’d like to use your land for a bit of harmless fun. Mention Teddy Roosevelt. He would have climbed into a jeep and said, This may be a rough ride, folks, but it sure will be fun. And you might learn something. In fact, keep an eye out for a red-tail hawk. They love the jack rabbits. And there’s plenty of ‘em—hawks, I mean.

- 10 Remember, it’s not the loggers and ranchers and miners that are eating up our lands. And it’s not recreation lovers. It’s the people who want it all as a laboratory. They say no to the outdoor adventurers. We say no to them.

Guided Questions

Use context clues to guess the meaning of the word “ecoregion” in paragraph 6. What is an ecoregion? Pretend you are the author and add a sentence using “ecoregion” to the article.

Highlight the hyperbole used in paragraph 7. What is its purpose?

In paragraph 9, highlight the anecdote. What effect does it have on readers?

List some loaded words used in paragraphs 9 and 10.

Critical Thinking



1. Read this passage from the article.

But some environmentalists may say ravens and aspen trees don't like your dirt bike. They point to all-terrain-vehicle tracks and cry over the "spoilage." Stay home and watch a nature channel, they say.

How is this stereotype unfair to environmentalists?



2. During Guided Instruction, you found many places where the author chose to use name-calling and loaded words to support his argument. Does this make his arguments more or less persuasive? Why?



3. Work in pairs to research John Muir and identify his cause. One partner should find what Muir did. The other should research what obstacles stood in Muir's way. Based on your findings, discuss whether you think Muir would have agreed with the author's position. Was using Muir good evidence to support the author's claim? Together, discuss why or why not. After your discussion, pretend you are John Muir and write a letter to the author about how you feel about being included in his article.

How Am I Doing?

★ What questions do you have?

★ Are stereotypes always bad? Why or why not?

★ Color in the traffic signal that shows how you are doing with the skill.





Independent Practice

★ Practice

Read the selection and choose the best answer to each question.

Law and Order: SUV

by Elsie Skye Hartwell

- 1 This story looks at a part of America few will ever see. This is about the mysterious public domain spreading out beneath the stars and stripes. It takes up 12 percent of our country, right under our noses! Most of us picture it as desert, dotted by sagebrush and dusted the color of puma and pumice stone.
- 2 But that is not the half of it. Mountains with snowy peaks glitter on these lands of ours. Beaches nestle at the foot of rugged hills that roll to the sea. Pastures bring forth bouquets of wildflowers like oil paintings. For good measure, we enjoy the chance encounter with a white-tailed deer, a red-winged blackbird, a rainbow trout.
- 3 There is a problem, however. In these rainforests and red-rock hills, mesas and meadows, a sound intrudes. It is loud and grating. Its acceleration rises like tension. It sends a fear throbbing through animals' hearts. It screams that these aren't the mountains of Ansel Adams's majestic photographs. The rapids that carved a ravine over millions of years don't sound like the ones that dazzled Teddy Roosevelt. His walks inspired the Museum of Natural History. The one I took one recent afternoon in Arizona set my teeth on edge.
- 4 The off-roaders roar into sight. Dust billows. Three SUVs lurch along the rutted track on oversized tires. One rasps like a chainsaw engine and belches blue smoke. From speakers in the back of the lead vehicle, music blares—"Sweet Home Alabama." I want to tell them they are over 2,000 miles from "Home."
- 5 But this land is their home, too. Still, do "recreation enthusiasts" have a right to shatter the peace? The law has two answers. In some places, yes; in others, no. But there is little money to enforce rules even where we have them.
- 6 We give the National Parks Service \$19 per acre to maintain our 84 million acres of parks. In 2010, the Fish and Wildlife Service got \$9 an acre to care for its 93 million acres. We offer the Bureau of Land Management less than \$3 for each of 260 million acres. That provides little law and order on our non-preserved public lands.
- 7 But I return now to my hike near Kayenta, a tidy, tiny town of the Navajo Nation. The SUV drivers have just waved to me and my border collie, Crispy. Their machines disappear over a fruit-cactus hill leaving tire scars. Their sound persists. A rock lizard unfreezes and scampers into a hole, relieved to be alive. The desert silence

finally swallows the intrusion. Then I hear the crack of a rifle shot from the other way. I duck.

- 8 Ten miles from where I stood when the “outdoor adventurers” attacked my flanks, University of Arizona archaeologists discovered a Hopi burial ground. But a lend-lease deal cut with a quartz-mining firm sideswiped their studies. Meanwhile, the quartz company begins digging. Do we really need more crystals for fancy watches?
- 9 And what about the Everglades? Put on your wading boots, and take a hike there. You may be bummed by the hum of air boats. You may wonder about the bored and fattened alligators who’ve seen tourists come and go, tossing lamb shanks in their wake. Or head to Oregon to hike valleys tucked between the Cascade Mountains. Ignore the jet-ski engines that echo off volcanic mountainsides, taunting canoer and fox alike.
- 10 Now walk our domain in the prairies of western Nebraska, smelling grasses in the breeze. Study that monarch butterfly drinking of a lavender plant. But pay no attention to the chemical crop duster dive-bombing to douse a nearby field. There, ten-thousand head of cattle buzz-cut the earth.
- 11 Hunters, off-roaders, and jet-skiers. Miners, loggers, and livestock firms. This is how they use our land. But isn’t this what we do with the *other* seven-eighths of this country? “It is horrifying,” Anselm Adams said, “that we have to fight our own government to save the environment.” The recreation army ramps up this horror and offers no profit. They *cost* us money mopping up their mess—car parts, soda cans, fuel leaks, bashed trees. Worse, studies show carbon emissions, rutting, and noise harm living things from sage to finches.
- 12 So let’s set aside some nature for these “outdoor adventurers.” It’s their yard, too. Give them a tenth. We have 267 million acres. They can have 26.7 million. We welcome them to lands where wildlife has given up but where humpbacks, punishing ruts, and dust offer up fun. They can pull wheelies and gun their motors. That’s what draws them out. It won’t break their hearts that the butterflies they never notice aren’t fluttering amongst the lavender.

1 In paragraph 2, the verbs *glitter*, *nestle*, and *bring forth* help the reader infer that —

- A the writer finds nature showy and overdone
- B nature is not worth the effort
- C people do not appreciate wilderness
- D nature is wondrous and creative

2 In paragraph 3, what loaded words make off-roaders seem inconsiderate?

- F *set my teeth on edge*
- G *There is a problem*
- H *Ansel Adams' majestic photographs*
- J *rapids that carved a ravine*

3 Which phrase represents a hyperbole in paragraph 7?

- A *But I return now to my hike near Kayenta.*
- B *A rock lizard unfreezes and scampers into a hole, relieved to be alive.*
- C *Then I hear the crack of a rifle shot from the other way.*
- D *Their machines disappear over a fruit-cactus hill.*

4 Read paragraph 2.

The rapids that carved a ravine over millions of years don't sound like the ones that dazzled Teddy Roosevelt. His walks inspired the Museum of Natural History.

What is the author's purpose for using this anecdote?

- F To add historical facts as evidence
- G To show readers how they should feel about nature
- H To distract readers from the off-roaders
- J To bring in an expert opinion

5 Read this sentence.

The desert silence finally swallows the intrusion.

Which sentence uses the word "swallow" in the same way?

- A The dog swallowed the stick before its owner could stop it.
- B The baby swallowed her first spoonful of ice cream with a smile.
- C The whale swallowed a huge mouthful of shrimp right next to the boat.
- D The basketball players swallowed their pride after they lost the game.

★ Assessment

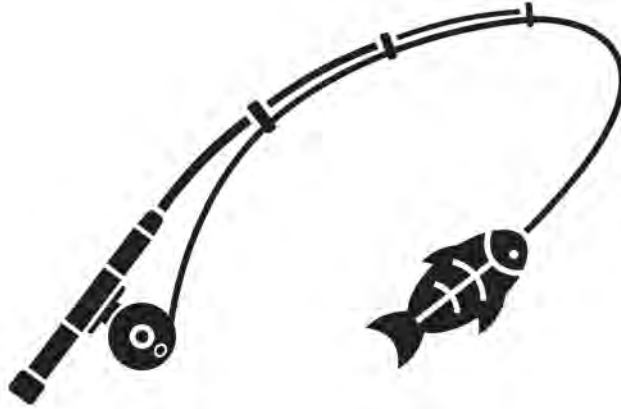
Choose the best answer to each question.

- 1 What stereotype does the author create about recreation enthusiasts in paragraph 4?
- A They do nothing but negatively affect nature.
 - B They can only appreciate nature through their machines.
 - C They all come from big cities and cannot understand nature.
 - D They use nature in a different way than the author.
-
- 2 What is the author's most likely purpose in using the stereotype about recreation enthusiasts?
- F To persuade readers to join conservation groups
 - G To persuade readers to consider their point of view
 - H To persuade readers that what they're doing is wrong
 - J To persuade readers to ban SUVs
-
- 3 Which word from paragraph 11 is negatively loaded?
- A *finches*
 - B *loggers*
 - C *off-roaders*
 - D *army*
- 4 Read paragraph 2. What can the reader infer about the author's view of nature?
- F Nature offers value to people all on its own.
 - G Everyone should want to hike through nature.
 - H Nature is slowly being ruined as people use it.
 - J All land should be preserved so people can enjoy it.
-
- 5 Read paragraph 6. How is this argument different from hyperbole?
- A The author uses the emotion of sadness to prove that nature needs more support.
 - B The author uses facts to show how little money is put behind preserving nature.
 - C The author uses a short story to persuade the reader to think nature is important.
 - D The author uses loaded words to make the reader agree with her point of view.



Exit Ticket

Now that you know how authors use hyperbole, anecdotes, and stereotypes, let's revisit the Real-World Connection.



Imagine you are reading the advertisements with Stephen. Decide which advertisement is probably misleading and explain why. Then help Stephen choose which lake to fish in and tell why.

Teacher Edition



Measuring Up.

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UNIT 3 Understanding and Analysis of Informational Texts

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Primary TEKS	Secondary TEKS	Lesson
5.10(A)	5.6(F), 5.7(D), 5.7(G)	21 Explain Author’s Purpose and Message 269
5.10(F)		22 Examine Author’s Use of Language 282

Chapter 11 Text Features and Graphics

Primary TEKS	Secondary TEKS	Lesson
5.6(C), 5.9(D)(ii)	5.6(F), 5.7(E), 5.7(G)	23 Recognize and Use Text Features 291
5.10(C)	5.6(H)	24 Analyze Use of Print and Graphics for Author’s Purpose 304
5.9(D)(iii), 5.10(B)	5.6(H)	25 Recognize and Analyze Organizational Patterns and Text Structure 317

Chapter 12 Central Ideas and Synthesis

Primary TEKS	Secondary TEKS	Lesson
5.9(D)(i)	5.7(C), 5.7(D)	26 Recognize the Central Idea 328
5.6(H), 5.7(B), 5.7(C)	5.7(G)	27 Synthesize Information 339
		★ Building Stamina: Unit 3 354

UNIT 4 Understanding and Analysis of Argumentative Text

Chapter 13 Argumentative Text

Primary TEKS	Secondary TEKS	Lesson	
5.9(E)(i), (ii), (iii)	5.6(F), 5.7(C), 5.7(D), 5.7(G)	28	Recognize Characteristics and Structures of Argumentative Text 370
5.10(G)	5.6(F), 5.7(F)	29	Explain Purpose of Hyperbole, Stereotyping, and Anecdote . . . 380
		★	Building Stamina: Unit 4 392

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Measuring Up Supplements



Measuring Up Insight®

This Web-based formative assessment program allows teachers to administer ready-made tests (including the STAAR®-emulating Practice Tests), and create and assign custom tests. Analytic reports help monitor student results and customize instruction, review, and remediation.

Measuring Up MyQuest®

Student-centered, standards-based, Web-based drill with integrated games makes mastering the TEKS fun. Optional linking to Insight makes practice purposeful.

Lesson Correlation to the Grade 5 Texas Essential Knowledge and Skills

This worktext is customized to the *Texas Essential Knowledge and Skills* and will help you prepare for the *State of Texas Assessments of Academic Readiness (STAAR®)* in Reading for Grade 5.

Note: The 5.1 TEKS for oral language are embedded throughout this worktext in activities and tips.

Texas Essential Knowledge and Skills	<i>Measuring Up Lessons</i>	
	Primary	Secondary
5.2 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—beginning reading and writing. The student develops word structure knowledge through phonological awareness, print concepts, phonics, and morphology to communicate, decode, and spell. The student is expected to:		
(A) demonstrate and apply phonetic knowledge by:	6–8	
(i) decoding words with consonant changes, including /t/ to /sh/ such as in select and selection and /k/ to /sh/ such as music and musician;	6	
(ii) decoding multisyllabic words with closed syllables; open syllables; VCe syllable; vowel teams, including digraphs and diphthongs; r-controlled syllables; and final stable syllables;	6	
(iii) decoding words using advanced knowledge of syllable division patterns;	7	
(iv) decoding words using advanced knowledge of the influence of prefixes and suffixes on base words;	8	
(v) identifying and reading high-frequency words from a research-based list.	6	7
TEKS 5.3 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:		
(A) use print or digital resources to determine meaning, syllabication, pronunciation, and word origin.	11	
(B) use context within and beyond a sentence to determine the relevant meaning of unfamiliar words or multiple-meaning words.	9	10–11, 14, 17
(C) identify the meaning of and use words with affixes such as trans-, super-, -ive, and -logy and roots such as geo and photo.	8	11
(D) identify, use, and explain the meaning of adages and puns.	10	
TEKS 5.4 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension. The student is expected to:		
use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.		3, 6–7, 17
TEKS 5.5 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to:		
self-select text and read independently for a sustained period of time.		1
TEKS 5.6 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:		
(A) establish purpose for reading assigned and self-selected texts.	1	
(B) generate questions about text before, during, and after reading to deepen understanding and gain information.	1	
(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures.	23	
(D) create mental images to deepen understanding.	2	
(E) make connections to personal experiences, ideas in other texts, and society.	4	12–13, 18
(F) make inferences and use evidence to support understanding.	3	5, 8–18, 20–21, 23, 28–29

Texas Essential Knowledge and Skills	Measuring Up Lessons	
	Primary	Secondary
(G) evaluate details read to determine key ideas.	4	
(H) synthesize information to create new understanding.	4, 27	24, 25
(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	2	
TEKS 5.7 Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:		
(A) describe personal connections to a variety of sources, including self-selected texts.	2	
(B) write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.	27	
(C) use text evidence to support an appropriate response.	27	3, 19–20, 26, 28
(D) retell, paraphrase, or summarize texts in ways that maintain meaning and logical order.	4	12, 19–21, 26, 28
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	2	23
(F) respond using newly acquired vocabulary as appropriate.	9	10–11, 29
(G) discuss specific ideas in the text that are important to the meaning.	4	10, 14, 17, 20–21, 23, 27–28
TEKS 5.8 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:		
(A) infer multiple themes within a text using text evidence.	12	
(B) analyze the relationships of and conflicts among the characters.	20	
(C) analyze plot elements, including rising action, climax, falling action, and resolution.	19	
(D) analyze the influence of the setting, including historical and cultural settings, on the plot.	16	
TEKS 5.9 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts—genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:		
(A) demonstrate knowledge of distinguishing characteristics of well-known children’s literature such as folktales, fables, legends, myths, and tall tales.	13	
(B) explain the use of sound devices and figurative language and distinguish between the poet and the speaker in poems across a variety of poetic forms.	17	
(C) explain structure in drama such as character tags, acts, scenes, and stage directions.	18	
(D) recognize characteristics and structures of informational text, including:	23, 25, 26	
(i) the central idea with supporting evidence;	26	
(ii) features such as insets, timelines, and sidebars to support understanding;	23	
(iii) organizational patterns such as logical order and order of importance.	25	
(E) recognize characteristics and structures of argumentative text by:	28	
(i) identifying the claim;	28	
(ii) explaining how the author has used facts for or against an argument;	28	
(iii) identifying the intended audience or reader.	28	
(F) recognize characteristics of multimodal and digital texts.	5	
TEKS 5.10 Author’s purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors’ choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author’s craft purposefully in order to develop his or her own products and performances. The student is expected to:		
(A) explain the author’s purpose and message within a text.	21	

Texas Essential Knowledge and Skills	Measuring Up Lessons	
	Primary	Secondary
(B) analyze how the use of text structure contributes to the author's purpose.	25	
(C) analyze the author's use of print and graphic features to achieve specific purposes.	24	
(D) describe how the author's use of imagery, literal and figurative language such as simile and metaphor, and sound devices achieves specific purposes.	14	
(E) identify and understand the use of literary devices, including first- or third-person point of view.	15	
(F) examine how the author's use of language contributes to voice.	22	
(G) explain the purpose of hyperbole, stereotyping, and anecdote.	29	

Lesson 3

Make Inferences and Use Evidence to Understand Text

5.6(F)
5.4
5.7(C)

Make inferences and use evidence to support understanding.
Use appropriate fluency (rate, accuracy, and prosody) when reading grade-level text.
Use text evidence to support an appropriate response.



Introduction

Real-World Connection

Nicole sees her friend Mari drinking from a plastic water bottle. Nicole tells Mari that she should not use plastic bottles because they are bad for the environment. “Why are plastic bottles bad for the environment?” Mari asks. Nicole remembers a recent story she read online about pollution. However, she cannot remember all of the details of the story. What kind of information will help Nicole make her point? We will practice these skills in Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Nicole, Mari, and the problem of plastic bottle pollution.

Words to Know
inference
evidence
prediction
conclusion



What I Am Going to Learn

- Make inferences and use evidence to support understanding.

What I May Already Know 4.6(F), 4.4, 4.7(C)

- I know how to use evidence to support many inferences.
- I know how to read many grade-level texts with appropriate rate and expression.
- I know how to find evidence in the text for many answers to questions about what I have read.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

An **inference** is an educated guess you make to figure things out. To make an inference, you put together what you already know with what you read.

When you read, an author sometimes tells you information directly.

Denisha showed true bravery when she climbed that tree and rescued the cat.

Often, though, the author does not tell you absolutely everything but leaves some information unstated. You have to “read between the lines” in order to make an inference. For example, read the passage below.

“Meow, me . . . ow . . . ow!” The pitiful cry seemed to be coming from high above her. Denisha looked up, and there on the highest limb of the tree sat a scrawny old cat.

“Me. . . .ow!” it cried, this time staring into Denisha’s eyes.

Denisha looked around for someone to help, but there was no one. It was up to her to rescue this cat, but that meant. . . .

Oh, no, I can’t, thought Denisha. *There has to be someone who can climb that tree.* Feeling the panic build in her, she looked again for help, but again she was without luck.

“Me. . . .ow!”

“Oh, be quiet,” she shouted, her nerves getting the best of her. But she instantly regretted her harsh words, as the cat mewled and mewed.

I can do this. I can do this, she thought. But when she looked up to the high branch, her positive words were immediately replaced by *No, I can’t.*

“Yes, I can,” she said firmly aloud. “I’ll be right there. Don’t worry, Kitty, I’m coming.”

Then she went into the barn and grabbed the tall ladder her father had taught her to climb. She carried it out and placed it by the tree. Fighting her fear, she began to climb, gaining a little more confidence with each step.

Finally, she reached the top and grabbed the cat. “It’s okay now,” she said. “Nothing to fear.” And with those words, she started her descent.

Look at the details.

- Denisha is afraid of climbing the tree.
- She feels panic.
- She has to help the cat.
- She fights down her fear to climb up and save it.

Based on what you know about fighting down fear to help others and these details from the story, make an inference. What inference can you make about Denisha?

She is brave.

When making an inference, you use **evidence**, which includes facts and information to support your belief. The more evidence you have the more likely your inference is correct. When a question asks “Why or why not?” it is asking you what evidence you used to make your inference.

Making an inference looks like this.

Evidence from text	+	What I Know	=	Inference
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A **prediction** is a special type of inference. It is an educated guess about something that will happen. For example, after observing your friend practicing soccer every day after school, you might predict that she is going to try out for the team.

A **conclusion** is also a type of inference. For example, suppose you read that a boy bends down to pick up a dog. He has a hard time lifting it. Then you read that he struggles to carry the dog through the tunnel to the top of the cave. By adding up the evidence (hard time lifting, struggle to carry), you conclude that the dog is quite big.

Suppose you read a biography about George Washington. You learn that during the American Revolution, General Washington often received secret messages. Then, you read that many spies on both sides used invisible ink to send messages. Later, you learn that the British captured a message sent by a spy to Washington. They read it and thought it contained only unimportant information.

Add the details together. You probably conclude that the important part of the message was written in invisible ink. The author did not have to tell you this directly. You thought it through.

Hint, Hint

Use a highlighter or sticky notes to mark important details as you read. In the margin or on the notes, write your thoughts about these details.



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

How the Chickadee Weathers the Winter



by Debbie Zappitelli

- The temperature has fallen below zero. The car won't start, water pipes are frozen, and schools are closed. If you went outside without winter clothes, you'd freeze before long. Yet the chickadee, a tiny bird that weighs less than a chocolate bar, flies about busily. It doesn't have a scarf or boots. How does it endure cold weather?
- The chickadee has to eat constantly during the winter to survive. Just as people use wood to keep a fire burning, the chickadee uses food to keep its body warm. Some of the food it eats during the day is chemically changed into energy reserves. The chickadee's body stores this energy for use at night. That's why birds eat so much early in the morning. When their reserves are used up, they get cold and have to eat again.
- During cold spells, chickadees nest together at night to keep warm. Sometimes as many as twenty will huddle together in a hole in a tree. When the weather is extremely cold, they often won't leave their roosts at all. They would burn more energy looking for food than they would sitting still.
- The chickadee's feathers are a great layer of insulation that helps this little bird keep warm. The outer feathers have tiny hooks, called barbs, that connect much the way Velcro does. This makes a windproof barrier. Underneath are soft fluffy

Guided Questions

feathers called down. Down does the same job as the stuffing in a winter jacket. It keeps body heat in and cold air out.

- During the winter, the chickadee's body produces more feathers for warmth. On a very cold day, you may see a chickadee fluffing up its feathers. This creates more space between the feathers to trap air that insulates the body.
- But the chickadee's feet don't have feathers. How can the chickadee keep its body warm with those bare feet out in the cold? Its body has a slick trick. It cuts down the blood flow to its feet just enough so they don't freeze. To keep from wasting energy, the chickadee learns to live with cold feet.
- The chickadee, like other birds in northern regions, has many ways of dealing with the cold. The next time you're stuck indoors on a cold day, admire the chickadees from a window. You can help by filling a bird feeder so they'll have plenty to eat.

Read paragraph 5. Why are some quilts stuffed with down?

Down is an insulator; it keeps in the heat.

Read paragraph 7. What inference can you make about the author's purpose in this paragraph?

You can infer that the author is encouraging readers to help the chickadees stay warm by making sure they have plenty of food to eat during the winter.

Critical Thinking

- What can you infer about the ability of chickadees to keep themselves warm?

Chickadees are skillful at keeping themselves warm.



- Read the paragraph below.

But the chickadee's feet don't have feathers. How can the chickadee keep its body warm with those bare feet out in the cold? Its body has a slick trick. It cuts down the blood flow to its feet just enough so they don't freeze. To keep from wasting energy, the chickadee learns to live with cold feet.

What inference can you make about the chickadee's feet? Underline the evidence in the text that supports this.

The chickadee's feet are always cold.



3. The purpose of the first paragraph is to get you interested so that you want to read on to find out how chickadees endure cold weather. Practice reading this paragraph aloud to a partner. Use your voice to stir up interest. Then listen to your partner read aloud. Critique each other's reading.



4. Work with a group of three or four students. Find out more about how animals keep warm. Each student should choose a different animal. After you have gathered your information, take turns presenting it to your group. Listen carefully and ask questions after each presentation. Then, after all the students have given their presentations, discuss what conclusions you can draw about how animals keep warm.

How Am I Doing?

★ What questions do you have?

★ Explain the difference between what a text says directly and what inference you draw from the reading.

★ Color in the traffic signal that shows how you are doing with the skill.



Independent Practice

★ **Practice**

Read the selection and choose the best answer to each question.

Her Majesty, Aunt Essie

by Amy Schwartz

- 1 My Aunt Essie used to be a Queen. I knew it the day she moved in. The first thing Aunt Essie unpacked was a big picture of a man with a mustache and a sash across his chest. A King if I ever saw one. And when I helped Aunt Essie put away her jewelry, she let me try on a pair of those long dangling earrings. Only a Queen has earrings like that.
- 2 I didn't want to give the earrings back.
- 3 Aunt Essie said, "When I was a girl, I was a little princess, Ruthie, not like some children I know." So there. She told me herself.
- 4 At dinner Aunt Essie held her little finger out when she drank her tea, just like a Queen. And you should have seen the way she talked to Daddy when we washed the dishes. I could tell she was used to giving orders.
- 5 After we'd cleaned up, Aunt Essie phoned her friend Mrs. Katz and talked for a long time. She kept looking around our apartment and clutching her heart and sighing and saying things in French. Well, no one else I know acts like that.
- 6 Before I went to bed, I drew a family tree. There I was, right next to Kings and Queens.
- 7 In the morning, I showed the family tree to Maisie next-door. Maisie laughed so hard I thought she'd split. I grabbed my drawing back. "I can prove it!" I said. "I'll prove it by midnight tonight . . . or . . . or you can have my dog, Joel!"
- 8 Maisie stopped laughing. "It's a deal," she said.
- 9 All morning I stayed close to Aunt Essie, keeping my eyes open. She talked to the vegetable man just the way a Queen would, but Maisie wasn't with me. I saw a little gold crown on the hem of Aunt Essie's slip, but how could I show Maisie that?
- 10 I asked Maisie over for the afternoon, hoping proof would turn up. Maisie and I played cards for a while. Then Aunt Essie called from the bath. "Oh, Ruthie, won't you help me scrub my back?"

Lesson 3

Make Inferences and Use Evidence to Understand Text

- 11 "Aunt Essie used to have ten ladies-in-waiting to help her wash," I said to Maisie as we went into the bath. "Ten ladies-in-waiting and one butler to turn on the hot water and another one to turn it off."
- 12 When Aunt Essie was out of the bath, Mrs. Katz came over for a visit. They sat on the balcony and waved to their friends in the street. "Just like at her coronation," I said to Maisie.
- 13 Aunt Essie's boyfriend, Walter, drove by and honked the horn in his new convertible. Mrs. Katz clucked her tongue. "Like a royal carriage," she said. I poked Maisie in the ribs.
- 14 "Not good enough," Maisie said.
- 15 I put Joe in the backyard where Maisie couldn't keep looking at him.
- 16 Well dinnertime came and Maisie still didn't believe me. After supper, I went out and sat on the stoop. Maisie came out, too. "You only have four hours left," Maisie said.
- 17 I felt so low that when Walter showed up for his date with Aunt Essie and tickled me on the toes, I didn't even laugh. I was just about to tell Maisie I gave up and I hoped she'd let me visit Joe when there was a hustle and bustle at the front door. We heard Walter say, "Essie! You look more magnificent than ever!"
- 18 Then Aunt Essie sailed out the door. She was wearing a long satin gown. She had a fur stole over her shoulders. She was wearing those long dangling earrings, and—you can have everything I own if I'm lying—there was a gold crown on her head.
- 19 I jumped up. "Your Majesty!" I said. I bowed low. I stayed there. Maisie sucked in her breath. Then there was silence. I could feel Aunt Essie's eyes on me. More silence. Then I felt a hand on my head.
- 20 "Princess Ruth," Aunt Essie said. "You may arise."
- 21 Then Walter ran ahead and opened the convertible door. Aunt Essie floated into the car and they were gone.
- 22 Well, I didn't punch Maisie or say "I told you so" or anything. Those of us with royal blood don't do that sort of thing.

Make Inferences and Use Evidence to Understand Text

Lesson 3

- 1 What is the most likely reason Ruthie first concludes that her aunt used to be a queen?
- A Aunt Essie moved into her house.
B Aunt Essie has a pair of long, dangling earrings.
 C Aunt Essie has a friend named Mrs. Katz.
 D Aunt Essie's boyfriend, Walter, has a convertible.
 [TEKS 5.6(F), DOK 2]
- 2 Read the sentence below.
- Aunt Essie said, "When I was a girl, I was a little princess, Ruthie, not like some children I know."
- What does Ruthie think her aunt means?
- F** Aunt Essie was an actual princess.
 G Aunt Essie knows some princesses.
 H Aunt Essie is calling her a princess.
 J Aunt Essie does not like her.
 [TEKS 5.6(F), DOK 2]
- 3 Why does Ruthie conclude she is absolutely right about Aunt Essie?
- A Walter picks up Aunt Essie for a date.
 B Aunt Essie tells Maisie that she used to be a queen.
 C Aunt Essie is now living with Ruthie's family.
D Aunt Essie wears a crown.
 [TEKS 5.7(C), DOK 3]
- 4 Read the sentences below.
- At dinner Aunt Essie held her *little finger out* when she drank her tea, just like a Queen. And you should have seen the way she talked to Daddy when we washed the dishes. I could tell she was used to giving orders.
- These sentences suggest that Aunt Essie —
- F** is not used to being around other people
 G does not really understand English
H used to be quite wealthy and important
 J does not enjoy talking to her friend Mrs. Katz
 [TEKS 5.6(F), DOK 2]
- 5 Which sentence best reveals that Ruthie thinks she needs to act like a queen too?
- A "Your Majesty," I said.
 B I bowed low.
 C "Princess Ruth," Aunt Essie said.
D Well, I didn't punch Maisie or say "I told you so" or anything.
 [TEKS 5.6(F), 5.7(C), DOK 3]

★ Assessment

Choose the best answer to each question.

- 1 Which sentence best reveals that Aunt Essie was well behaved as a little girl?
 (A) Aunt Essie said, "When I was a girl, I was a little princess, Ruthie, not like some children I know."
 (B) I could tell she was used to giving orders.
 (C) She kept looking around our apartment and clutching her heart and sighing and saying things in French.
 (D) They sat on the balcony and waved to their friends in the street.
 [TEKS 5.6(F), 5.7(C), DOK 3]
- 2 Which sentence best reveals the relationship between Ruthie and Maisie?
 (F) In the morning, I showed the family tree to Maisie next-door.
 (G) I asked Maisie over for the afternoon, hoping proof would turn up.
 (H) Maisie and I played cards for awhile.
 (J) "You only have four hours left," Maisie said.
 [TEKS 5.6(F), 5.7(C), DOK 2]
- 3 What is the most likely reason Ruthie reached these conclusions about her aunt?
 (A) All children want to believe they come from royalty.
 (B) People look for evidence to support things they want to believe.
 (C) Her aunt was a stranger, and this must mean that she was royal.
 (D) When someone has manners and nice things, it means she is royalty.
 [TEKS 5.6(F), DOK 2]
- 4 Which sentence best reveals that Ruthie is running out of time to win the bet with Maisie?
 (F) I saw a little gold crown on the hem of Aunt Essie's slip, but how could I show Maisie that?
 (G) I asked Maisie over for the afternoon, hoping proof would turn up.
 (H) I put Joe in the backyard where Maisie couldn't keep looking at him.
 (J) I was just about to tell Maisie I gave up and I hoped she'd let me visit Joe when there was a hustle and bustle at the front door.
 [TEKS 5.6(F), 5.7(C), DOK 3]

Exit Ticket

Now you know how authors support their points with reasoning and evidence. Let's revisit the RealWorld Connection.

Imagine you are helping Nicole find information about plastic bottle pollution. Read the article "Plastic in Our Oceans" that Nicole found online, and then fill out the table below to help Nicole find and remember the important details.

Plastic in Our Oceans

Plastic may end up in the ocean if it is not recycled. Over time, plastic breaks down into smaller pieces. These smaller pieces can easily travel and pollute our oceans. They can harm the creatures that live there.

Storms send plastic from the land into our oceans. During a rainstorm, rain and wind send plastic litter into nearby waterways. The waterways carry the plastic into the ocean. Some plastics sink. Others float. The kind of plastic used to make water bottles sinks to the bottom of the ocean, unless it is filled with air. The kind of plastic used to make milk jugs floats on the ocean's surface.

It is difficult to track the amount of sinking plastic, but the existence of floating trash is well documented. The largest floating collection of trash is called the "Pacific Garbage Patch." This is a huge collection of floating plastic and other trash in the Pacific Ocean, which some say is twice the size of the state of Texas.

Author's Point	Reasons and Evidence
Paragraph 1: "If plastic is not recycled, it may end up in the ocean."	The author's reason is that "plastic breaks down into smaller pieces" and can travel to the ocean.
Paragraph 2: "Storms send plastic on land into our oceans."	The author's reason is that "rain and wind send plastic litter into nearby waterways" and these waterways "carry the plastic into the ocean."
Paragraph 3: "There are different types of plastic; some sink and some float."	The author provides two examples as evidence that different types of plastic will float or sink: (1) the kind of plastic for water bottles and (2) the kind of plastic for milk jugs.
Paragraph 4: "It is difficult to track the amount of sinking plastic, but floating trash is well documented."	The author describes the example of "The Pacific Garbage Patch" as evidence that floating trash is well documented.

TEACHER NOTES

Real-World Goals for Students

- Make inferences based on evidence from the text.
- Understand the difference between what a text states explicitly and inferences the reader draws from the text.
- Understand how to use text evidence to support a response.

Tips for the Struggling Learner

- Students may struggle with understanding how their inferences are different from the text's explicit statements. Give them practice underlining or highlighting text from several readings. In the margins, allow them to explain their inferences.
- Students may have trouble thinking of, or finding, relevant information to support their reasons. Revisit the type of information they can use as supporting evidence for reasons. Help students identify examples from their own knowledge or experience that would support each reason.
- Students may struggle to identify evidence to support their responses. Consider providing them with a graphic organizer to help them map out their arguments.

Tips for the English Language Learner

- Put a piece of paper and a pen on the desk in front of you. Ask students what you are about to do (answer – write something). Ask how they knew, even though you did not tell them directly. Guide them to conclude that they used information they already knew. Tell them the lesson will be about making inferences in text, using a process similar to the one they just used. Keep in mind that making inferences from a text may be challenging for some English learners, depending on the amount of background knowledge necessary to interpret the inference. Be prepared to provide additional support. Encourage them to use context clues to figure out the meanings of these words and phrases.

Activities for the Advanced Learner

- Students can provide good and bad examples of an argument that is (or is not) supported by reasoning and evidence.
- Students can use websites such as snopes.com to fact check (a good example to show is “Belle’s cameo”). Have them create graphic organizers that map the argument and its supporting reasoning and evidence.

Lesson 27

Synthesize Information

- 5.6(H)**
5.7(B) Synthesize information to create new understanding.
Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- 5.7(C)**
5.7(G) Use text evidence to support an appropriate response.
Discuss specific ideas in the text that are important to the meaning.

Introduction

Real-World Connection

Sari loves to learn about history. Recently, she read a book about the ancient peoples of North America. She really enjoyed the chapter that talked about the Maya civilization. She learned so much interesting information and wanted to learn even more, so she went online and found an article about the Maya. Now, she wants to share some of what she learned with her mom. How can Sari use both the book chapter and the online article to tell her mom about these ancient peoples? We will practice the skills in Guided Instruction and Independent Practice. Then, at the end of the lesson, we will come back to Sari, her mom, and the Maya.

Words to Know
synthesize
paragraph
feature



What I Am Going to Learn

- Synthesize information to create new understanding.
- Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- Use text evidence to support an appropriate response.

What I May Already Know 4.6(H), 4.7(B), 4.7(C)

- I know how to synthesize information in a text.
- I know how to write about texts that I read.
- I know how to use text evidence to support my responses.

Hint, Hint

Use a chart to record information from the texts you read. Jot down important details from each selection in the first column. In the second column, write down what you already know about each detail. In the last column, write down a conclusion you can draw based on columns 1 and 2.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Synthesize

When you **synthesize**, you combine two or more things to make something new. For example, scientists combine different chemicals to create a new chemical, and artists combine different paints to make a new shade.

When you read, you synthesize ideas and information. You combine them to form a more complete picture of the meaning of what you are reading. You can combine ideas and information within a text and among two or more texts.

Within a Text

A text has a beginning, a middle, and an end. The beginning introduces the idea, the middle builds the central or main ideas, and the end reaches a conclusion or summarizes the main points. As you read, put together what you learn in each part.

Paragraphs

A **paragraph** is a group of sentences that focus on one central idea. As you move from one paragraph to another, connect the ideas in each paragraph. See how each new idea adds to the picture you are forming of the topic and increases your understanding.

Features

An informative article may have different **features**, including graphics, boxed text, headlines, sidebars, and so on. Combine the information in the main part of the article with the information in these features.

- Where are you most likely to find a sidebar?

A sidebar is generally at the side of the article.

Across Two or More Texts

Two or more texts can have the same topic, but each contains different information. Put together the information and ideas from each text. See how they complement each other, how they differ, and how they increase your understanding as you encounter new and surprising ideas.

For example, suppose you read an article about cobras. The article states that cobras can unhinge their jaws and wrap their mouths around large animals. Then, you read an action-adventure story that shows a cobra swallowing a large pig. The fact you learned in the article helps you understand the event in the story.

- Would you have understood the event in the story as well if you had not connected the fact from the article? Why or why not?

I probably would not. It would have been confusing because the pig is so big. I would not have understood how a cobra could fit a pig in its mouth.

Suppose you are writing a report on the Underground Railroad. You see a magazine article about the role Harriet Tubman played in it. Then, you read a biographical sketch of Levi Coffin that discusses his role as one of the conductors. By combining the information in both, you form a more complete picture of the Underground Railroad.

Make Connections

Combine the information you read with what you already know, or your prior knowledge.

- What is your own background and experience with the topic?
- What other texts have you read or viewed?
- What connections can you make to the real world?

Then, using evidence from the texts to support your response, draw your own conclusions.

What I Learned in Text 1	+	What I Learned in Text 2	+	What I Know	=	My Conclusion
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Compare and Contrast

As you read information from multiple texts, compare the texts and think about how they are the same. Also, think about how they are different. Do the texts give the same message? Different messages? How are the texts similar? What shared ideas are expressed in them? What different ideas are expressed in them? Suppose you are reading an article on solar energy and an article on electric cars.

- How might these two articles be similar? How might they be different?

They are similar in that they both give environmentally responsible solutions. They are different in that one deals with home energy and one deals with energy for running cars.

Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

Building a Tree Trunk Road

by Wendy Hobday Haugh



A swamp blocked our path to the lake. Find out how dirt and logs helped us get across.

What American Pioneers Liked About Corduroy Roads

- They could be built with handy materials: trees, dirt, axes, and shovels. (Oxen—not backhoes!—dragged logs into place.)
- Logs buried in swamps decayed slowly, so the roads lasted a long time.

What They Did Not Like

- Log roads could be bumpy and slippery.
- When the roads were not taken care of, the logs shifted or rolled in the water. They became dangerous!

1 One year, my husband, Chuck, built a summer cabin near a lake. Our sons—Henry, Josh, and Zach—could not wait to go swimming and fishing! But to reach the lake, they had to walk through the woods. In the middle of the woods was a small swamp. It was so mucky that they couldn't cross it.

Reading • Level E

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Measuring Up to the Texas Essential Knowledge and Skills

Guided Questions

Read paragraphs 1–5. What is the connection between this modern-day family and the pioneers?

The modern-day family is going to use a technique the pioneers used to solve their problems.

2 We needed a dirt road from our cabin to the lake. Building a road through the woods would be easy. But the swampy part would be tricky!

The Pioneers Were Engineers

3 “American pioneers built corduroy roads through swamps,” said Chuck, who is an engineer. “They laid logs, one after another, sideways across the path they wanted to travel. Then they covered the logs with dirt. Sometimes it took many layers of logs and dirt before they could cross the swamp with their wagons.”

4 Chuck explored our woods and marked out the best path for a road. With a chain saw, he cut down trees growing where our road would be. He trimmed off the branches. Then he cut the trunks into 10-foot lengths.

Crash! Boom!

5 First, we needed to build a road from our cabin to the edge of the swamp.

6 Our friend Don arrived with his backhoe and dump truck. He used the backhoe's bucket like a wrecking ball—Crash! Boom!—to knock down an old cinder-block cabin.

7 We used rocky dirt and the blocks to make a firm road into the woods.

From Swamp to Dry Land

8 When we reached the swamp, we began building our corduroy section. With his backhoe, Don carried the 10-foot logs and laid them in the muck. He laid two drainpipes to allow a small stream to keep flowing under our road.

9 Henry, Josh, and Zach tossed tree branches on top of the logs. Then came more layers of dirt and logs. Slowly, our corduroy road grew across the swamp. We were finally back on dry land.

10 Don used his backhoe to finish clearing our road. Henry, Josh, and Zach raked the road smooth and pushed big rocks to the sides.

Read paragraph 8. Highlight the purpose of the drainpipes. What type of material do you think Don would have used? Would this material have been available to the pioneers?

metal; no
Read paragraphs 9–10. Think back to what you learned about the drawbacks of these roads. What problem were they trying to reduce?
Most likely, they were trying to make the roads less bumpy and slippery.

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Unit 3 • Understanding and Analysis of Informational Texts

- 11 Building a corduroy road was hard work—but it was worth it. Now it's easy to get down to the lake. And we're not the only ones who use the road. Deer, foxes, and wild turkeys do, too!

It's important to check with the state's Environmental Protection Agency before working on a wetland area.

Guided Questions

Read paragraph 11. Highlight the final conclusion the narrator reaches about building the road.

Critical Thinking

1. Make a connection between the cloth called corduroy and what you have learned about corduroy roads. Why do you think these log roads were called corduroy roads?



The cloth has a ribbed surface. The logs would give the road a bumpy surface so that it looked like the cloth.

2. Why do you think the modern family used broken cinder blocks in the road they made from the house into the woods?



It made the road firmer and less slippery.



3. Work in a small group. Investigate another way in which the pioneers were engineers. For example, you might find out how they built log cabins. Choose several different articles. Assign a different article to each student in the group. After each student has completed the research, compile your group's results. Draw up a chart comparing and contrasting how the different articles presented the information.

How Am I Doing?

- ★ What questions do you have?

- ★ In your own words, explain how you can synthesize information from a reading passage to help with comprehension.

- ★ Color in the traffic signal that shows how you are doing with the skill.



Independent Practice

★ Practice

Read the next two selections. Then choose the best answer to each question.

Mr. Lincoln's Dog

by Lois Miner Huey

- 1 Jumping up and yipping, Fido chased his tail. He looked like a pinwheel going round and round. The family laughed, but soon Abraham Lincoln's eyes grew sad. He treasured rolling on the floor with his yellow dog.

Lesson 27

Synthesize Information

- 2 But what should he do with Fido now?
- 3 Lincoln had been elected President of the United States, and he and his family would be moving east from Springfield, Illinois, to Washington, D.C.
- 4 Humming happy tunes, Mrs. Lincoln bustled about packing their belongings in large trunks. Being the President's wife was a dream come true.
- 5 Robert, the Lincolns' eldest son, was attending school in the East. He was glad his family would be close by.
- 6 And sons Willie and Tad couldn't wait to live in the White House.
- 7 But not without Fido. The name Fido comes from the Latin for "faithful," fidelis. It was the perfect name for the Lincolns' dog. The Lincolns' concern for him also proved how faithful they were.
- 8 "I could take care of him, Pa," Tad insisted.
- 9 But would Fido be happy in the nation's capital?
- 10 The floppy-eared dog usually trotted behind Lincoln as he strolled down the Springfield streets. He sometimes carried a package in his mouth and waited outside the barbershop while Lincoln got a shave and a haircut. Passersby often stopped to smooth the rough, dark patches on Fido's back while he thumped his feathery tail.
- 11 It seemed that everyone in Springfield knew him.
- 12 Tad Lincoln and Fido walked through mud after rainstorms, squishing the soft ooze between their toes.
- 13 When the two "clay-covered" figures returned home, Mrs. Lincoln would order them to wash at the well by the back door before entering the house.
- 14 Such fun wouldn't be possible in Washington.
- 15 Clanging bells and deep cannon booms during town celebrations sent Fido scurrying under a seven-foot-long horsehair sofa made for the tall Mr. Lincoln. If he rode with the family to Washington, surely the loud hiss of the train's engine and the chugging of giant wheels would frighten him.
- 16 Best he stay in Springfield. But who would keep Fido happy until the Lincolns returned?
- 17 Lincoln knew the answer—John and Frank Roll, young friends of the Lincoln boys. Fido adored the brothers, licking their hands and running halfway home with them after a visit.

Reading • Level E

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Measuring Up to the Texas Essential Knowledge and Skills

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Synthesize Information

Lesson 27

- 18 But before the Lincolns gave up their precious pet, they laid down some important rules:
 - Fido should not be scolded for muddy paws or be tied up alone in the backyard.
 - Fido should be allowed to go out whenever he scratched at the door, and he should sit next to the dining-room table during meals. (Lincoln often slipped him food there!)
- 19 The Rolls agreed. Mr. Roll even moved the black horsehair sofa into his house so that Fido would have his favorite hiding place.
- 20 Before leaving, Mr. Lincoln and the boys took Fido to have his picture taken by Fred Ingmire. Fido lay on a flowered rug placed over a washstand while Mr. Ingmire photographed him from the front and twice from the side.
- 21 The Lincolns probably carried the pictures with them to their new home in Washington.
- 22 In 1863, the Springfield barber wrote to the Lincolns, "Tell Taddy that his (and Willy's) Dog is alive and Kicking doing well he stays mostly at John E. Rolls with his Boys who are about the size now that Tad & Willy were when they left for Washington."
- 23 It was best that Fido had remained in Springfield.
- 24 When Abraham Lincoln died in 1865, hundreds of mourners crowded into Springfield. Mr. Ingmire, the photographer, printed calling cards with Fido's picture on them—in memory of Mr. Lincoln.
- 25 The President would have been happy to know that his precious yellow dog was well taken care of and happy. Fido lived with the Rolls until his own death a year later.
- 26 Some believe that Mr. Ingmire took Fido's picture after President Lincoln's death. But John Roll, the young boy who adopted Fido, said that Abraham Lincoln had it done before he left Springfield. Either way, Fido was most likely the first dog of a U.S. President to sit for a photograph.

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Unit 3 • Understanding and Analysis of Informational Texts

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Abe's Whiskers

by Maureen Straka

- When you hear the name Abraham Lincoln, there are a few images that spring to mind: the tall black hat, the bow tie—and, of course, the beard. You might be surprised to find out that it was an eleven-year-old girl who urged Lincoln to grow his famous whiskers.
- In the fall of 1860, a beardless Abraham Lincoln was running for President of the United States when he received a letter from eleven-year-old Grace Bedell of Westfield, New York. In her letter dated October 15, 1860, Grace inquired about Lincoln's family. Then she proceeded to tell him that he should let his whiskers grow because his face was "so thin." She explained that "ladies like whiskers" and that if he grew a beard, "they would tease their husbands to vote" for him, and then he would be President.
- Lincoln responded with the following letter on October 19, 1860:

My dear little Miss,

Your very agreeable letter of the 15th is received. I regret the necessity of saying I have no daughters. I have three sons—one seventeen, one nine, one seven years of age. They, with their mother, constitute my whole family.

As to the whiskers, having never worn any, do you not think people would call it a piece of silly affection if I were to begin it now?

- Mr. Lincoln was elected the sixteenth President of the United States on November 6, 1860. Shortly after the election, he had a change of heart about growing facial hair. On December 27, 1860, the *Evanston, Indiana Daily Journal* announced that the President-elect was sprouting "a pair of whiskers." By the time he left Springfield on February 11, 1861, to begin his journey to the White House, he had a full beard. Lincoln had his picture taken two days before his departure, and this bewhiskered image is what we see on the five-dollar bill today.



President Lincoln was the first president in United States history to have a beard.

- On his train ride to Washington, D.C., Lincoln made a stop in Westfield, New York. He stood on the platform and greeted the cheering crowd. Then he asked if the little girl who wrote him a letter was present and said he would like to meet her. Grace emerged from the crowd carrying a bouquet of roses. He kissed her and announced that he had let his whiskers grow because of her advice. Grace, who was a bit overwhelmed, ran all the way home still clutching the flowers, which she had forgotten to give to Mr. Lincoln.
- Grace later married George Billings, who served as a soldier in the Civil War. The couple moved to Delphos, Kansas, and had one child. A memorial bearing the words of Grace's letter stands in the Delphos town square. Grace's original letter to Lincoln is now housed at the Detroit (Michigan) Public Library. In 1999, the city of Westfield put up statues to honor Abraham Lincoln and his famous little friend.

Use "Mr. Lincoln's Dog" to answer questions 1–4.

- In paragraphs 1–9 of "Mr. Lincoln's Dog," what is the main problem the Lincolns face?
 - They do not want to move to Washington, D.C.
 - They may have to leave their dog behind.
 - Robert, the eldest son, wants to join the family in the White House.
 - Dogs are not allowed in the White House.

[TEKS 5.6(H), 5.7(G), DOK 2]
- Read paragraphs 13–14.

When the two "clay-covered" figures returned home, Mrs. Lincoln would order them to wash at the well by the back door before entering the house. Such fun wouldn't be possible in Washington.

How do these paragraphs help explain the Lincolns' problem at the beginning of the article?

 - They show that life is better for Fido and everyone else in Springfield.
 - They show that Mrs. Lincoln has a lot to do to get Fido and the family prepared for the move.
 - They give a reason why Fido should not go to live in the White House.
 - They give a picture of how messy life in Springfield can be for Fido and the family.

[TEKS 5.6(H), 5.7(G), DOK 2]

Lesson 27

Synthesize Information

3 How does the letter from the Springfield barber connect with the main purpose of the rules the Lincolns lay down?

- A** The letter shows that Fido is behaving, and the rules are no longer needed.
- B** The letter shows that the townspeople are making sure that Fido keeps clean paws.
- C** The letter shows that Fido is kicking townspeople and is not following rules.
- D** The letter shows that the rules are followed and Fido is well taken care of and happy. [TEKS 5.6(H), DOK 3]

4 Read paragraph 24 from “Mr. Lincoln’s Dog.”

When Abraham Lincoln died in 1865, hundreds of mourners crowded into Springfield. Mr. Ingmire, the photographer, printed calling cards with Fido’s picture on them—in memory of Mr. Lincoln.

What does this paragraph reveal to the reader about how people viewed Lincoln?

- F** People saw him as someone who loved his dog.
- G** People saw him as a good friend of Mr. Ingmire.
- H** People saw him as a true native of Springfield.
- J** People saw him as someone who had given his dog away. [TEKS 5.6(H), 5.7(C), DOK 3]

Synthesize Information

Lesson 27

★ Assessment

Use “Abe’s Whiskers” to answer questions 1–3.

- 1** What surprising fact does the first paragraph reveal?
- A** Lincoln was the first president to grow whiskers.
 - B** An 11-year-old girl urged Lincoln to grow his whiskers.
 - C** Lincoln often wore a top hat and bow tie.
 - D** Beards were called whiskers during Lincoln’s time. [TEKS 5.7(C), DOK 2]
- 2** What is the most likely purpose of the first paragraph?
- F** It activates the reader’s prior knowledge, but it also lets the reader know that sometimes we are not as knowledgeable as we think we are.
 - G** It corrects the reader’s understanding by revealing a surprising fact.
 - H** It creates suspense for the reader, but it also relies on previous knowledge.
 - J** It draws in the reader by providing some humor and relief. [TEKS 5.6(H), 5.7(C), DOK 3]
- 3** Paragraph 5 helps the reader understand that Grace —
- A** was afraid of Lincoln
 - B** planned to vote for Lincoln
 - C** hoped to meet Lincoln
 - D** did not recognize Lincoln [TEKS 5.6(H), DOK 2]

Use "Mr. Lincoln's Dog" and "Abe's Whiskers" to answer questions 4–7.

- 4 After putting together the information in both of these selections, which written response shows the most logical impression of Abraham Lincoln?
- F Lincoln was a proud man.
 G Lincoln was a stern man.
 (H) Lincoln was a kind man.
 J Lincoln was an intelligent man. [TEKS 5.7(B), DOK 3]
- 5 Which statement would you write to best describe how these two selections are **different**?
- A One focuses on Lincoln's personal family life, and the other focuses on his political life.
 B One focuses on people who liked Lincoln, and the other focuses on people who did not.
 (C) One focuses on Lincoln's affection for a dog, and the other focuses on his affection for a girl.
 D One focuses on Lincoln's early life, and the other focuses on his life as president of the United States. [TEKS 5.6(H), 5.7(B), DOK 2]

- 7 Look at the chart below.

Mr. Lincoln's Dog	Abe's Whiskers
<ul style="list-style-type: none"> The photograph of the dog was used on a calling card in memory of Lincoln. 	

Which item best belongs in the chart?

- A The photograph became the only way we know what Lincoln looked like before he became president.
 B The image made him look more attractive than the candidate running against him.
 C The photograph is the only one we have showing Lincoln with a beard.
 (D) This image of Lincoln now appears on the five-dollar bill. [TEKS 5.6(H), DOK 2]



Exit Ticket

Now you have mastered synthesizing information across texts to form new meanings. Let's revisit Sari and the Real-World Connection. Imagine you are Sari. How can she use the book chapter and the online article to share information about the Maya with her mom? What kind of information should she share? Write your answer in the space below. What kind of text features might be able to help her accomplish her goal? Include at least two suggestions.



Sari should synthesize what she read. She should tell her mom the most important information about the Maya, such as how, when, and where they lived. She should look for the things that are the same in the texts, as well as important differences. Some text features that could help her might be sidebars and graphics.

TEACHER NOTES

Real-World Goals for Students

- Synthesize information to create new understanding.
- Write responses that demonstrate understanding of texts, including comparing and contrasting ideas across a variety of sources.
- Use text evidence to support an appropriate response.

Tips for the Struggling Learner

- Students may struggle with deciding which information is valuable and contributes to an overall understanding of the text. Ask students to work in pairs to rank the three to five most important details in a paragraph or an entire text.
- Students may struggle with comparing and contrasting ideas across different texts. Assign students a small group activity that involves using a Venn diagram to compare and contrast two texts. Use familiar stories told in different formats for this activity.

Tips for the English Language Learner

- English learners may have difficulty deciding which information is valuable and contributes to an overall understanding of the text. For the passage “Lincoln’s Dog,” have students work in pairs to discuss the most important ideas in the passage and how they work together for the overall purpose.

Activities for the Advanced Learner

- Students can read a multi-paragraph text and write a single sentence paraphrase to synthesize each paragraph. Students can also use a graphic organizer to help them synthesize key ideas from texts of increasing complexity.
- Students can read two different informational texts on the same topic. They can discuss the ways the texts are alike and how they are different. Challenge students to compare and contrast the texts beyond just literal meaning. Encourage them to explore tone, organizational structure, and other features.

Lesson 29

Explain Purpose of Hyperbole, Stereotyping, and Anecdote

- 5.10(G) Explain the purpose of hyperbole, stereotyping, and anecdote.
- 5.6(F) Make inferences and use evidence to support understanding.
- 5.7(F) Respond using newly acquired vocabulary as appropriate.

Introduction

Real-World Connection

Stephen is on a fishing trip with his family. They are trying to choose which lake to go to. An advertisement for Lake Awesome says, "You'll catch fish that will barely fit in your boat!" Another advertisement for Lake Super says, "The state-wide fishing tournament winner fished our lake the last three years in a row!" Which advertisement makes the better argument? We will practice these skills in Guided Instruction and Independent Practice. Then, we will come back to Stephen at the end of the lesson.



Words to Know

persuasion
voice
word choice
hyperbole
stereotype
anecdote
loaded word
name-calling

What I Am Going to Learn

- Explain the purpose of hyperbole, stereotyping, and anecdote.
- Make inferences and use evidence to support understanding
- Respond using newly acquired vocabulary.

What I May Already Know 4.10(G)

- I know how to identify and explain the use of anecdote.

Understand the TEKS

These vocabulary words will help you understand the TEKS.

Persuasion

Persuasion is a type of argumentative writing that tries to convince the reader to do something or influence the reader to believe something. Writers use their **voice**, or the argument that comes through in the writing, to affect the reader. Their use of language, or **word choice**, helps them build that voice. Editorials and movie reviews are examples of persuasion. Advertisements and campaign speeches are other examples of persuasive writing.

Most persuasion is fair. It builds a solid case for its position. It uses sound reasons to back up its position. It shows respect for the other side.

Sometimes, though, persuasion is unfair. It slants the information in its favor. It does not necessarily lie, but it does not tell the whole truth either.

Hyperbole is an exaggeration. A writer uses hyperbole to make a point. A hyperbole is sometimes humorous. To understand hyperbole, think about how and why a writer stretches the truth. Here is an example of a hyperbole.

It took us a million years to get there, but it was worth the trip.

The writer is pointing out that the trip took a long time. The writer feels impatient about the trip and exaggerates how long it is by saying it took "a million years."

A **stereotype** is an overly simple picture or opinion of a person, group, or thing. Think of some of the stereotypes you might have. When you think of a basketball player, is he or she tall? When you think of a nurse, are you more likely to picture a man or a woman?

An **anecdote** is a very short story that is told to make a point or get a reaction. Often anecdotes are funny, but they could be sad, scary, or angry too. A teacher might tell the class an anecdote about a student who said the dog ate his or her homework. The teacher might put a funny spin on it by saying, "Then that dog just earned 10 points!" But the class knows by this story that students won't earn points if they don't hand in their assignments.

Loaded Words and Name-Calling

Writers may use **loaded words** that stir up strong feelings. They may attack those who hold a different position with **name-calling**. Such writers frame an issue as "us versus them," and "they" are out to get you. Name-calling and slanted language are examples of persuasive writers using words unfairly.

Whales can awe us with their beauty. People who don't believe that these gentle giants of the sea need our protection are just plain foolish.

The writer uses the words “gentle giants of the sea” to stir up sympathy—these are loaded words. The writer offers no reasons to counter those opposing protection of whales. Instead, the writer resorts to name-calling and calls them “just plain foolish.”

The terms hyperbole, stereotyping, and anecdote do not always apply only to writing. These are new vocabulary words that you can use in many situations. Let us practice using them.

- If a teacher asks you to write a short paragraph about your favorite birthday, what is your teacher asking you to write?

Your teacher is asking you to write an anecdote.

- If someone says that a pair of dirty socks are the worst smell in the entire world, what kind of exaggeration is he or she making?

He or she is using hyperbole.

- If someone says that ballet dancers are women, what overly simplistic idea is he or she basing this upon?

He or she is basing this on a stereotype.



Guided Instruction

Read the passage below. Then answer the questions in the margin and complete the activities.

This Land Is Your Land

by Saul Freedman

- One eighth of the land in the United States of America belongs to you. And that doesn't count national parks and wildlife preserves.
- Most of it lies in the West, this public land of yours. It is a Texas-sized area of 264 million acres. As an American citizen, you can enjoy it as your birthright. So go hunting or boating. Hop on a snowmobile, and whiz along a bank of clean-smelling pine on powdery white snow. Or go off-road for the pure joy of a bumpy, dusty view of your natural heritage. Not a bad idea, right?
- Wrong. You cannot use your wondrous yard to have fun—even if you respect the land. Nature lovers might disapprove. If you insist, they will turn it into a wildlife study area or a public monument. No off-road vehicles here, so no snowmobiles there. Your land is dwindling. So forget that thrilling swoop through fresh-fallen snow. You cannot use your land as you like without restrictions.
- Why do some people want to block your enjoyment of public land? You or your family pays taxes. You obey laws. You respect other peoples' rights. But some environmentalists say ravens and aspen trees don't like your dirt bike. They point to all-terrain-vehicle tracks and cry over the “spoilage.” Stay home and watch a nature channel, they say.
- Some folks—the more reasonable—believe responsible outdoor recreation leaves at worst a tire track that washes away in the rain. Which brings us back to ecology. The National Park Service does a fine job of protecting our national parks. You can't just shoot a moose or ride a three-wheeler in Yellowstone. Recreation lovers agree with that. That's why we have parks to safeguard our natural gifts.

Guided Questions

In paragraph 2, what are some word choices the author makes to make readers feel as though the land belongs to them?

public land of yours,

your birthright, your

natural heritage

In paragraph 3, what “us vs. them” argument does the writer set up?

nature lovers vs. people

who want to use

the land

Identify the group stereotyped in paragraph 4. How is the reader supposed to think about the group?

Environmentalists—they

are unreasonable and

do not respect other

people's rights.

In paragraph 4, highlight the text the author uses as evidence to convince readers their rights are being trampled.

Hint, Hint

Look for facts, details, and concrete examples when you read persuasion. Do not let only the power of emotion change your mind.

- 6 But what about our other public lands? Ecologists describe Oregon's Cascade-Siskiyou as a place that preserves the slopes yield to incense cedar on the south, they say. OK. Add the "rabbitbrush and juniper" of rock outcrops to the "mountain mahogany and Garry oak," and you best leave your motorcycle home. But don't forget that mining and livestock companies use these lands the way they want.
- 7 The great American conservationist John Muir said that "everyone needs beauty as well as bread, places to play in and pray in, where nature may heal and give strength to body and soul." Notice that he said "play." Nothing in there says to take a soil-sampler or tree-grafting kit with you.
- 8 Not everyone wants to learn with a microscope or a soil analyzer. I'm sure President Teddy Roosevelt would agree that outdoor recreation sparks learning. Teddy the Rough Rider was a hunter. He shot bighorn sheep in Wyoming. He hung stuffed game on his wall. He fished for food and for the pure fun of a trophy. Yet he began the National Parks program. He studied ecology and zoology. He helped found the American Museum of Natural History. In other words, recreation led him to a love of nature.
- 9 So the next time tree tyrants scorn your snowmobile, make a stand. Explain that you'd like to use your land for a bit of harmless fun. Mention Teddy Roosevelt. He would have climbed into a jeep and said, "This may be a rough ride, folks, but it sure will be fun. And you might learn something. In fact, keep an eye out for a red-tail hawk. They love the jack rabbits. And there's plenty of 'em— hawks, I mean."
- 10 Remember, it's not the loggers and ranchers and miners that are eating up our lands. And it's not recreation lovers. It's the people who want it all as a laboratory. They say no to the outdoor adventurers. We say no to them.

Guided Questions

Use context clues to guess the meaning of the word "ecoregion" in paragraph 6. What is an ecoregion? Pretend you are the author and add a sentence using "ecoregion" to the article.

An ecoregion is a major ecosystem. If ecologists had their way, no one would set foot in ecoregions except scientists.

Highlight the hyperbole used in paragraph 7. What is its purpose? to make ecologists seem ridiculous

In paragraph 9, highlight the anecdote. What effect does it have on readers?

It makes readers want to be on Teddy

Roosevelt's side and be able to use the land themselves.

List some loaded words used in paragraphs 9 and 10.

tree tyrants, scorn your snowmobile, harmless fun, eating up our lands, laboratory

Critical Thinking

1. Read this passage from the article.

But some environmentalists may say ravens and aspen trees don't like your dirt bike. They point to all-terrain-vehicle tracks and cry over the "spoilage." Stay home and watch a nature channel, they say.

How is this stereotype unfair to environmentalists?

This is too simple of a description for how environmentalists feel and what they are trying to do. They know animals and plants do not have feelings about people using the land. They want to protect the land for everyone's benefit.

2. During Guided Instruction, you found many places where the author chose to use name-calling and loaded words to support his argument. Does this make his arguments more or less persuasive? Why?

I think it makes his argument less persuasive because he relies on emotion to change the reader's mind. More facts or expert opinions would work better as evidence to support his point of view.



3. Work in pairs to research John Muir and identify his cause. One partner should find what Muir did. The other should research what obstacles stood in Muir's way. Based on your findings, discuss whether you think Muir would have agreed with the author's position. Was using Muir good evidence to support the author's claim? Together, discuss why or why not. After your discussion, pretend you are John Muir and write a letter to the author about how you feel about being included in his article.



How Am I Doing?

- ★ What questions do you have?

- ★ Are stereotypes always bad? Why or why not?

- ★ Color in the traffic signal that shows how you are doing with the skill.

**Independent Practice**★ **Practice**

Read the selection and choose the best answer to each question.

Law and Order: SUV

by Elsie Skye Hartwell

- 1 This story looks at a part of America few will ever see. This is about the mysterious public domain spreading out beneath the stars and stripes. It takes up 12 percent of our country, right under our noses! Most of us picture it as desert, dotted by sagebrush and dusted the color of puma and pumice stone.
- 2 But that is not the half of it. Mountains with snowy peaks glitter on these lands of ours. Beaches nestle at the foot of rugged hills that roll to the sea. Pastures bring forth bouquets of wildflowers like oil paintings. For good measure, we enjoy the chance encounter with a white-tailed deer, a red-winged blackbird, a rainbow trout.
- 3 There is a problem, however. In these rainforests and red-rock hills, mesas and meadows, a sound intrudes. It is loud and grating. Its acceleration rises like tension. It sends a fear throbbing through animals' hearts. It screams that these aren't the mountains of Ansel Adams's majestic photographs. The rapids that carved a ravine over millions of years don't sound like the ones that dazzled Teddy Roosevelt. His walks inspired the Museum of Natural History. The one I took one recent afternoon in Arizona set my teeth on edge.
- 4 The off-roaders roar into sight. Dust billows. Three SUVs lurch along the rutted track on oversized tires. One rasps like a chainsaw engine and belches blue smoke. From speakers in the back of the lead vehicle, music blares—"Sweet Home Alabama." I want to tell them they are over 2,000 miles from "Home."
- 5 But this land is their home, too. Still, do "recreation enthusiasts" have a right to shatter the peace? The law has two answers. In some places, yes; in others, no. But there is little money to enforce rules even where we have them.
- 6 We give the National Parks Service \$19 per acre to maintain our 84 million acres of parks. In 2010, the Fish and Wildlife Service got \$9 an acre to care for its 93 million acres. We offer the Bureau of Land Management less than \$3 for each of 260 million acres. That provides little law and order on our non-preserved public lands.
- 7 But I return now to my hike near Kayenta, a tidy, tiny town of the Navajo Nation. The SUV drivers have just waved to me and my border collie, Crispy. Their machines disappear over a fruit-cactus hill leaving tire scars. Their sound persists. A rock lizard unfreezes and scampers into a hole, relieved to be alive. The desert silence

finally swallows the intrusion. Then I hear the crack of a rifle shot from the other way. I duck.

- 8 Ten miles from where I stood when the “outdoor adventurers” attacked my flanks, University of Arizona archaeologists discovered a Hopi burial ground. But a lend-lease deal cut with a quartz-mining firm sideswiped their studies. Meanwhile, the quartz company begins digging. Do we really need more crystals for fancy watches?
- 9 And what about the Everglades? Put on your wading boots, and take a hike there. You may be bummed by the hum of air boats. You may wonder about the bored and fattened alligators who’ve seen tourists come and go, tossing lamb shanks in their wake. Or head to Oregon to hike valleys tucked between the Cascade Mountains. Ignore the jet-ski engines that echo off volcanic mountainsides, taunting canoer and fox alike.
- 10 Now walk our domain in the prairies of western Nebraska, smelling grasses in the breeze. Study that monarch butterfly drinking of a lavender plant. But pay no attention to the chemical crop duster dive-bombing to douse a nearby field. There, ten-thousand head of cattle buzz-cut the earth.
- 11 Hunters, off-roaders, and jet-skiers. Miners, loggers, and livestock firms. This is how they use our land. But isn’t this what we do with the other seven-eighths of this country? “It is horrifying,” Anselm Adams said, “that we have to fight our own government to save the environment.” The recreation army ramps up this horror and offers no profit. They cost us money mopping up their mess—car parts, soda cans, fuel leaks, bashed trees. Worse, studies show carbon emissions, rutting, and noise harm living things from sage to finches.
- 12 So let’s set aside some nature for these “outdoor adventurers.” It’s their yard, too. Give them a tenth. We have 267 million acres. They can have 26.7 million. We welcome them to lands where wildlife has given up but where humpbacks, punishing ruts, and dust offer up fun. They can pull wheelies and gun their motors. That’s what draws them out. It won’t break their hearts that the butterflies they never notice aren’t fluttering amongst the lavender.

1 In paragraph 2, the verbs glitter, nestle, and bring forth help the reader infer that —

- A the writer finds nature showy and overdone
- B nature is not worth the effort
- C people do not appreciate wilderness
- D nature is wondrous and creative [TEKS 5.6(F), DOK 3]

2 In paragraph 3, what loaded words make off-readers seem inconsiderate?

- F set my teeth on edge
- G There is a problem
- H Ansel Adams’ majestic photographs
- J rapids that carved a ravine [TEKS 5.6(F), DOK 2]

3 Which phrase represents a hyperbole in paragraph 7?

- A But I return now to my hike near Kayenta.
- B A rock lizard unfreezes and scampers into a hole, relieved to be alive.
- C Then I hear the crack of a rifle shot from the other way.
- D Their machines disappear over a fruit-cactus hill. [TEKS 5.10(G), DOK 2]

4 Read paragraph 2.

The rapids that carved a ravine over millions of years don’t sound like the ones that dazzled Teddy Roosevelt. His walks inspired the Museum of Natural History.

What is the author’s purpose for using this anecdote?

- F To add historical facts as evidence
- G To show readers how they should feel about nature
- H To distract readers from the off-readers
- J To bring in an expert opinion [TEKS 5.10(G), DOK 3]

5 Read this sentence.

The desert silence finally swallows the intrusion.

Which sentence uses the word “swallow” in the same way?

- A The dog swallowed the stick before its owner could stop it.
- B The baby swallowed her first spoonful of ice cream with a smile.
- C The whale swallowed a huge mouthful of shrimp right next to the boat.
- D The basketball players swallowed their pride after they lost the game. [TEKS 5.7(F), DOK 3]

Lesson 29

Explain Purpose of Hyperbole, Stereotyping, and Anecdote

★ **Assessment**

Choose the best answer to each question.

- 1 What stereotype does the author create about recreation enthusiasts in paragraph 4?
 - (A) They do nothing but negatively affect nature.
 - B They can only appreciate nature through their machines.
 - C They all come from big cities and cannot understand nature.
 - D They use nature in a different way than the author. [TEKS 5.10(G), DOK 2]

- 2 What is the author's most likely purpose in using the stereotype about recreation enthusiasts?
 - F To persuade readers to join conservation groups
 - G To persuade readers to consider their point of view
 - (H) To persuade readers that what they're doing is wrong
 - J To persuade readers to ban SUVs [TEKS 5.10(G), DOK 3]

- 3 Which word from paragraph 11 is negatively loaded?
 - A finches
 - C off-roaders
 - B loggers
 - (D) army [TEKS 5.7(F), DOK 2]

Reading • Level E

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Measuring Up to the Texas Essential Knowledge and Skills

Lesson 29

Explain Purpose of Hyperbole, Stereotyping, and Anecdote

Exit Ticket

Now that you know how authors use hyperbole, anecdotes, and stereotypes, let's revisit the Real-World Connection.



Imagine you are reading the advertisements with Stephen. Decide which advertisement is probably misleading and explain why. Then help Stephen choose which lake to fish in and tell why.

The advertisement for Lake Awesome is probably misleading. It uses hyperbole. You probably cannot actually catch a fish that hardly fits in your boat. I would tell Stephen to fish at Lake Super because there is proof that people have caught really big fish there.

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Unit 4 • Understanding and Analysis of Argumentative Text

TEACHER NOTES

Real-World Goals for Students

- Explain how and why authors use hyperbole, stereotyping, and anecdotes to persuade readers.
- Make inferences and use evidence to support understanding.
- Understand new vocabulary and respond using that vocabulary as appropriate.

Tips for the Struggling Learner

- Provide students with a graphic organizer to help them map out what the author *has written (literally)* and compare it to what the author *means (figuratively)*.
- Model how to identify words that evoke emotion rather than use evidence or facts to make a point. Explain that these are called *loaded words*. Encourage students to circle loaded words in the passage.
- Have students identify stereotypes others may have about them. Challenge them to find a stereotype in the passage “Law and Order: SUV” and underline it. Discuss what effects stereotypes can have.

Tips for the English Language Learner

- Read aloud the Guided Instruction passage as students follow along. Ask students to tell you to stop when they hear words that affect their emotions (e.g., make them feel happy, sad, angry, etc.)
- Help students create a graphic organizer to map out the author’s argument. In one column write the author’s claim. In the next column, write the facts to support the argument. In the third column, write the emotional phrases the author uses to make his or her point.

Activities for the Advanced Learner

- Have students identify emotional appeals in the author’s argument. Challenge them to rewrite those arguments using more objective facts, evidence, and reasoning—even if they do not agree with the author’s point of view.
- Ask students to look in a textbook dealing with any subject. Have them select a passage and rewrite it using hyperbole.