

Unit 2



How does growing up change us?

This unit is about what happens to people, plants, and animals as they grow and change. You will read about growing up in three ancient cultures, and you'll learn amazing facts about plant and animal growth. You will read a novel excerpt and a folktale about conflicts within families and lessons family members teach one another. As you explore growing up, you will practice the academic and literary language you need to use in school.

Reading 1 Social Studies



"Ancient Kids"

Reading Strategy
Compare and contrast

Reading 2 Novel



From *Becoming Naomi León* by Pam Muñoz Ryan

Reading Strategy
Visualize

Reading 3 Science/Folktale



"Growth Facts: The Long and Short of It," "The Old Grandfather and His Little Grandson" by Leo Tolstoy

Reading Strategy
Use visuals 2



Listening and Speaking—Skit

At the end of this unit, you will perform a **skit** about ancient kids.

Writing—Short Story

At the end of this unit you will write a **short story**. To help you do this, you will write a friendly letter, a paragraph about character and setting, and a story from a different point of view.

Quick Write

In your notebook, write several sentences about your first day at school. Who was your teacher? What happened?

View and Respond



Go to your [Digital Resources](#). Watch the video and answer the questions.



Prepare to Read

What You Will Learn

Reading

- Vocabulary building: *Context, dictionary skills, word study*
- Reading strategy: *Compare and contrast*
- Text type: *Informational text (social studies)*

Grammar

- Showing contrast: *Coordinating conjunctions*
- Showing contrast: *Conjunctive adverbs*

Writing

- Write a friendly letter



THE BIG QUESTION

How does growing up change us? What is daily life like for children growing up today? How do children get an education? What sports do they play and watch? What games and toys do they like to play with? Which animals do they keep as pets? Use your prior experiences to answer these questions with a partner. Copy these headings: *Education, Sports, Games, and Pets* into your notebook. List your ideas under each heading. Then share your ideas with your peers and teacher.

Build Background

“Ancient Kids” describes children’s lives thousands of years ago in three different cultures. It tells about growing up among the ancient Greeks, Romans, and Maya. Ancient Greece was a great civilization from around 2000 to 146 B.C.E. The Greeks created beautiful architecture, sculptures, and vase paintings. They also wrote works of literature and philosophy that are still read today.

Rome became powerful after Greece. The Romans made important contributions in the areas of building, medicine, and government.

The ancient Maya established a great civilization in southern Mexico and Central America from 1000 B.C.E. to 1550 C.E. They made accurate studies of the stars, planets, sun, and moon. They had their own calendar, mathematical system, and form of writing. They built remarkable stone temples that are still standing.

Learning Strategy

Compare new information to your prior experiences. This will make the new information more meaningful to you, and it will be easier to understand.

Knucklebones was a popular ancient game, played with five small objects made from ankle joints of small animals. ▶



Vocabulary

Listening and Speaking: Key Words

Read aloud and listen to these sentences with a partner. Use the context to figure out the meaning of the **highlighted** words. Use a dictionary to check your answers. Then write each word and its meaning in your notebook.

1. Studying **ancient** cultures, or cultures from thousands of years ago, helps us learn about ourselves.
2. At a wedding **ceremony**, people celebrate a marriage.
3. The girl learned what was expected of her and became a good **citizen**.
4. Long ago, boys and girls did not get the same type of **education**. They learned different things.
5. In the past, women did not have many **rights**. They could not vote or own property.
6. People long ago had **rituals**, including specific songs and dances, to celebrate important events.

Key Words

ancient
ceremony
citizen
education
rights
rituals

Practice



Work with a partner to answer these questions. Try to include the key word in your answer. Write the sentences in your notebook. Get support from your peers and teacher to develop your ability to use this language.

1. What are three objects that we use today that **ancient** people didn't have?
2. What would you expect to happen at a graduation **ceremony**?
3. What are some rules a **citizen** has to follow in your country?
4. Which subjects are important to your **education** at school?
5. What **rights** do you think are most important? Why?
6. What **rituals** does your family perform to celebrate a birthday?

Modern students graduating amidst the ancient pyramids. ►



Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about informational texts. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read “Ancient Kids,” try to use these words to respond to the text.

Academic Words

classical
cultural
feature
philosophy



classical = belonging to the culture of ancient Greece or ancient Rome	→	Classical plays from thousands of years ago are still performed in large outdoor theaters in Greece and Rome.
cultural = relating to a particular society and its way of life	→	Creating art, music, and literature are cultural activities.
feature = quality, element, or characteristic of something that seems important, interesting, or typical	→	A special feature of Maya culture is its system of writing.
philosophy = the study of what it means to exist, what good and evil are, what knowledge is, or how people should live	→	People still read ancient Greek philosophy today. They learn how people thought and what they valued.



Practice

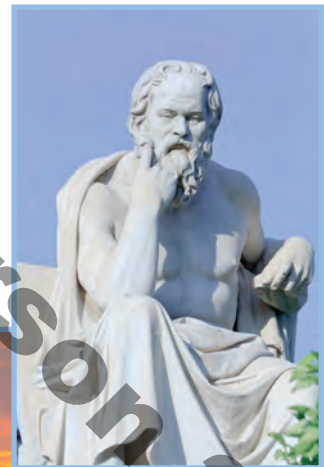


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Work with a partner to answer these questions. Try to include the **purple** word in your answer. Write the sentences in your notebook.

1. Where might you look to see **classical** art from long ago?
2. What part of your country's **cultural** life do you know most about? Do you know about music, art, or literature?
3. What is a unique **feature** of your school? What makes it different from other schools?
4. Why do you think people study **philosophy**?

Socrates taught philosophy in ancient Greece. ▼



These ruins give us clues about an ancient culture. ►

Word Study: Spelling Words with Long Vowel Sound /ē /

In English, the long vowel sound /ē/ can be spelled in many different ways. For example, when you read “Ancient Kids,” you will read the words in the first row of the chart below. Say each word with a partner. Notice the /ē/ sound and its spelling. Study the rest of the chart for more examples.

e	ee	ea	ie	y	ey
evil	Greece	wreaths	married	baby	journey
he	free	treat	fields	lady	honey
redo	wheels	leave	buried	ceremony	money

Practice



Work with a partner. Copy the chart above into your notebook. Say a word from the chart, and ask your partner to spell it aloud. Then have your partner say the next word. Continue until you can spell all of these words correctly. Now spell the words in the box below and add them to the chart under the correct headings. Circle the letters that stand for /ē/.

bead	families	philosophy	studied	valley
even	geese	Egypt	treat	vary

Learning Strategy

To acquire grade-level vocabulary, actively memorize new words and their spellings. To help remember this information, be sure to review it often.

Reading Strategy Compare and Contrast

Comparing and contrasting helps you to understand what you read more clearly. When you compare, you see how things are similar. When you contrast, you see how things are different. To compare and contrast, follow these steps:

- Look for words the author uses to show that things are similar, such as *alike*, *also*, *too*, *in the same way*, and *likewise*.
- Look for words the author uses to show that things are different, such as *one main difference*, *but*, *however*, *yet*, *unlike*, and *opposite*.
- Use a graphic organizer to list your comparisons and contrasts.

As you read “Ancient Kids,” compare and contrast the Greek, Roman, and Maya cultures.

Set a purpose for reading Compare and contrast what it was like growing up among the ancient Greeks, Romans, and Maya. How did each culture treat children differently? What is different about growing up today?

Ancient Kids

Growing Up in Ancient Greece

ANCIENT GREECE

2000 B.C.E.

146 B.C.E.

0

2000 C.E.

When a baby was born in ancient Greece, the father performed a **ritual**. He did a dance, holding the newborn baby. For boy babies, the family **decorated** the house with **wreaths** of olives. For girl babies, the family decorated the house with wreaths made of wool.

There were many differences in the lives of boys and girls as they grew up. One main difference was that girls did not go to school and boys did. Some girls learned to play musical **instruments**.

Mostly, girls helped their mothers with **chores** in the house or in the fields. They didn't leave their houses very often. Sometimes they went to festivals or funerals. They also visited neighbors.

Girls stayed home with their parents until they got married. Girls' fathers usually decided whom the girls would marry.

decorated, made it look more attractive by adding things to it

wreaths, circles made from flowers, plants, or leaves

instruments, objects used for making music
chores, small jobs



▲ Some girls learned to read and write at home.

Boys stayed home until they were six or seven years old. They helped grow **crops** in the fields, and they learned to sail boats and to fish.

When boys were about seven years old, they started their **formal education**. They went to school and learned reading, writing, and mathematics. They had to memorize everything because there were no school books! They memorized the poetry of Homer, a famous poet. They also learned to play a musical instrument, such as the **lyre**.

At school, boys learned about the arts and war. They also learned how to be good **citizens**. At the age of eighteen, boys went to **military school** for two years.

Children played with many toys, such as rattles, clay animals, pull-toys on four wheels, yo-yos, and **terra-cotta** dolls. Children also had pets, such as birds, dogs, goats, **tortoises**, and mice.



People placed these clay figures ▲ in the graves of children to keep them company in the afterlife.



▲ In Ancient Greece, students stood in front of their teachers.

crops, wheat, corn, fruit, and so on, that a farmer grows
formal education, education in a subject or skill that you get in

school rather than by practical experience

lyre, ancient instrument, similar to a guitar

military school, school where students learn to fight in wars

terra-cotta, baked red clay

tortoises, land animals that move very slowly, with a hard shell covering their bodies

Before You Go On

1. How were boys' lives different from girls' lives in ancient Greece?
2. What toys did children play with?

On Your Own

Did your family have any special ceremonies when you were born? Describe them.

Growing Up in Ancient Rome

ANCIENT ROME

753 B.C.E.

0

476 C.E.

2000 C.E.

ANCIENT GREECE

2000 B.C.E.

146 B.C.E.

0

2000 C.E.

When a Roman baby was born, a relative put the baby at the feet of the father. The father picked up the baby to accept it into the family. The baby was named nine days after birth.

The oldest man in a family—the father, the grandfather, or an uncle—was the “**head of the family**.” However, women were also important to family life. They **managed** the house and household **finances**. In the early years of ancient Rome, women did not have many **rights**. In later years, they had more rights. They were allowed to own land and to have some types of jobs. They could manage some businesses, but they were still not allowed to hold jobs in the government or to become lawyers or teachers.

Girls and boys wore a special **locket**, called a **bulla**, around their necks. The bulla protected them from evil. A girl wore the bulla until her wedding day. A boy wore the bulla until he became a citizen. A boy became a citizen at age sixteen or seventeen. The family had a big celebration on this day.

Some Greeks lived in southern Italy and Sicily. The ancient Greeks had a cultural **influence** on the Romans. Greek teachers introduced the Romans to the Greek gods and goddesses and to Greek literature and philosophy.

head of the family, person who is in charge of the family

managed, controlled or directed

finances, money matters

locket, piece of jewelry like a small round box in which you put a picture of someone

influence, effect



▲ Roman children dressed like their parents. They wore long shirts called tunics.



▲ Marble heads of a Roman girl and boy

Roman children played with marbles, much like these modern glass ones. ▼



▲ Dolls were popular toys.

School was not free. Most children in ancient Rome were not from rich families. They were poor. In poor families, parents taught their children at home. Many poor children did not learn to read or write.

Rich families sent their children to school at age seven to learn basic subjects. Girls did not continue in school after they learned the basic subjects. They stayed at home, where their mothers taught them how to be good wives and mothers.

Boys from rich families continued their education in formal schools or with **tutors**. They became lawyers or worked in government.

What did children do after school? They played with friends, pets, or toys. Toys included balls, hobbyhorses, kites, **models** of people and animals, hoops, **stilts**, marbles, and knucklebones. War games were popular with boys. Girls played with dolls. They also played board games, tic-tac-toe, and ball games.

What kind of pets did children play with in ancient Rome? Dogs were the favorite pets. Roman children also kept birds—pigeons, ducks, **quail**, and geese—as pets. Some children even had pet monkeys.

tutors, teachers of one student or a small group of students

models, small copies

stilts, a pair of poles to stand on, used for walking high above the ground

quail, small fat birds that are hunted and shot for food and sport

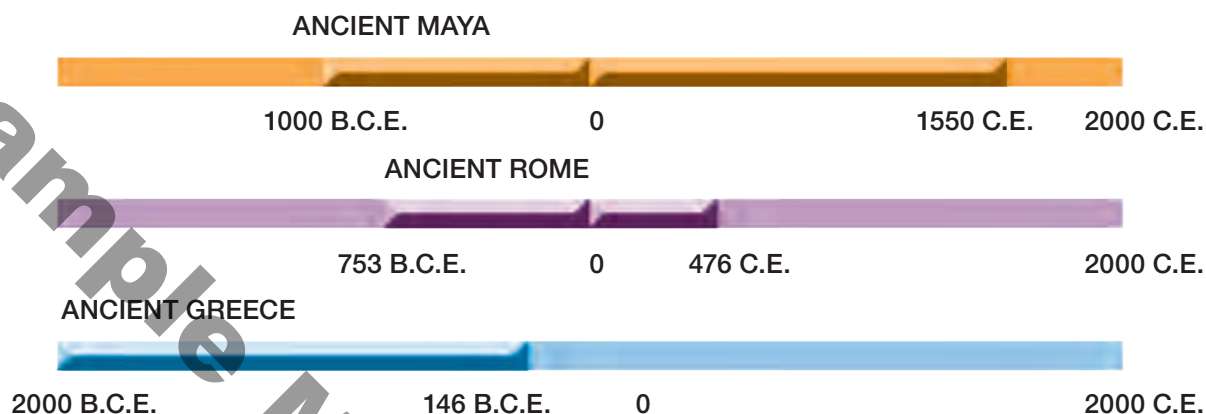
Before You Go On

1. What did Roman girls do when they grew up?
2. What kind of work did Roman boys from rich families do?

On Your Own

How is what you do after school different from what Roman children did?

Growing Up in the Ancient Maya Culture



The Maya lived throughout parts of southern Mexico and Central America, including Belize and Guatemala. They built large cities and created extraordinary art and architecture. You can visit the **ruins** of some ancient Maya cities, such as Chichén Itzá in Mexico's Yucatan region.

In Maya culture, the father was the head of the family. Maya men worked hard to support their families, and they paid **taxes** to the government. Women in Maya society cooked, made cloth, sewed clothing, and took care of the children.

When a boy was about five years old, the Maya tied a small white bead to the top of his head. When a girl was about five, the Maya tied a red shell around her waist. When boys and girls were twelve or thirteen years old, the village had a big **ceremony** that marked the end of childhood. During the ceremony, a priest cut the beads from the boys' heads. Mothers removed the red shells from the girls' waists. After the ceremony, boys and girls could get married. Young men painted themselves black until they were married.

ruins, parts of buildings that are left after other parts have been destroyed
taxes, money that must be given

All women did some weaving and spinning. They made things for their families and to sell. ▼





◀ This Maya mask shows a jaguar.

Maya boys and girls, unlike Roman children, did not have to pay to go to school. They learned from their parents, too. Girls learned how to weave and cook. Boys learned to hunt and fish. Children also learned how to grow crops, such as corn. At age seventeen, boys joined the army to learn about war and fighting.

Children played games and they played with toys. Some of their toys had wheels. Surprisingly, the Maya did not use wheels in their work or transportation. However, toys, such as animal pull-toys, had wheels.

Animals were important in everyday life and religion. The Maya used animals in their art. They decorated various items with pictures of foxes, owls, **jaguars**, hummingbirds, eagles, and other animals. The Maya sometimes ate dogs, but they mainly used dogs for hunting. The Maya thought that dogs could **guide** people on the journey to the **afterlife**. This is why they buried dogs with their owners.

jaguars, large wild cats with black spots

guide, show the way to

afterlife, life that some people believe you have after death

Before You Go On

1. What are three modern-day countries where the ancient Maya lived?
2. Why did Maya boys and girls have a special ceremony when they turned twelve or thirteen?

On Your Own

What would you have enjoyed about growing up among the Maya?

Review and Practice

Comprehension



Recall

1. What pets did the children of ancient Greece have?
2. What did Greek teachers introduce to the Romans?

Comprehend

3. Who taught ancient Maya girls how to weave and cook?
4. What did both six-year-old girls and boys in ancient Greece do?

Analyze

5. Why do you think grown-ups in all three cultures had toys for their children?
6. What do you think was the most important **feature** of education in ancient Rome?

Connect

7. Do you think that **cultural** activities are as important today as they were in ancient times? Why?
8. What do you think makes a person well educated? What do you think people should learn in school? Do you think people should learn about **classical** art and literature? Why or why not?

In Your Own Words

Summarize the reading. Use the topics and vocabulary below to tell a partner about growing up among the Greeks, Romans, and Maya.

Speaking Skill

Present each topic clearly.

Ancient Greeks	Ancient Romans	Ancient Maya
The Birth of a Baby	The Birth of a Baby	Life for Men and Women
Education for Boys	Women's Rights	Ceremonies
Education for Girls	Education for Boys	Education for Boys
Toys and Pets	Toys and Pets	Toys and Animals

Discussion

Discuss with a partner or in a small group.

1. What are some examples of ceremonies in “Ancient Kids”? What ceremonies are important to family life today?
2. Which ancient society would you have wanted to grow up in—the Greek, Roman, or Maya culture? Why?
3. In your opinion, why is education important for children?



How does growing up change us? Compare and contrast what it was like growing up in ancient cultures to growing up today. What is different for kids today? What is similar?

Read for Fluency

When we read aloud to communicate meaning, we group words into phrases, pause or slow down to make important points, and emphasize important words. Pause for a short time when you reach a comma and for a longer time when you reach a period. Pay attention to rising and falling intonation at the end of sentences.

Work with a partner. Choose a paragraph from the reading. Discuss which words seem important for communicating meaning. Practice pronouncing difficult words. Give each other feedback.

Extension



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In “Ancient Kids” you learned about growing up long ago. Choose any one of the three cultures you read about. Think about what features of the culture you would like to research. For example, you could read more about ancient Greek games like knucklebones or find out about an ancient Maya ballgame called pok-a-tok. Select a cultural feature to research. Then use encyclopedias, books, and the Internet to find the information. Share the information with your classmates.

Ancient Maya people used their hips and thighs to shoot a hard rubber ball through pok-a-tok hoops like these. ▶

Listening Skill

Listen carefully to your classmates. Identify the important ideas. Retell these ideas in your own words to confirm that you have understood them correctly.



Grammar

Showing Contrast: Coordinating Conjunctions

A coordinating conjunction is used to connect two ideas in a sentence. The two parts of the sentence are called independent clauses. The coordinating conjunctions *but* and *yet* contrast two ideas. The conjunction usually begins the second independent clause and is preceded by a comma. The second clause shows the contrasting idea.

The Maya sometimes ate dogs, **but** they used most dogs for hunting. Women could manage some businesses, **yet** they were still not allowed to hold jobs in the government.

Practice A



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Work with a partner. Copy the sentence starters in Column A into your notebook. Complete the sentences with *but* or *yet* and the contrasting idea in Column B. Be sure to add the proper punctuation.

Example: The father was the head of the family,
yet women had some rights.

Column A	Column B
1. Animals were kept as pets	a boy learned to hunt and fish.
2. Children worked hard	Roman girls did not.
3. A girl learned to weave and cook	they were also eaten.
4. Roman boys kept going to school	they still had time for fun.

Practice B

Work with a partner. Copy the sentences into your notebook. Then combine them using *but* or *yet*. Punctuate correctly.

- My parents are both tall. I'm short.
My parents are both tall, but I'm short.
- Caroline carried her umbrella all day. It didn't rain.
- Joaquín is graduating next month. He still doesn't have a job.
- The show starts in ten minutes. We're stuck in traffic.
- I love chocolate cake. I don't like chocolate ice cream.

Grammar Skill

The subject pronoun in the second clause often refers to the subject in the first clause. Make sure they agree.

Grammar Check

- ✓ When *but* or *yet* is used to connect two independent clauses, which clause **shows the contrasting idea**?

Apply

Work with a partner. In your notebook, write five sentence starters. Switch notebooks with your partner. Take turns reading each other's sentences and finishing them with clauses that begin with *but* or *yet* and show a contrasting idea.

Example: Yesterday I went to a restaurant, but I didn't enjoy the food.

Showing Contrast: Conjunctive Adverbs

A conjunctive adverb, like a coordinating conjunction, connects two ideas. A conjunctive adverb is used with two complete sentences, each a complete thought. A conjunctive adverb is a type of transition. Use transitions to help show a change in thought.

Some examples of conjunctive adverbs are *however*, *nevertheless*, and *nonetheless*. Like other adverbs, they describe the verb. The conjunctive adverb begins the second sentence and is followed by a comma. The second sentence shows a contrasting idea.

The oldest man was the “head of the family.” **However**, women were also important to family life.
The Romans’ culture was very different from the Greeks’. **Nevertheless**, the Greeks introduced them to Greek philosophy.
Education was important to Romans. **Nonetheless**, education was not free.

Practice A



Work with a partner. Rewrite the sentences in your notebook using *however*, *nevertheless*, or *nonetheless*. Remember to include proper punctuation.

1. He was angry. He took her to the dance.
2. It was cold. I went swimming.
3. Sue ate a lot for lunch. She was hungry.

Practice B

Draw a line to the sentence with the correct contrasting idea.

1. I studied hard for the test.	However, they were actually planning my surprise party.
2. Yoga is quite challenging for So Ling.	Nevertheless, he still didn't have enough to buy a computer.
3. Henry was looking forward to his vacation.	However, his family had to cancel their trip.
4. Eduardo tried to save money for a year.	Nonetheless, she enjoys it.
5. My friends told me they were too busy to see me on my birthday.	Nevertheless, I made a lot of mistakes.

Grammar Check

- ✓ What punctuation follows a **conjunctive adverb**?

Grammar Skill

Nevertheless is slightly more formal than *nonetheless* and *however*. It is used more often in writing than in speaking.

Apply

Work with a partner. In your notebook, write five sentences about yourself. Then write a contrasting idea. Read the sentences to your partner, using the transitions on this page.

Example: I like studying English. Nevertheless, it's difficult.

Write a Friendly Letter

A narrative is a story. It can be told about real people and events or about characters and events that a writer creates. In this lesson, you will write a narrative paragraph in the form of a friendly letter. A friendly letter is written to a friend or family member. In friendly letters, writers often tell about events in their lives. They use a personal and informal voice. A friendly letter includes five parts: date, greeting, body, closing, and signature.

Writing Prompt

Write a friendly letter to an older family member. Tell a story about an event that happened when you were younger. Tell what happened in time order, using signal words such as *then* and *next*. Use connecting words to combine sentences. Be sure to use coordinating conjunctions and conjunctive adverbs correctly.

1 Prewrite Choose an interesting event from your past.



- Ask yourself why this event was important to you.
- Think about someone who would enjoy reading about it.
- List your ideas in a graphic organizer.

A student named Amir created this graphic organizer.

Date: July 23, 2019

Greeting: Dear Grandpa,

Body: Being in my school play helped me overcome stage fright.
Didn't really enjoy performing in front of others— nervous.
Performed well. Amazing sense of accomplishment.

Closing: Love,

Signature: Amir

2 Draft Use your organizer to help you write a first draft.

- Keep in mind the person who will read your letter.
- Remember to include all five parts of a friendly letter.
- Use coordinating conjunctions and conjunctive adverbs correctly.

3 Revise Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 389.

4 Edit and Proofread Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 40. Edit your final draft in response to feedback from your partner and your teacher.

5 Publish Prepare a clean copy of your final draft. Share your friendly letter with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Writing Checklist

Voice:

- ☐ My voice was personal and informal.

Conventions:

- ☐ I included the five parts of a friendly letter.
- ☐ I used coordinating conjunctions and conjunctive adverbs to show contrast.

Here is Amir's letter to his grandfather. Notice how Amir used coordinating conjunctions and conjunctive adverbs to show contrast.

July 23, 2019

Dear Grandpa,

Did I ever tell you how being in my school play helped me overcome stage fright? I was only nine years old, and I didn't really enjoy performing in front of others. All week, my class and I practiced hard, but I couldn't get over my fear. Then, on the night of the play, I was so nervous! When I walked on stage, I had the urge to run away. The heat from the stage lighting was almost unbearable. During the performance, I felt as if the eyes of everyone in the audience were glaring at me. However, even though I was really nervous, I performed well. Afterwards, I felt an amazing sense of accomplishment. Since you saw the play, I wanted to share my memory of that night with you.

Love,
Amir



Prepare to Read

What You Will Learn

Reading

- Vocabulary building: *Literary terms, dictionary skills, word study*
- Reading strategy: *Visualize*
- Text type: *Literature (novel excerpt)*

Grammar

- Direct quotations: *Statements*
- Direct quotations: *Questions*

Writing

- Write about a character and setting



THE BIG QUESTION

How does growing up change us? What kinds of families do children grow up in? Some grow up in large families; others grow up in small families. Sometimes children are raised by their grandparents, aunts, or uncles.

Work with a partner. Use your prior experiences to talk about the kinds of families you know and those in stories and on TV. In your notebook, draw a picture of a family from a TV show or a book. Label the members of the family using words such as *mother, father, sister, brother, aunt, uncle, grandmother, grandfather, stepmother, or stepfather*. Share your ideas about how our families influence who we become with your peers and teacher.

Build Background

Becoming Naomi León is a realistic novel—a fictional narrative about events that could happen in everyday life. The main character, Naomi Soledad León Outlaw, lives in Lemon Tree, California. She and her younger brother, Owen, have been cared for by Gram, their great-grandmother, ever since their mother left them seven years ago. Naomi often feels unhappy. To cheer herself up, she writes lists and carves beautiful objects out of soap. In the novel excerpt, you will read about Naomi's reunion with her father in Oaxaca, Mexico.

Oaxaca is a city in southern Mexico. The people there hold a radish-carving festival every year. After reading the novel excerpt, you may want to try carving, too. A how-to piece called "Soap Carving" will tell you how.



This woman is carving a radish. ►

Vocabulary

Learn Literary Words

In fiction, you can learn a lot about a character by paying attention to what the character says. **Dialogue** is the exact words spoken by two or more characters. Writers use dialogue to reveal what the characters in a story are like. Often, dialogue makes the characters seem like real people.

Read the examples of dialogue below. They are from *Becoming Naomi León*. Notice that each bit of dialogue begins and ends with quotation marks (“ ”).

“I will go with you,” said Santiago, and they headed towards the garden.
“Do not be sad,” he whispered.

Another important part of a story is the **setting**—the time and place where the narrative occurs. Identifying the setting will help you better understand what is happening in a story. Sometimes writers state the setting directly. In other cases, you must use clues to figure out where the narrative takes place. Clues might include details about the type of clothing, houses, land, weather, time of day, and transportation.

Practice



Work with a partner to develop your comprehension of literary language. Take turns reading each setting aloud. First, identify the time—past, present, or future—of the setting. Then identify the place.

Type of Literature	Setting
Mystery story	Joe walked down a dark road on the edge of town. It was raining hard and flashes of lightning lit up the deserted house at the end of the street. Joe heard a clock strike midnight and a dog howl in the distance. He took out his cell phone, but the battery was dead.
Science fiction novel	In the year 3050, a strange yellow aircraft landed on Earth. Two huge insect-like creatures stepped out. They waved their many legs in the air but did not speak.
Historical novel	In the 1850s, I met a woman who ran a big cattle ranch in Arizona. She used to ride into town on a palomino pony, wearing a big leather hat and a long cotton skirt.

Literary Words

dialogue
setting



Learning Strategy

Use words that you already know to learn new and essential language, or words that you must know in order to understand your schoolwork.

Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about literature and informational texts. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read the excerpt from *Becoming Naomi León*, try to use these words to respond to the text.

Academic Words

assist
bond
conflict
process



assist = help someone do something	→	Grandparents sometimes assist parents with child care.
bond = a feeling or interest that unites two or more people or groups	→	Children usually feel a strong bond with their parents.
conflict = disagreement	→	The two friends solved their conflict by discussing their disagreement openly.
process = a series of actions that someone does in order to achieve a particular result	→	There are many steps in the process of writing a story.



Practice



Write a **purple** word from the box above to complete each sentence. Then take turns reading the sentences aloud with a partner.

1. We want this _____ between the two countries to be settled right away. Otherwise, the two countries may go to war.
2. Brothers and sisters often have a close _____. They know each other well and care about each other.
3. My friend from Oaxaca explained the steps involved in the _____ of carving radishes.
4. I often _____ my aunt when she is caring for her son. I help her make his lunch.



This brother and sister have a close bond. ►

Word Study: Suffixes -ness, -tion, and -ation

A suffix is a letter or a group of letters placed at the end of a base word. A suffix can change a word's part of speech and its meaning. Sometimes when a suffix that begins with a vowel is added to a base word that ends in a vowel, the last letter is dropped from the base word. Study the examples in the chart below. The letter *e* in the verb *admire* is dropped before adding the suffix *-ation*.

Word	Suffix	New Word
fierce (adjective)	-ness	fierceness (noun)
admire (verb)	-ation	admiration (noun)
consider (verb)	-ation	consideration (noun)

Practice



Work with a partner. Add the suffix to the end of the word to create a new word. Check the dictionary to make sure that you have written the word correctly. Write the word in the chart.

Word	Suffix	New Word
good (adjective)	-ness	(noun)
imagine (verb)	-ation	(noun)
transport (verb)	-ation	(noun)

Reading Strategy

Visualize

Visualizing helps you understand what the author wants you to see. When you visualize, you make pictures in your mind. To visualize what you are reading, follow these steps:

- Read the text, such as these sentences from *Becoming Naomi León*:
Tied to the branches with transparent fishing line, the carved wooden animals appeared suspended. When a warm breeze tickled the dragons, reptiles, birds, and lions, they twirled and swayed.
- Now, close your eyes and visualize what you read. What do you see?
- As you read, look for descriptive words the author uses.

As you read the excerpt from *Becoming Naomi León*, ask yourself, “What words help me create a picture of what things look like and what is happening?”

Set a purpose for reading Naomi is reunited with her father in Oaxaca after many years. How does the experience change her?

Becoming Naomi León

Pam Muñoz Ryan

*Life changes when eleven-year-old Naomi's mother, Skyla, comes back and tries to obtain **custody** of Naomi. Gram and the children flee in their trailer, Baby Beluga, to Oaxaca in search of the children's father, hoping that he will make Gram the children's legal guardian. They arrive just in time for Oaxaca's radish-carving festival. Naomi finally finds her father and discovers that he loves carving, too.*

On Christmas morning Owen and I stood in the yard and looked up. I had to pinch myself to make sure I was not dreaming. A jungle of painted beasts floated beneath the **jacaranda** tree, the leaves and purple flowers like a **canopy** above them. Tied to the branches with **transparent** fishing line, the carved wooden animals appeared suspended. When a warm breeze tickled the dragons, reptiles, birds, and lions, they twirled and swayed.

Owen and I lay down on the ground and watched them. A few minutes later Santiago came out from behind the trailer, where he had been waiting. He lay down next to us and we watched the **spectacle** to the music of Owen's **raspy** laughter.

Later in the afternoon I sat outside, carving with Santiago. He was an expert on wood and had brought some of the special copal branches from the trees in the mountains. I loved watching him carve.

He held up a curved branch. "Each piece has a personality. Sometimes you can look at the wood and see exactly what it might be. The promise

LITERARY CHECK

Describe the **setting** at the beginning of the excerpt.

Listening Skill

Follow along in your book as you listen to the audio. Notice the words in bold type. To understand them, read the definitions at the bottom of the page. Knowing the meanings of these words will enhance and confirm your comprehension of the story.

custody of, the right to legally care for

jacaranda, type of tropical tree with purple flowers

canopy, cover attached above a bed or seat, used as decoration or as a shelter

transparent, clear and easy to see through

spectacle, public scene or show that is very impressive

raspy, rough sounding



reveals itself early. Other times you must let your imagination **dictate** what you will find. How do you see your soap today? It is a dog, right?”

I nodded. I had been working on it for several days. “This end will be the tail. And here”—I pointed to the bottom corner—“will be one of its legs, running.”

Santiago nodded.

Almost done, I pulled my knife across the soap but dug a little too deep and a large piece crumbled to the ground. With one slip of the knife, I had accidentally carved off the running leg.

I gasped.

“No, do not be sad,” said Santiago. “There is still some magic left inside. Let us say that the missing leg is **simbólico** of a **tragedy** or something the dog has lost. Or that its destiny was to be a dog with three legs.” He picked up my carving, and with a few strokes of the knife smoothed the ragged piece into a perfect three-legged dog. “You must carve so that what is inside can become what it is meant to be. When you are finished, the magic will show itself for what it really is.”

dictate, influence or control

simbólico, Spanish for “symbolic”; standing for a particular event, process, or situation

tragedy, event that is extremely sad, especially one that involves death

Before You Go On

1. How do Owen and Naomi spend Christmas morning?
2. What is Naomi carving out of her bar of soap?

On Your Own

Have you ever created something and in the process allowed your imagination to “dictate what you find”? Describe the experience.

Santiago considered an odd-shaped piece of wood. “When the promise does not reveal itself early, your imagination must dictate your intentions. Then the wood, or the soap, it will become what you least expect. Sometimes the wood fools me. I think I am carving a parrot, and when I am finished it has a fish tail. Or I begin a tiger, and in the end it has the body of a dancer.”

With the small **machete**, he scraped at the layers of the bark that had built up over time, exposing the **innards** of what used to be a tree branch and revealing the unprotected heart meat. He traded the machete for a knife and chaffed at the wood with quick strokes. Soon he handed me a rough figure.

I held it up in the air. I could see that it was a lion’s body with a human’s head, maybe that of a girl.

As I turned it around, admiring it, Gram came out of the house and slowly sat down in one of the chairs. She stared at her folded hands and cleared her throat. “I just checked in with [our neighbor] Mrs. Maloney [in Lemon Tree]. The **mediator**, a young woman, showed up at Avocado Acres yesterday to interview her... Imagine showing up on Christmas Eve! The woman asked Mrs. Maloney where we were because she needs to talk to all of us by Friday, January third. Mrs. Maloney told her we’d return from our family vacation in time for the interview, which is what I had told her to say if anybody asked. That’s in nine days, and what with four or five days’ driving ahead of us . . . I’m sorry, Naomi, but we should leave the day after tomorrow.”

machete, knife with a broad, heavy blade, used as a cutting tool

innards, inside parts

mediator, person who tries to help two groups to stop arguing and make an agreement

✓ **LITERARY CHECK**

How does the **dialogue** reveal Santiago’s feelings about carving?



I took a deep breath and looked around the yard. “Can’t we just stay here?” I asked, my hands suddenly **quivering**. “You like it here. You said so yourself.” I heard Owen’s and Rubén’s giggles coming from the garden. “Owen loves it and we could . . . we could go to school here. We’re learning Spanish real good. Or . . . or we could go to **Puerto Escondido** and live in the little house and help sell the carvings. . . . I could learn to paint them, like Aunt Teresa . . . and . . .”

Santiago pulled me from my chair to his side on a small wooden bench. He put his arm around me.

“Naomi, I would love for you to come to my house, but right now your life is in California. I have written the letter for the judge. I told the truth about your mother and that my wishes are for you and Owen to live with María [Gram]. I told that I want to be a part of your life and see you . . . maybe in the summer for vacations if that is all right with you and Owen. More, if it is possible.”

My lips **trembled**. I stared at the ground.

“I did not fight for you when you were little,” said Santiago. “It is something for which I am sorry. I should not have believed your mother when she said I would never be able to see you. If I had been stronger, maybe things could have been different, but maybe they would not have been so different. . . . How will we ever know?”

I looked at him. “But why can’t you come with us?”

“For that to happen,” he said, “I would have to prepare. Much would need to be done. Sell my house. My boat. Much of my money comes from my carvings, which are sold only in Oaxaca. My work, it is here.”

“But what if the judge—”

“Naomi,” said Gram, “we are not going to consider the worst that could happen. Thinking that way does not help **self-prophecies**.”

Since we’d found Santiago, Gram was wearing her fierceness again. At least on the outside.

“I guess I better tell Owen,” said Gram.

“I will go with you,” said Santiago, and they headed toward the garden.

Alone, beneath the jacaranda, I stared at the three-legged dog and the lion girl in my lap.

We rode home to Lemon Tree silently. The truck and Baby Beluga seemed to drag along the highway. We traveled with less than we had brought. . . . So why did we seem to plod along? Did the weight of our memories slow us down?

quivering, shaking slightly because of nervousness or worry

Puerto Escondido, Spanish for “Hidden Port,” a port city in the state of Oaxaca, Mexico

trembled, shook because of fear

self-prophecies, predictions about yourself that could come true

LITERARY CHECK

What does the **dialogue** between Gram and Naomi show about Gram’s character?

Before You Go On

1. What does Santiago carve out of the tree branch?
2. Where does Santiago sell his carvings?

On Your Own

How would you feel if you were Naomi? Would you want to stay in Oaxaca? Why?

For hundreds of kilometers, I held the lion girl and thought about all that I wanted to tell [my friend] Blanca, especially about my father.

On our last days in Oaxaca, Owen and I had gone everywhere with Santiago: to visit Aunt Teresa, to **el zócalo**, to **el Mercado** for pineapple-coconut ice cream. And to admire the statue of Soledad in **la basilica**.

I would never forget that day. The statue with the long robe, a crown of gold, the sparkling stained-glass windows. Our footsteps echoing on the floor. Holding Santiago's hand and listening to his adoration.

"*Our Lady of Solitude* is loved by sailors and fisherman," he said. "She protects us at sea: when our boats are rocking in a storm, when it is foggy and we cannot see the way, when we need to get home and our motor fails us. Then we ask for her assistance. She is part of Oaxaca. And since you have her name and have been here to see the wonder of this city, Oaxaca is part of you."

The morning we left, Santiago came early to help load the last of the luggage. He cut down all the animals hanging from the jacaranda and gave them to Owen and me.

It was a long good-bye . . . the kind of good-bye where everyone hugged and kissed every single person, then stood around talking and looking at each other, then all of a sudden started hugging and kissing everyone again, crying a little each time.

When we were finally ready to climb into the truck, Santiago hugged me and said, "Be brave, Naomi León."

I nodded, but when he took me in his arms one more time and rocked me back and forth, I didn't pretend to be brave.

"Do not be sad," he whispered. "We have found each other. I will write. You will write. We have much for which to be thankful and everything will be the way it was meant to be. You will see. I promise. I promise. Now you must promise."

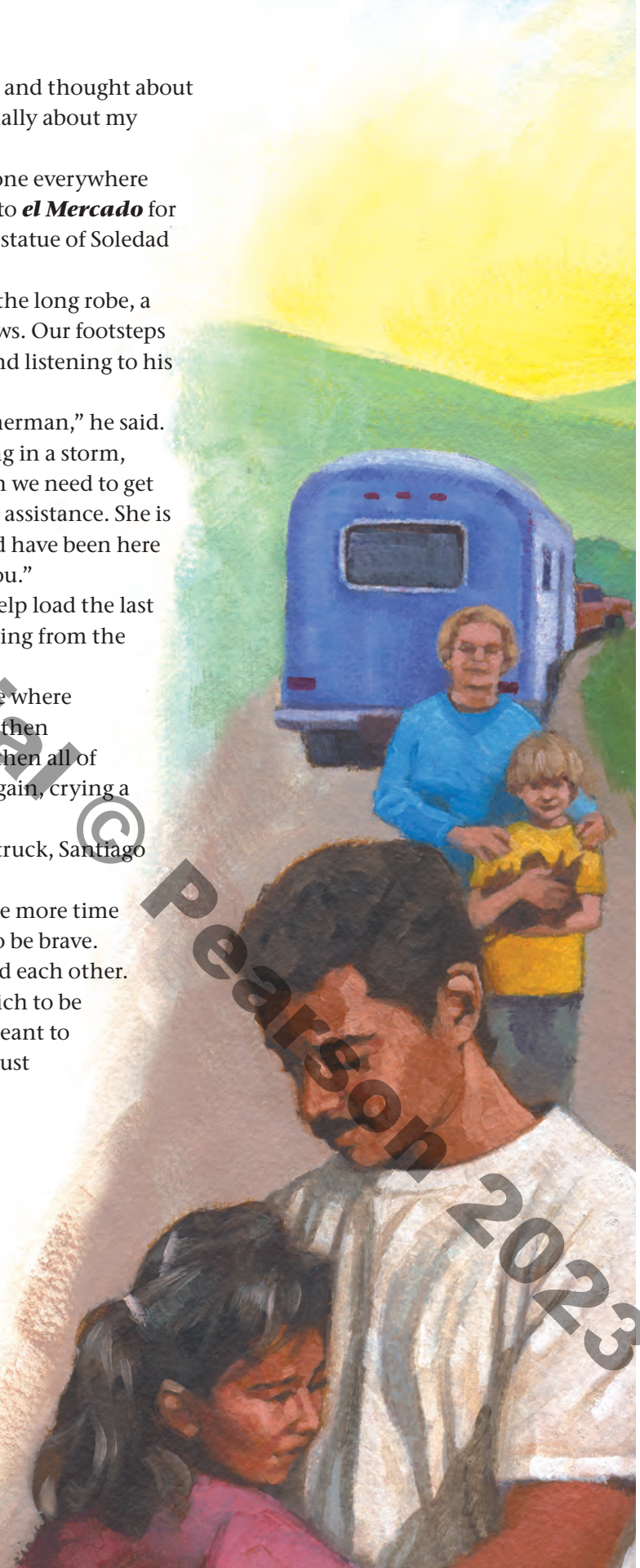
"I promise." . . .

Oaxaca had long disappeared from our view. I opened my notebook to make a list of all that I hoped to remember, but I closed it. My pen seemed too heavy to lift.

el zócalo, a public square/town square

el Mercado, the market

la basilica, the church

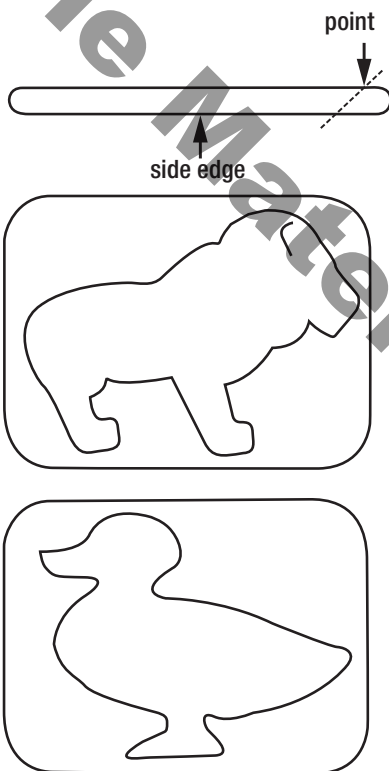


Soap Carving

Here's how you can learn to carve soap like Naomi.

What you will need:

- Newspapers or a tray or a bowl (something to catch the soap shavings)
- Scissors
- Craft sticks
- Tracing paper (optional)
- A bar (or bars) of pure and natural soap that will need to be aired overnight (see steps 2 and 3 below)
- Pencil or ballpoint pen
- Sheet of paper



1. Using your scissors, cut off the tip of your craft stick at an angle, creating a point.
2. Unwrap the soap. Using the long edge of a craft stick, scrape the logo from each side of the bar so that you will have a flat surface.
3. Let the soap air out overnight.
4. Draw or trace a design (or create your own) onto a piece of paper such as the ones on the left. Remember, the design should be no larger than your bar of soap. Or you can carve without a pattern and create your own abstract design.
5. Place the piece of paper with the design against the broad, flat side of the soap. Using a ballpoint pen or a pencil, trace the outline of the design, pressing hard so it will leave an impression on your soap.
6. Following the basic rectangular shape of the soap, block out your design. Using the side edge of the angled craft stick, cut away the soap you don't need in thin layers. (Note: Cutting away too much at once will likely cause your soap to crumble apart.)
7. Once the basic angles have been established, start rounding your form. Keep turning your piece, working evenly and from all angles.

About the Author

Pam Muñoz Ryan grew up in California's San Joaquin Valley and is half Mexican, with Basque, Italian, and Oklahoman cultural influences. Much of her family lived nearby. The stories her family told had a big influence on her as she was growing up. Ryan loved reading as a child and became a bilingual teacher before she began writing her own stories for children. She is the 2018 U.S. nominee for the International Hans Christian Andersen Award. Ryan proudly uses Muñoz in her name to reflect her Mexican heritage.



Before You Go On

1. Where do Owen and Naomi go on their last days in Oaxaca?
2. What does Santiago give to Owen and Naomi before they leave?

On Your Own

How might creating something in writing, carving, or some other artistic form make an unhappy person feel better?

Review and Practice

Reader's Theater

Act out the following scene between Naomi and her father.

Santiago: Let me teach you how to carve. Be careful with the tools.

Naomi: I'll try, but the soap gets slippery in my hands.

Santiago: Start by drawing the design you want on the soap. Choose something simple, like a dog or cat.

Naomi: I'll draw a dog. There . . . that looks good. Now I'm ready to start carving. First, I'll carve the outside pieces. This will be the dog's shape.

Santiago: Wonderful, Naomi! Now, be very careful when you start carving the legs. They're more difficult to carve because they are so thin.

Naomi: Oh, no! Look what I've done. I cut off the running leg!

Santiago: Don't worry. We'll make a different kind of dog, one that has lost something. Look now. Isn't this three-legged dog even more lovely?

Naomi: Yes, it's not the dog I planned, but it is beautiful.

Speaking Skill

Face your partner when you are speaking to him or her. Speak clearly and loudly so that your audience can hear you.

Comprehension



Did you understand the story? If not, reread it with a partner. Then answer the questions below.

Recall

1. What does Mrs. Maloney tell the mediator about the Leóns?
2. What wishes does Santiago express in his letter to the judge?

Comprehend

3. What are several reasons why Naomi wants to stay in Oaxaca?
4. Why would it be hard for Santiago to go to California?

Analyze

5. Why does Naomi say, "My pen seemed too heavy to lift"?
6. Will Naomi be allowed to stay with Gram? Predict what will happen.

Connect

7. With what person in your life do you have a strong **bond**? Why?
8. Have you ever loved a place so much that you felt that it was “part of you”? Describe the place and your feelings about it.

Discussion

Discuss with a partner or in a small group.

1. In your opinion, should Naomi and Owen live with Santiago, Gram, or Skyla? Give reasons for your answer.
2. Imagine that you could travel anywhere in the United States or Mexico. Where would you go and why?



How does growing up change us? What sorts of feelings did Naomi have when she had to say good-bye to her father? Describe the **conflict** that she felt. How do you think that kind of experience affects a person her age?

Listening Skill

Implicit ideas are suggested, but are not stated directly. Listen to your classmates for implicit ideas. Look for clues, such as facial expressions, word choice, or intonation.

Response To Literature



Think about what you have learned about Oaxaca from *Becoming Naomi León*. Jot down words and phrases that the author uses to describe the setting. Based on what you have learned, write a short travel brochure in which you tell people why Oaxaca would be a nice place to visit. Describe three features of Oaxaca that would attract tourists. Use descriptive words that will make people want to travel there. You may want to find several photographs or make some drawings for your brochure. Share your completed travel brochure with a classmate.



The streets of Oaxaca

Direct Quotations: Statements

A direct quotation is enclosed in quotation marks (“ ”). Quotation marks always come in pairs. Use them at the beginning and at the end of the direct quotation. A direct quotation is usually introduced with a phrase identifying the speaker and a reporting verb such as *said*. The first letter of the quotation is capitalized.

The phrase identifying the speaker may begin the sentence. The phrase must begin with the speaker, and a comma comes after *said*. A period comes after the quotation, followed by the final quotation mark. When the direct quotation begins the sentence, a comma follows the quotation and a period ends the sentence.

He said, “Do not be sad.” “Do not be sad,” he said.

When a direct quotation is interrupted by the phrase identifying the speaker, quotation marks enclose both parts of the quotation. Do not capitalize the second part of the quotation. Commas come after the first part of the quotation and after the phrase.

“Naomi,” said Gram, “we are not going to consider the worst that could happen.”

Practice A



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Work with a partner. Add commas and quotation marks as needed.

1. “All right,” she said, “we can go.”
2. The teacher said Our test is tomorrow.
3. I will take you to the airport my brother said.
4. I’ll try it she said but I won’t like it.

Practice B

Work with a partner. Identify the mistake in each sentence and write it correctly in your notebook.

1. “I want to be famous when I grow up.” Dario said.
2. Her friend said, You’re always so late!”
3. “Well,” he said, “She is not coming with us.”

Grammar Skill

When you use a pronoun to identify the speaker, put the pronoun before the verb.

Grammar Check

✓ Which verb used with the **direct quotations** helps identify the speaker?

Apply

Work with a partner. Rewrite the quotations in the Practice exercises, putting the phrase identifying the speaker in a different place.

Direct Quotations: Questions

When quoting a question directly in your writing, use the reporting verb *ask* in the phrase identifying the speaker. When the phrase identifying the speaker begins the sentence, use a comma after the phrase. The question begins with a capital letter and ends with a question mark (?). The final quotation marks come after the question mark.

I asked, "But why can't you come with us?"

When the phrase identifying the speaker comes after the question, a question mark still ends the question, but the phrase is followed by a period.

"But why can't you come with us?" I asked.

The reporting verb *ask* is often followed by an object or object pronoun.

"But why can't you come with us?" I asked **him**.

Practice A



Work with a partner. Add question marks, quotation marks, periods, and correct capitalization where they are needed.

1. "Are you ready?" she asked.
2. Maria asked him did you like it
3. can you see it Teresa asked
4. what's for lunch he asked
5. Pierre asked me do you speak French

Practice B

Work with a partner. Identify the mistake in each sentence and write it correctly in your notebook.

1. She asked. "Who is coming to the restaurant?"
She asked, "Who is coming to the restaurant?"
2. "What day is the test" I asked?
3. Betty asked, "Do you want soup for lunch."
4. "Where do you live"? he asked her.
5. They asked, "can you meet us after the game?"

Grammar Skill

In questions, the verb follows the subject.

Grammar Check

✓ What is a **direct quotation**?

Apply

Work with a partner. Ask and answer questions about the reading. Then write five direct quotations from your discussion.

Write about a Character and Setting

At the end of this unit, you will write a short story or fictional narrative. To do this, you will need to learn some of the skills used in story writing. A good story has interesting characters and a believable setting. The setting is the time and place of the story.

Writing Prompt

Write a narrative paragraph about a character you create. Set your story in a real time and place. Start your paragraph with this sentence: *I will never forget the day I met (character's name) in or at (real place).* Describe your character's physical and personal traits. Use sensory details to describe the setting. Be sure to use direct quotations for statements and questions correctly.

1 Prewrite Brainstorm ideas for your character and setting.



- Choose a setting that you can describe clearly and vividly.
- Think about the kind of person you might meet there.
- List your ideas in a graphic organizer.

A student named Talia created this graphic organizer.

Character (Who)

Laura
very tall
shy, plays tennis
feels homesick, distraught

Setting (Where and When)

Camp Hillcrest
on a beautiful hill near a huge lake
first day of sleep-away camp

- 2 **Draft** Use your organizer to help you write a first draft.
 - Keep your purpose and audience in mind as you write.
 - Describe how your character looks, acts, and thinks.
 - Include sensory details to help readers picture the setting.
 - Use direct quotations.
- 3 **Revise** Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 389.
- 4 **Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 48. Edit your final draft in response to feedback from your partner and your teacher.
- 5 **Publish** Prepare a clean copy of your final draft. Share your narrative paragraph with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Here is Talia's story about a character she named Laura. Notice how Talia uses precise words to describe both Laura and Hillcrest.

Talia Marcus	
At Camp	
I will never forget the day I met Laura at Camp Hillcrest. It was Laura's first day at sleep-away camp, but I had been going there for several years and loved Hillcrest. It's located on a beautiful hill near a huge lake and has many great activities. I had just arrived when I noticed her. She's a very tall girl with very short hair, and she was standing all by herself. She seemed shy, so I talked to her and tried to make her feel comfortable. I discovered we both play tennis! For a while, Laura seemed fine. Then, at bedtime, a wave of homesickness suddenly came over her, and she wanted to see her parents. She looked distraught! I told her, "Everyone feels like you do at first. But if you give Hillcrest a try, you'll really like it." After that, Laura calmed down and went to sleep. She ended up loving camp, just like I knew she would.	

Writing Checklist

Ideas:

- ☐ I wrote about an interesting character.
- ☐ I placed my story in a believable setting.

Word Choice:

- ☐ I used precise words to create a vivid setting.

Conventions:

- ☐ I used correct punctuation for direct quotations.



Prepare to Read

What You Will Learn

Reading

- Vocabulary building: *Context, dictionary skills, word study*
- Reading strategy: *Use visuals 2*
- Text type: *Informational text (science article); Literature (folktale)*

Grammar

- Simple past: Regular verbs
- Simple past: Irregular verbs

Writing

- Write a story from a different point of view



THE BIG QUESTION

How does growing up change us? How is growing up different for plants and animals than it is for human beings? Some plants and animals are very small when they are fully grown. Others are very big. Which animals are very small even when they are completely grown? What are the largest animals you can name? What are the tallest plants you can name? Use your prior knowledge as you share what you know with the class.



▲ Giraffes are 1.83 meters (6 ft.) tall when they are born, but they grow to be 5.49 meters (18 ft.) tall.

Build Background

“Growth Facts: The Long and Short of It” and “The Old Grandfather and His Little Grandson” are two very different kinds of texts. The first is a science article about physical growth. It presents interesting facts about how living things grow in size. The second text is a folktale about another kind of growth. It is a narrative about a young child who teaches his parents a lesson. The child’s actions help the parents grow as human beings.

Folktales are stories from long ago. They are often told to children to teach them lessons. Some folktales warn children to stay away from danger. Others teach children to be kind to others.

In “Growth Facts: The Long and Short of It,” you will read about measurements. Some countries, such as the United States, use an older system of measurement called U.S. Customary Units. Some examples of U. S. Customary Units are: *feet* instead of *meters*, etc.



▲ Giant Sequoias are the tallest trees in the world.

Vocabulary



Listening and Speaking: Key Words

Read aloud and listen to these sentences with a partner. Use the context to figure out the meaning of the **highlighted** words. Use a dictionary to check your answers. Then write each word and its meaning in your notebook.

1. At birth, the **average** baby weighs about 3.5 kilograms (7 or 8 lbs.).
2. We use a **conversion** chart to change numbers from one system of measurement to another. For example, we can change centimeters to inches, meters to feet, or kilograms to pounds.
3. The building's **height** is 30 meters (around 100 ft.) from the bottom to the top.
4. The anaconda is the longest snake in the world. It can grow to more than 10.5 meters (close to 35 ft.) in **length**.
5. A baby has a very fast **rate** of growth. It can grow almost 18 centimeters (about 7 in.) in one year!
6. We measure **weight** to figure out how heavy someone or something is.

Key Words

average
conversion
height
length
rate
weight



Practice



Work with a partner to answer these questions. Try to include the key word in your answer. Write the sentences in your notebook.

1. What is your **average** day at school like?
2. When might you need to use a **conversion** chart?
3. How does showing a person next to a very tall tree in a photograph help you appreciate its **height**?
4. How does the **length** of your hand compare to the length of your feet?
5. Why do you think that babies grow at such a fast **rate**?
6. Why do airlines check the **weight** of suitcases before they can be loaded onto a plane?



Elephants are the largest land animals in the world. The largest elephant on record weighed about 11,000 kg and had a shoulder height of 3.96 meters.

Listening and Speaking: Academic Words

Study the **purple** words and their meanings. You will find these words useful when talking and writing about informational texts and literature. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read “Growth Facts: The Long and Short of It” and “The Old Grandfather and His Little Grandson,” try to use these words to respond to the article and the folktale.

Academic Words

category
enormous
generation
percent



category = group of people or things that have related characteristics	→	Bears and deer belong to the category of warm-blooded animals. Snakes and lizards belong to a different category.
enormous = extremely large in size or amount	→	The elephant is enormous ! It is a huge animal.
generation = a group of people born and living at the same time	→	There was very little technology in my grandfather's generation .
percent = equal to a particular amount in every hundred	→	About 75 percent of the eggs hatched. The rest of the eggs did not hatch.



Practice



Work with a partner to answer these questions. Try to include the **purple** word in your answer. Write the sentences in your notebook.

1. What **category** could you use for cars, trains, and buses?
2. What are some of the most **enormous** animals you have seen in pictures or at a nature preserve?
3. What is something that people in your **generation** can do to help the environment?
4. Why do students feel good when they get 100 **percent** of the answers on a test correct?



▲ Chickens belong to the category of birds because they have feathers.

Word Study: Spelling Words with Long Vowel Sound /ō /

Learning the relationships between the sounds and letters of English will help you read and spell words correctly. The long vowel sound /ō/ can be spelled in many ways. Four common spellings are o as in *cold*, o_e as in *bone*, oa as in *roast*, and ow as in *snow*. Look at the chart below. Take turns reading the words aloud with a partner. Notice the different spellings for the sound /ō/.

/ō / spelled o	/ō / spelled o_e	/ō / spelled oa	/ō / spelled ow
scold	stone	toast	grow
go	close	loaf	slow
kilo	stove	coast	below

Practice



Work with a partner. Copy the chart above into your notebook. Take turns saying a word from the chart and having your partner spell it. Continue until you can spell all of the words correctly. Now work with your partner to spell these words: *jumbo*, *soap*, *tone*, *bowl*, *home*, *gold*, *show*, *oak*. Add them to the chart under the correct headings.



Reading Strategy

Use Visuals 2

Using visuals enhances and confirms your understanding of written texts. Visuals include photographs, art, diagrams, charts, and maps. Informational texts often have visuals. Sometimes visuals give you information that is not in the text. To use visuals, follow these steps:

- Look at the visual. Ask yourself, “What does it show? How does it help me understand what I am reading?”
- Read the titles, headings, labels, or captions carefully.
- Think about how the visual helps you understand what is in the text. Does the visual give you extra information? In what way?

As you read “Growth Facts: The Long and Short of It,” pay close attention to the visuals. What do they show? How do they help you understand the text better?

Set a purpose for reading How do different plants and animals grow? As you read the article, think about how all living things grow and change.

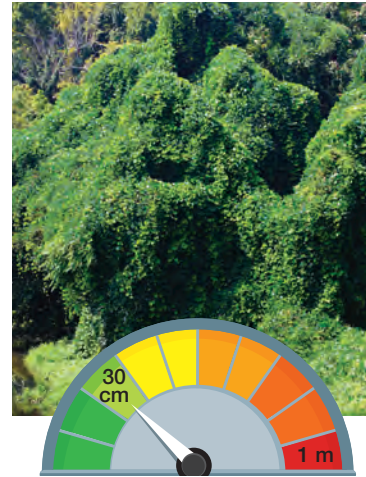
Growth Facts: The Long and Short of It

All animals and plants grow. They each start out as a small egg or seed and then get bigger.

When we look at plants, they don't seem to be moving, but some of them are growing at **rates** almost fast enough to see. Kudzu is a plant that grows so fast some people call it the "mile a minute vine." In reality, kudzu doesn't quite live up to its nickname, but it does grow fast: 30 centimeters a day. Kudzu originally came from Japan. Now it can be found all over the world, in all kinds of places. In many places, it is considered to be a pest, climbing up and over other plants in its quest to grow.

The fastest-growing tree in the world is the paulownia tree from China. It grows about 6 meters in a year. All trees make **oxygen**, but this tree sets the record. It produces three to four times more oxygen than any other tree.

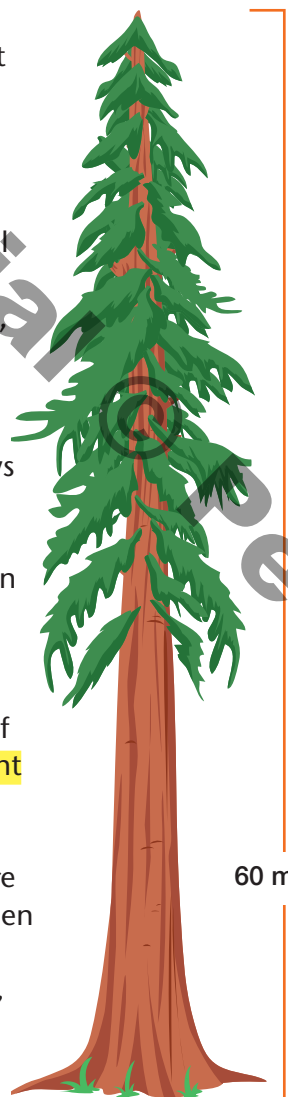
Other trees grow at very slow rates. Even though they may be 5,000 years old, bristlecone pines in the mountains of California only grow to a maximum **height** of 18 meters. Compare that to coastal redwoods, which may grow up to about 2.5 meters in a single season! One is more than 5,000 years old and was around when the pyramids were built in Egypt. Most pine trees grow new **needles** every year, but bristlecones even grow their needles slowly—about once every 40 years.



▲ kudzu growth per day



▲ paulownia tree



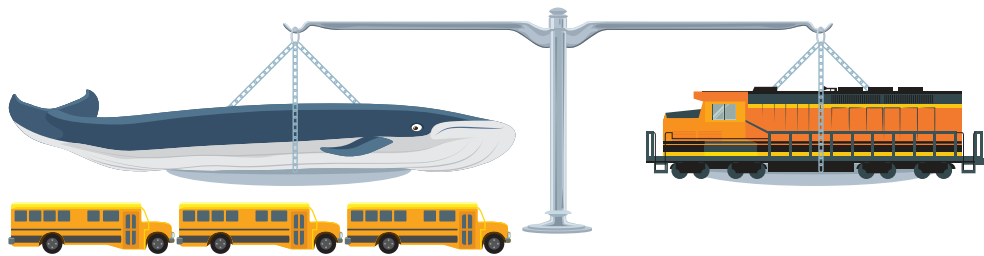
▲ redwood



▲ bristlecone pine

oxygen, a gas that all animals breathe in order to live and grow

needles, the sharp, narrow leaves of a pine tree



Like plants, animals grow at different rates. The fastest-growing animal in the world is the blue whale. Newborns can grow as fast as 5 kilograms an hour! When blue whales are born, they are about 25 meters long. But after just six months, they double in **length**. Adults have a **weight** of 200 tons and weigh as much as a train engine. They are as long as three school buses and have hearts the size of a small car or boat.

Some corals live in the cold, deep ocean. These animals grow very slowly. They build a hard skeleton called a **reef** at reef, a line of sharp rocks or a raised area of sand near the surface of the sea

rates of just 4 millimeters per year—about the thickness of a piece of cardboard. Like slow-growing bristlecone pines, these coral reefs are very old. Some began growing during the last **ice age**—8,000 years ago.

When human babies are born, our **average** length is 51 cm and our average weight is 3.5 kg. How much and how fast we grow depends on the individual, but most of us grow fastest during our teenage years—as much as 9 cm a year. We're slow growers compared to other **primates**—our childhoods are twice as long as chimpanzees' childhoods are. Scientists think this is because growing our brain requires so much energy. It slows down how fast the rest of our bodies can grow!

Use this **conversion** chart to convert measurements:

Metric		U.S. Customary Units
1 millimeter (mm)	=	0.039 inch
1 centimeter (cm)	=	0.39 inch
1 meter (m)	=	3.28 feet
1 gram (g)	=	0.035 ounce
1 kilogram (kg)	=	2.2 pounds

ice age, period when the earth was very cold and much land was covered in ice
primates, humans, apes, monkeys, and other animals with hands and forward-facing eyes

Before You Go On

- Using the conversion chart, change the metric measurements in the text to U. S. Customary Units.
- How are the childhoods of chimpanzees and human children alike? How are they different?

On Your Own

Which growth fact do you find most interesting? Why?



Newborn baby

15-year-old girl

Set a purpose for reading How can a young boy help his parents grow up? As you read this folktale, think about how Misha's actions help his parents grow and change.

The Old Grandfather and His Little Grandson[®]

An adapted folktale by Leo Tolstoy

The grandfather had become very old. His legs would not carry him. His eyes could not see and his ears could not hear. He had no teeth. Sometimes when he ate, bits of food dropped out of his mouth. His son and his son's wife no longer let him eat with them at the table. He had to eat his meals in the corner near the stove.

One day they gave the grandfather his food in a bowl. He tried to move the bowl closer. It fell to the floor and broke. His daughter-in-law **scolded** him. She told him that he **spoiled** everything in the house and broke their dishes. She said that from now on, he would get his food in a wooden dish. The old man sighed and said nothing.

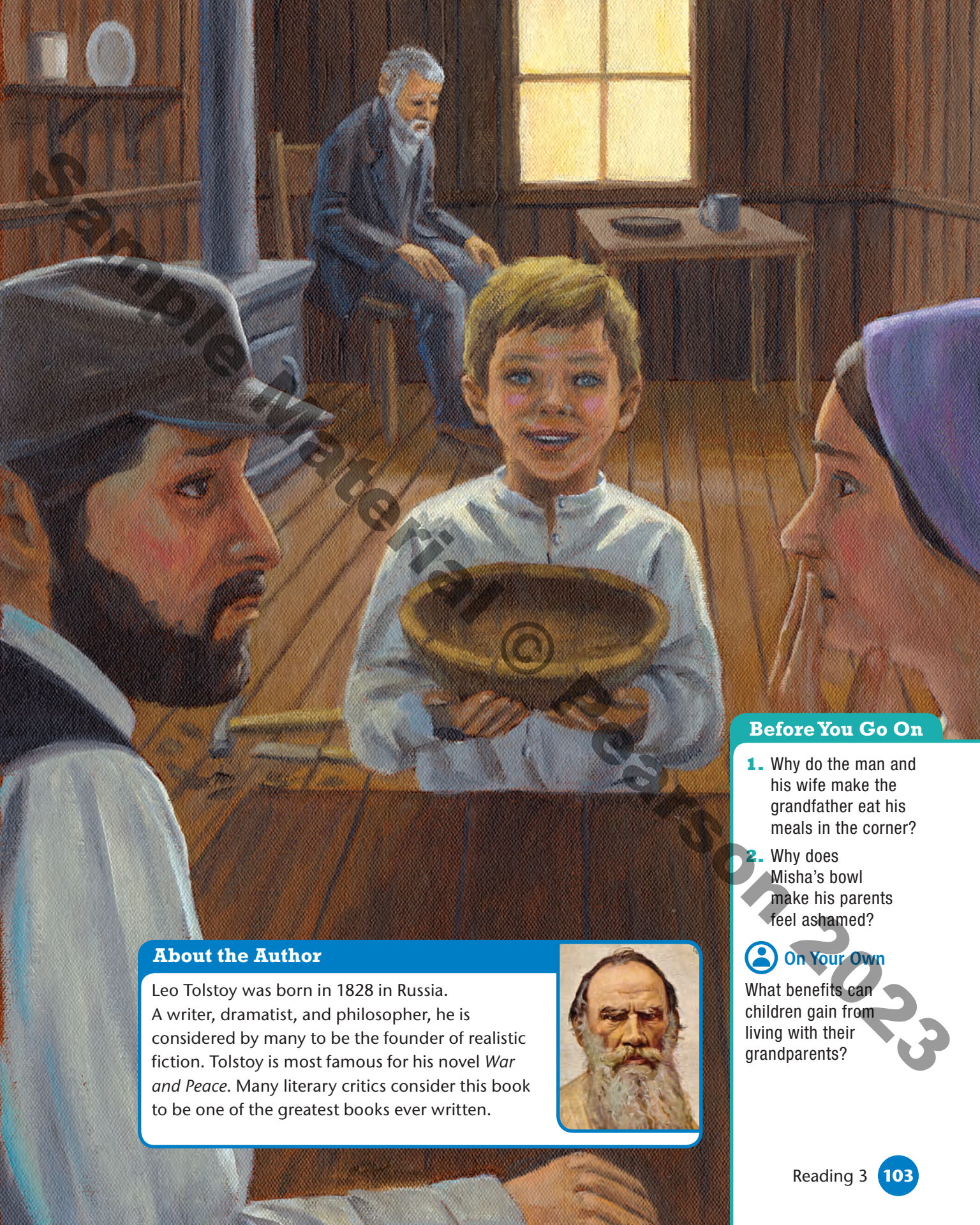
A few days later, the old man's son and his wife were in their hut, resting. They watched their little boy playing on the floor. He was making something out of small pieces of wood. His father said, "What are you making, Misha?"

The little grandson said, "I'm making a wooden bucket. When you and Mama get old, I'll feed you out of this wooden dish."

The young man and his wife looked at each other. Tears filled their eyes. They were **ashamed** they had treated the old grandfather so badly. From that day on, they let the old man eat at the table with them, and they took better care of him.

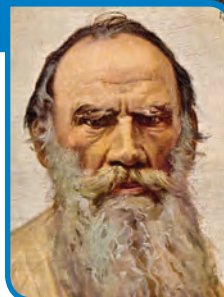


scolded, spoke angrily to
spoiled, ruined
ashamed, embarrassed or guilty



About the Author

Leo Tolstoy was born in 1828 in Russia. A writer, dramatist, and philosopher, he is considered by many to be the founder of realistic fiction. Tolstoy is most famous for his novel *War and Peace*. Many literary critics consider this book to be one of the greatest books ever written.



Before You Go On

1. Why do the man and his wife make the grandfather eat his meals in the corner?
2. Why does Misha's bowl make his parents feel ashamed?

On Your Own

What benefits can children gain from living with their grandparents?

Review and Practice

Comprehension



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Recall

1. According to the article, how many centimeters does kudzu grow in a day?
2. In the folktale, what does Misha make for his parents?

Comprehend

3. Based on “Growth Facts: The Long and Short of It,” what **category** of growth could you use to group corals and bristlecone pines?
4. How do the man and his wife grow and change from the beginning of the folktale to the end?



▲ Kudzu

Analyze

5. In what ways is “Growth Facts: The Long and Short of It” both informative and entertaining?
6. How might Misha’s parents benefit from what Misha did?

Connect

7. How might learning about how plants and animals grow and change help you in life?
8. What can children learn from their parents? What can parents learn from their children?

In Your Own Words

Demonstrate your understanding of the readings by writing a short summary for each one. Copy the following chart into your notebook. Use it to help you organize your summaries. Then share your summaries with a partner.

Speaking Skill

Use notes and pictures to help you remember important facts.

“Growth Facts: The Long and Short of It”	“The Old Grandfather and His Little Grandson”
Fact 1:	Beginning:
Fact 2:	Middle:
Fact 3:	End:
Overall summary:	Overall plot summary:

Discussion

Discuss with a partner or in a small group.

1. Think about the article and the folktale. How are they similar?
How are they different?
2. What amazed you the most in this reading? Why?
3. Does the article make you want to know more about the growth of animals and plants or humans? Why?



How does growing up change us? What do you think your life will be like 65 years from now? Will you want to be with people your own age, with younger people, or both? Why?

Read for Fluency

Reading with feeling helps make what you read more interesting. Work with a partner. Choose a paragraph from the folktale. Read the paragraph silently. Ask each other how you felt after reading the paragraph.

Think about how the paragraph made you feel and about how you can show this. Then take turns reading the paragraph aloud and giving each other feedback.



▲ You can track your growth by measuring yourself against a wall every few months.

Extension



“Growth Facts: The Long and Short of It” presents interesting information about how certain living things grow. Learn more about the growth of other plants and animals. Use encyclopedias, reference books, and the internet. Summarize your findings in a short report. Then share your findings with your classmates.

Listening Skill

Listen carefully to your classmates. Identify the most important ideas. Retell or summarize these ideas in your own words. Use complete sentences.

Learning Strategy

To better acquire and understand new academic language, use and reuse these words in meaningful ways when you talk about the selections.

Simple Past: Regular Verbs

Use the simple past to talk about actions that began and ended in the past. There are rules for forming the simple past of regular verbs.

Rule	Base Form	Simple Past
If base form ends in more than one consonant or ends in vowel + y, add <i>-ed</i> .	watch scold play	They watched him playing. She scolded him. He played on the floor.
If base form ends in <i>-e</i> , add <i>-d</i> .	increase live	The tree increased in size. He lived for many years.
If consonant + vowel + consonant pattern, double final consonant and add <i>-ed</i> .	drop stop sip	Bits of food dropped out of his mouth. He stopped eating. The old man sipped his soup.
If base form ends in <i>-y</i> , change <i>y</i> to <i>i</i> and add <i>-ed</i> .	try cry	He tried to move the bowl closer. The daughter-in-law cried .

Grammar Skill

The base form of a verb is also called the simple form. It has no endings (*-s*, *-es*, *-d*, *-ed*).

Grammar Skill

The simple past is the same for all persons:
I / you / he / she / we / they slept.

Form questions with the auxiliary verb *did* and the base form of the verb. Form the negative with *did not/didn't* and the base form.

Did they **look** at each other? He **didn't look** at his family.

Practice A



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Work with a partner. Circle the correct form of the verb in parentheses.

1. He (lookd / looked) very tired.
2. Meg (finished / finish) her homework early.
3. When I was a baby, I (likked / liked) milk.
4. He (sliped / slipped) on the ice this morning.

Practice B

Work with a partner. Complete each sentence with the simple past form of the verb in parentheses.

1. The girl cooked (cook) dinner with her grandmother.
2. I _____ (study) all day yesterday for today's test.
3. Helena _____ (stay) in a hotel in Prague.
4. Sergio _____ (plan) to visit his cousins often.

Grammar Check

✓ When do you add *-d* for the **simple past**?

Apply

Work with a partner. In your notebook, write the rules from the chart above. Think of as many regular verbs as you can for each rule.

Simple Past: Irregular Verbs

Many verbs have an irregular form in the simple past. Their simple past form is not made by adding *-d* or *-ed*. You will need to memorize simple past forms that are irregular.

Base Form	Simple Past
have	He had a grandson.
give	One day they gave the grandfather his food in a bowl.
say	The old man sighed and said nothing.
be	The old man was not happy. / They were sad.
let	They let the old man eat at the table with them.

To form questions in the simple past with *did* or *didn't*, use the base form of the verb. To form negative statements with *didn't*, use the base form of a verb.

Did he **say** anything? She **didn't let** him sit at the table.

Practice A



Work with a partner. Complete the sentences with the simple past of the irregular verb in parentheses. Use a dictionary if necessary.

- The old man _____ **felt** _____ (feel) very sad.
- My birthday _____ (be) yesterday.
- _____ Pat _____ (forget) his coat?
- We _____ (say) goodbye.
- My sister _____ (not give) me a present.

Practice B

Work with a partner. Circle the correct form of the verb in the simple past.

- The mother and father (**paid**) / **payed** attention to their son.
- He **eated** / **ate** his food from a bowl.
- I **was** / **were** surprised when Lucinda suddenly moved to London.
- My neighbor **had** / **have** seven cars when I first met her!
- They **take** / **took** care of him after that.

Grammar Skill

Use *wasn't* or *weren't* for the negative form of *be* in the simple past: *He wasn't happy. They weren't happy.* Form questions by using the verb first, followed by the subject: *Was he happy?*

Grammar Check

✓ Which **irregular past verb** is the only one in English that changes with the subject?

Apply

In your notebook, write five regular or irregular verbs. Work with a partner. Take turns using your verbs to tell a story.

Example: It was a cold and dark night . . .

Write a Story from a Different Point of View

A story's point of view is the perspective from which it is told. A story can be told, or narrated, by someone outside the story, such as the writer. It can also be told by a character in the story. A character who tells the story uses the pronouns *I* and *me* to refer to himself or herself. Changing the point of view changes the story. That's because different narrators tell the story differently.

Writing Prompt

Write a narrative paragraph retelling a familiar story from a different point of view. Be sure your narrator is not the story's original narrator. Choose a particular character to tell about events. For example, you could retell the story of Cinderella from her point of view, her stepmother's point of view, or the prince's point of view. Be sure to use the simple past of regular and irregular verbs correctly.

1 Prewrite Choose the story that you want to retell. 56

- Ask yourself which character would be a good narrator.
- Ask yourself how your narrator's point of view will be different from the original narrator's.
- List your ideas in a graphic organizer.

A student named Miguel created this graphic organizer. He used it to organize his ideas about changing the point of view to retell the excerpt from *Becoming Naomi León* on pages 84–88.

Naomi's Point of View	Santiago's Point of View
When I was carving soap, I accidentally cut off one of the dog's legs.	The dog made of soap was destined to have three legs.
I want to stay in Oaxaca with Santiago.	Naomi must go home to California.
I want Santiago to come to California.	I have to stay here in Oaxaca.
I was sad to leave Oaxaca.	I was thankful to have met Naomi.

2 **Draft** Use your organizer to help you write a first draft.

- Keep in mind your narrator's point of view.
- Make sure your narrator uses the pronouns *I* and *me* to talk about himself or herself.
- Remember to spell the simple past of verbs correctly.

3 **Revise** Read over your draft. Look for places where the writing is unclear or needs improvement. Complete (✓) the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 389.

4 **Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 56. Edit your final draft in response to feedback from your partner and your teacher.

5 **Publish** Prepare a clean copy of your final draft. Share your narrative paragraph with the class. Save your work. You'll need to refer to it in the Writing Workshop at the end of the unit.

Here is Miguel's retelling of *Becoming Naomi León* from Santiago's point of view. Notice how Miguel spells the simple past of verbs.

Writing Checklist

Voice:

- ☐ I used a voice that reflects the narrator's point of view.

Conventions:

- ☐ I used English spelling rules to spell the simple past of verbs correctly.

Miguel Degas

My Daughter, Naomi

I spent Christmas afternoon with my daughter Naomi. We carved animals out of soap. She was making a dog and accidentally cut off one of its legs. I taught her not to be sad because that dog might have been destined to have three legs. Naomi wants to stay here in Oaxaca with me, but her life is in California and she must go back there. I would move to California to be with her, but I can sell my carvings only in Oaxaca. I was sad when she left, but I am so happy to have met her. I have much to be thankful for. Everything will turn out just fine.



Link the Readings

Critical Thinking

Look back at the readings in this unit. Think about what they have in common. They all tell about growing up. Yet they do not all have the same purpose. The purpose of one reading might be to inform, while the purpose of another might be to entertain. In addition, the content of each reading relates to growing up differently. Complete the chart below.

Title of Reading	Purpose	Big Question Link
"Ancient Kids"		tells about the lives of young kids in ancient times
From <i>Becoming Naomi León</i>		
"Growth Facts: The Long and Short of It"	to inform	
"The Old Grandfather and His Little Grandson"	to teach a lesson	

Discussion

Discuss with a partner or in a small group.

- What similarities can you see between *Becoming Naomi León* and "The Old Grandfather and His Little Grandson"?



How does growing up change us? Based on what you learned in each of the readings, what conclusions can you draw about growing up?

Media Literacy & Projects

Work with a partner or in a small group. Choose one of these projects.

- 1 What do you think happens at the end of *Becoming Naomi León*? Share your ideas with a classmate. Then read the book to see if your prediction is correct.
- 2 Use the internet to find a museum near you that displays art and objects from ancient cultures. Visit the museum. Prepare an oral report about what you saw and what you learned.
- 3 Make a soap carving. Ask a classmate to read the directions in “Soap Carving” on page 89. Follow each direction as it is read aloud. You may want to make an animal, as Naomi does. Or you can make something else. Write a title for the figure on an index card to put with it. Have your classmates place their carved figures next to yours to make a class art display.
- 4 Share a folktale with your class. You can retell “The Old Grandfather and His Little Grandson” in your own words. Or you can choose another folktale to tell.



Further Reading

Choose from these reading suggestions. Practice reading silently with increased ease for longer and longer periods.

Dare to Disappoint: Growing Up in Turkey, Ozge Samanci

This graphic novel memoir tells the story of a girl growing up in Turkey who tries to listen to her own voice as she struggles with who she is.

The Barefoot Book of Heroic Children, Rebecca Hazel

This book presents inspiring stories of some of the most amazing young people in history.

Just Juice, Karen Hesse

A family in Appalachia faces many challenges and, together, overcomes them.

Time for Kids: Big Book of Why—1,001 Facts Kids Want to Know,

Editors of Time for Kids

Learn more amazing facts about humans, animals, environment/nature, technology, and space.

**Listening
& Speaking
Workshop****Skit**

You will write and perform a skit about growing up in ancient times.

① Think About It

Work in teams. Choose one of the ancient cultures you read about in “Ancient Kids”: Greek, Roman, or Maya. Talk about growing up in that time and place. Focus on topics such as school, families, ceremonies, gifts, toys, and foods. Also, discuss how girls and boys were treated and how brothers and sisters might have felt about each other. Think of a situation in your ancient culture that you could present as a skit, or short play. Talk with your team members. Listen to their ideas. Then identify points of agreement and disagreement. Write down your shared ideas.

② Gather and Organize Information

Work with your team to plan your skit. Choose a team member to be the director. He or she will decide which role each of the remaining team members will play.

Research Go to the library or use the internet to gather more information about your ancient culture. Take notes on what you find.



Order Your Notes Write these headings in your notebook: *Characters, Setting, Plot*. Write notes under each heading.

Prepare a Script Use your notes to write a script for your skit. The dialogue should look like this:

Jason: I don't want to go to school today. I want to stay home and play.

Jacinda: You should be grateful that you can go to school! Girls like me have to stay home all the time.

Jason: That sounds like fun.

Jacinda: Well, you're wrong! I hardly ever have time to play. Mother keeps me busy doing chores all day.

Include important details about the setting, props, and action:

Jason stops playing and frowns. Then he starts to get ready for school.

Use Visuals Make or find the costumes and props you need for your skit.

3 Practice and Present

As a team, practice your skit until you can perform it without looking at the script. To make your skit richer and more interesting, use a variety of grammatical structures, sentence lengths and types, and connecting words. The director will provide you with instructions about how to improve your performance. Listen to and follow these directions. The director will also serve as *prompter* while you practice. (A prompter watches the skit and follows along in the script. If someone forgets what to say or do, the prompter quietly reminds him or her.) Practice with your props and costumes.

Perform Your Skit Speak loudly enough so that everyone in the class can hear you. Say each word carefully so that it is clear. Be sure to face the audience as you speak, even if your body is pointing in another direction. Pay attention to the other actors, and be ready when it's your turn!

4 Evaluate the Presentation

A good way to improve your speaking and listening skills is to evaluate your own performance and the performances of your classmates. Complete (✓) this checklist to help you judge your group's skit and the skits of your classmates.

- ☐ Could you understand the plot?
- ☐ Did the skit show what it was like to grow up in an ancient culture?
- ☐ Were the costumes and props helpful and appropriate?
- ☐ Could you hear and understand the actors?
- ☐ Could the skit be improved?

Speaking Skill

As you speak, use gestures and facial expressions to show how your character feels and reacts.

Listening Skill

Listen carefully to the other actors so you know when to say your lines. Learn your *cues*—words or actions that signal when it is your turn to speak.

When you watch a skit, listen to the words a speaker uses. Watch his or her facial expressions and gestures. Use both verbal and nonverbal cues to understand a speaker's message.



Strengthen Your Social Language

Writing a script helps you learn basic vocabulary and language structures. Go to your *Digital Resources* and do the activity for this unit. This activity will require you to use and reuse basic language in other meaningful writing activities.

Writing Workshop

Write a Short Story

You have learned how to write a variety of narrative paragraphs. Now you will use your skills to write a longer fictional narrative. A fictional narrative is a story a writer creates. It includes interesting characters, a believable setting, and a plot. The plot is the series of events in the story. Usually these events involve a conflict. The plot builds to a climax, or high point. By the end of the story, the conflict is resolved.

Writing Prompt

Write a short story about jealousy between two friends or family members. Tell your story from the point of view of one of the characters. Include dialogue to show how the characters think and feel. Remember to describe a believable setting. Use details that help the reader follow your story. Think about the order of events you'll use. Include a conflict and tell how it is resolved. Be sure to use regular and irregular verbs in the simple past correctly.

- 1 Prewrite** Review your previous work in this unit. Now brainstorm ideas for your story. For example, think about this question: *Why might someone feel jealous of a friend or family member?* In your notebook, answer these questions:



- Which of my characters is jealous and why?
- What is the conflict about? How is it resolved?
- List your ideas in a graphic organizer.

Here's a graphic organizer created by a student named Wendy. She used it to list the characters in her story and key details about its setting, problem, and solution.

Characters Who?	Setting Where?	Problem What is the conflict?	Solution What is the resolution?
Max Joni their parents	their home	Joni gets all the family's attention. Max is jealous.	Max tells about volunteering. Parents are proud of him.

2 Draft

Use your graphic organizer and the model on pages 117–118 to help you write a first draft.

- Include interesting characters and a believable setting.
- Write your story from one character's point of view.
- Use dialogue to help develop your characters.
- Use regular and irregular verbs in the simple past correctly.

3 Revise

Read over your draft. Think about how well you have addressed questions of purpose, audience, and form. Will your story engage and entertain your readers? Does it include interesting characters, a believable setting, and a good plot?

Keep these questions in mind as you revise your draft. Complete (✓) the Writing Checklist below to help you identify additional issues that may need revision. Mark your changes on your draft using the editing and proofreading marks listed on page 389.

Six Traits of Writing Checklist

- ☐ **Ideas:** Is my story focused on jealousy between two characters?
- ☐ **Organization:** Do I tell events in logical order?
- ☐ **Voice:** Does my story have a clear point of view?
- ☐ **Word Choice:** Do I include realistic dialogue?
- ☐ **Sentence Choice:** Do I use connecting words to combine sentences?
- ☐ **Conventions:** Do I use regular and irregular verbs in the simple past correctly?

Learning Strategy

Monitor your written language production. Using a writing checklist will help you assess your work. Evaluate your short story to make sure that it presents a problem and solution, and engages readers.

Here are the revisions Wendy plans to make to her first draft:

Max Learns a Lesson

For a long time,

I thought my sister was better than I was at everything. I worked
so hard for a B average. Joni ^{just breezed through with} got an A in every class. My parents
weren't upset with my grades; they just paid a lot more attention
to Joni. My sister also is a ^{terrific} good athlete.

Last month,

I helped rebuild homes damaged by a flood in a nearby community.
^{was excited about} I ~~liked~~ making a difference in other people's lives. ^{Even so,} Every afternoon,
the only thing Joni and my parents talked about was Joni!

^{as we were having dinner}

One night, I got sick and tired of the world revolving around her.

^{I demanded.} "Doesn't anybody ever want to hear about me?" I'm working with a
family whose house was really messed up by the flood."

My parents looked ^{surprised} at me. "Of course we want to hear about you,"
my father said. "You don't always seem to want to tell us anything.
Usually, when we ask, you just shrug." I had to admit to myself that
was true.

"I knew the school asked you to volunteer," my mother said slowly.

"But I wasn't sure exactly what you were doing." So I ^{told} ~~told~~ them
^{to repair soggy floors and repaint water-stained walls.}
about working hard.

Just then, Joni spoke up. I figured she was about to say something
^{more} even ~~wonderfuler~~ about herself. ^{, but instead} She said, "Max, did you tell Mom and
Dad you made the debate team." I was ⁿ ~~stuned~~ she cared!

Revised to focus
on simple past
and improve
word choice.

Revised to clarify
sequence and
improve word
choice and
sentence fluency.

Revised to add
details.

Revised to
improve word
choice, add
details, and
correct an error
in grammar.

Revised to
correct errors in
grammar and
spelling and
improve sentence
fluency.

Since then, I try to ^{share} ~~talk~~ more about my interests and activities. My parents congratulated me on volunteering and making the team. I'm no longer jealous of Joni because my parents seemed just as proud of me. They know that we are each special in our own way.

Revised to improve word choice, sentence fluency, and organization.

- 4 Edit and Proofread** Check your work for errors in grammar, usage, mechanics, and spelling. Then trade stories with a partner and complete (✓) the Peer Review Checklist below to give each other constructive feedback. Edit your final draft in response to feedback from your partner and your teacher.



Peer Review Checklist

- ☐ Does the story build to a climax?
- ☐ Do precise words tell how the characters look, act, and feel?
- ☐ Is the setting believable?
- ☐ Are verbs in the simple past used correctly?
- ☐ Do sentences vary in length and pattern?
- ☐ Are there changes that can be made to improve the short story?

Here are the changes Wendy decided to make to her final draft as a result of her peer review:

Max Learns a Lesson

Wendy Willner

For a long time, I thought my sister was better than I was at everything. I ^{struggled} ~~worked so hard~~ for a B average. ^{Yet} Joni just breezed through with an A in every class. My parents weren't upset with my grades; they just paid a lot more attention to Joni. My sister also is a terrific athlete.

Revised to correct an error in mechanics and improve word choice and sentence fluency.

Last month, I helped rebuild homes damaged by a flood in a nearby community. I was excited about making a difference in other people's lives. Even so, every afternoon, the only thing Joni and my parents talked about was Joni!

One night as we were having dinner, I got sick and tired of the world revolving around her. "Doesn't anybody ever want to hear about me?" I demanded. "I'm working with a family whose house was really messed up by the flood."

*Revised to correct
an error in
mechanics.*

My parents looked surprised. "Of course we want to hear about you," my father said. "You don't always seem to want to tell us anything. Usually, when we ask, you just shrug." I had to admit to myself that was true.

"I knew the school asked you to volunteer," my mother said slowly. "But I wasn't sure exactly what you were doing." So I told them about working hard to repair soggy floors and repaint water-stained walls.

Just then, Joni spoke up. I figured she was about to say something even more wonderful about herself, but instead she said, "Max, did you tell Mom and Dad you made the debate team?" I was stunned she cared!

*Revised to
correct errors
in mechanics.*

My parents congratulated me on volunteering and making the team. Since then, I try to share more about my interests and activities. I'm no longer jealous of Joni because my parents seem just as proud of me. They know that we are each special in our own way.

- 5 Publish** Prepare a clean copy of your final draft. Share your short story with the class.



Test Preparation

Practice

Read the following test sample. Study the tips in the boxes. Work with a partner to answer the questions.

Quinceañera

- 1 Almost every culture in the world has coming of age ceremonies. These ceremonies mark the time when children are recognized as adults. In Latin American countries, girls have a ceremony called the quinceañera. The ceremony is held on or near the girl's 15th birthday.
- 2 If the girl's family is religious, her special day will begin with a religious service. The family's religious leader will often be involved in some part of the ceremony. The girl may receive gifts of religious items, such as a rosary.
- 3 After the religious ceremony, the girl's family holds a celebration in their home or in another location such as a banquet hall. The girl will often carry a doll, which represents the last doll of her childhood. The girl's father will exchange her flat shoes for heels, at which time the girl will give her doll to her father. She then dances with her father and godfather. Soon the other guests dance as well. The event ends with everyone making toasts and eating cake.

1 A The subject of this passage is _____ .

- A weddings
- B quinceañera
- C national holidays
- D religious ceremonies

2 Why does the girl put on heels?

- A To dress like an adult
- B To dance with her father
- C She likes high heels.
- D To please her grandmother

Taking Tests

You will often take tests that help show what you know. Study the tips below to help you improve your test-taking skills.

Tip

Use context clues to help you figure out the meanings of words you don't know.

Tip

Even if you don't know the answer to the question, you can almost always eliminate answer choices that make no sense.



59–62



Capturing Childhood

Artists have used many methods to try to capture how people grow up. Many use photographs and paintings. Sometimes families hand these images down over the years, from generation to generation. The clothes and the favorite toys in the images may change over time. Usually, though, there's something familiar in the parade of family faces.

Albert Bisbee, *Child on a Rocking Horse* (about 1855)

This little girl with curly hair stares out at you. She looks a bit uncertain about sitting on the rocking horse. Albert Bisbee, who took a lot of family portraits, once said that he liked to photograph children as soon as they sat on the horse. If he missed his early chance, he felt it got more difficult with each passing minute because the child would get restless.

It took a lot more time to create a photograph in 1855 than it does today. The child had to sit very still. This was because Bisbee used an early photographic process called a daguerreotype. The image was printed directly on a sheet of silver-plated copper. If someone moved even a little bit, the photograph would be blurry.

Photographs were expensive over 150 years ago. Many families had only one or two pictures taken of their children as they grew up. Most of them wanted their child's photograph to be taken on a toy horse. The rocking horse was a very popular toy in nineteenth-century America. The little girl's face in this photograph shows how serious it was to have your picture taken. She wears a checkered dress trimmed with lace. She also wears fancy shoes. She is all dressed up for this important event.



▲ Albert Bisbee, *Child on a Rocking Horse*, about 1855, daguerreotype, 4¼ x 4½ in., Smithsonian American Art Museum

William Holbrook Beard, *The Lost Balloon* (1882)

The balloon off in the distance in William Holbrook Beard's painting *The Lost Balloon* is not a toy. It is a hot-air balloon floating beneath the clouds. A group of nine children and a dog are on the edge of a great ledge, watching the balloon as it moves through the sunlight.

An enormous rock face, which rises to their right, is partly hidden by stormy clouds. The children stand very close to the rim of a sharp drop-off in the landscape. Oddly, there are no adults with them. Perhaps Beard was trying to capture the quickly changing nature of childhood. In the painting, he seems to be saying that childhood is like the lovely balloon hanging on the edge of a storm. The children certainly seem very small against the wilderness.

Both of these artists captured an instant in childhood that's temporary, but somehow timeless. Each of us must move on from being ten or twelve or fourteen and face the next stage in life.



◀ William Holbrook Beard, *The Lost Balloon*, 1882, oil, 47¾ x 33¾ in., Smithsonian American Art Museum

Discuss What You Learned

1. In what way does each of these artworks capture a moment in childhood?
2. Which medium do you feel is better at capturing the feelings of childhood—photography or painting? Explain.



BIG QUESTION

Why do you think that many artworks are about childhood and change?



63–64