How are growth and change related?

This unit is about ways in which people and things grow and change. You'll find out how seeds grow. You'll read about young people growing up and plants and animals migrating. Reading, writing, and talking about these topics will give you practice using academic language and help you become a better student.

Reading 1 Science/Folktale



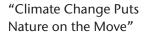
- "How Seeds and Plants Grow"
- "A Tale of Two Brothers"

Reading Strategy Recognize sequence Reading 2 Short Story



"The Test"

**Reading Strategy** Compare and contrast Reading 3 Science



Reading Strategy Scan

Unit

# Listening and Speaking—Skit

At the end of this unit, you and your classmates will create and perform a **skit**.

# Writing-Narrative

At the end of this unit, you'll write a **fictional narrative**. This type of writing is a story that you create. To help you write your fictional narrative, you will write a story with a starter, rewrite a familiar story, write a personal letter, and write a personal narrative.

# **Quick Write**

Write *Growing up* in your notebook. Create a word web with words you associate with growing up.

#### **View and Respond**



Go to your <u>Digital Resources</u>. Watch the video and answer the questions.

## Reading 4 Short Story



"Abuela Invents the Zero" by Judith Ortiz Cofer

Reading Strategy Make inferences

# Prepare to Read

# What You -Will Learn Reading

- Vocabulary building: Context, dictionary skills, word study
- Reading strategy:
   *Recognize sequence*
- Text type: Informational text (science); Folktale

## Grammar

- Sequence words and phrases
- Using dashes to explain or clarify

## Writing

 Write a story with a starter

# THE BIG QUESTION

**How are growth and change related?** What do you know about the life cycle of plants? How do plants change as they grow? Talk with a partner about changes plants go through, such as a seed sprouting, a flower blooming, or leaves changing color.

# **Build Background**

**"How Seeds and Plants Grow"** is a science article that explains what happens inside a seed when it germinates, or first begins to grow. The folktale **"A Tale of Two Brothers"** is from Korea. It is about two brothers' different experiences planting magic melon seeds. Many folktales involve magic seeds or plants. For example, in "Jack and the Beanstalk," Jack plants a magic seed that grows into a giant beanstalk. In "Cinderella," Cinderella's fairy godmother turns a pumpkin into a golden carriage. What stories do you know about magic plants? List the tales in your notebook and discuss them with a partner.



Melons like the ones these men have grown are important in the story "A Tale of Two Brothers."



# Vocabulary 🛈

#### **Learn Key Words**

Read these sentences. Use the context to figure out the meaning of the highlighted words. Use a dictionary, the glossary, or a thesaurus to determine or confirm your answers. Then write each word and its meaning in your notebook.

- 1. Seeds develop into plants only when conditions are right and the seeds have all they need in order to grow.
- 2. The embryo is the part of the seed that becomes the plant.
- 3. Germination is the stage at which the embryo inside a seed first begins to grow.
- 4. When a seed is inactive, it does not grow.
- 5. The protective covering on a seed, called the seed coat, keeps the seed from being harmed or drying out.
- 6. Plant stems straighten as they grow toward the sun.





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

- 1. The stage at which a seed first begins to grow is called \_\_\_\_\_
- 2. The seed was \_\_\_\_\_\_ because we had not planted it or watered it.
- 3. Most trees \_\_\_\_\_ as they grow.
- 4. The hard \_\_\_\_\_ covering of a seed is called the seed coat.
- 5. The \_\_\_\_\_ contains all the basic parts of a plant.
- 6. Not all seeds \_\_\_\_\_ into plants.



A seed develops into a plant.



straighten

#### **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 "How Seeds and Plants Grow," try to use these words to respond to the text. Academic Words

environment function potential process

| environment = the land, water, and<br>air in which plants live                                 |   | A rain forest is a wet <b>environment</b> . A desert is a dry <b>environment</b> .  |   |
|--|---|---|---|
| function = the usual purpose of a thing  | - | Each stage in a seed's growth has a <b>function</b> . For example, when the seed coat breaks open, the roots grow downward. |   |
| <b>potential</b> = the possibility that<br>something will develop in a positive way            | - | The internet has the <b>potential</b> to create many more jobs around the world.  |   |
| <b>process</b> = a series of actions,<br>developments, or changes that happen in<br>a sequence |   | Germination is a <b>process</b> that a seed goes through when it first begins to grow.                                      |   |
| ~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~  |   |   | - |

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 kind of **environment** does a cactus live in?
- 2. What do you think is the **function** of the embryo?

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**Practice** 

- 3. What does a plant seed that is properly cared for have the **potential** to become?
- 4. In what way is writing a process?



▲ A cactus in bloom

#### Word Study: Related Words

Related words are words in the same word family. They share the same base word and have related meanings. Look at similarities and differences among the related words below.

**protect** (verb) to prevent someone or something from being harmed protection (noun) the act of protecting or the state of being protected protective (adjective) used or intended for protection

Once you know the meaning of a base word, you can make a guess about the meanings of other words in that family. Try to memorize the meanings of as many suffixes as possible. This will help when you are trying to understand the meanings of related words.

## **Practice**

Work with a partner. Copy the words in the box below into your notebook. Write the part of speech and the meaning of each word. Then check your work in a dictionary

| action | correction | production |
|--------|------------|------------|
| active | corrective | productive |

#### **Reading Strategy Recognize Sequence**

Recognizing sequence will help you understand the order of events in a text. To recognize sequence, follow these steps as you read:

- Look for words that show sequence, such as first, then, next, finally, last, while, during, and after.
- Look for time expressions, such as every morning, yesterday, in the spring, next February, and on Jan 10, 2010.
- You may wish to track the events in a sequence-of-events chart.

As you read "How Seeds and Plants Grow" and "A Tale of Two Brothers," notice the sequence in which things happen.



# Informational Text

**Set a purpose for reading** Think about how plants change as they grow. What happens inside a seed as it first begins to grow?

# How Seeds and Plants Grow <sup>©</sup>

# Parts of a Seed

Most plants produce new plants from seeds. A seed is like a tiny package. It contains the beginning of a very young plant inside a protective covering.

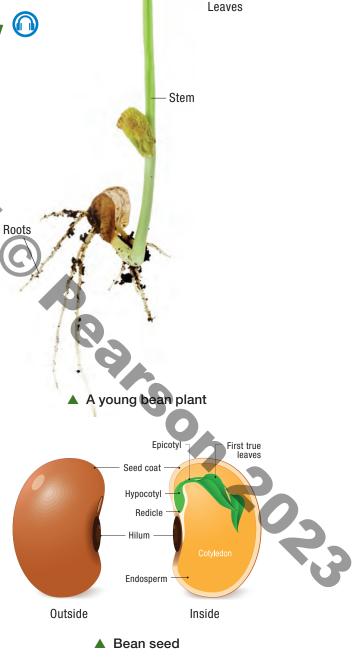
A seed has three important parts—an embryo, stored food, and a seed coat. The embryo contains the basic parts from which a young plant will develop—roots, stems, and leaves. Stored food keeps the young plant alive until it can make its own food through **photosynthesis**. Seeds contain one or two seed leaves, called cotyledons. In some plants, food is stored in the cotyledons.

The outer protective covering of a seed is called the seed coat. The seed coat is like a plastic wrap; it protects the embryo and stored food from drying out. This protection is necessary because a seed may be inactive—may not begin to grow—for weeks, months, or even years.

Then, when conditions are right, the embryo inside a seed suddenly becomes active and begins to grow. The time when the embryo first begins to grow is called germination.

**photosynthesis**, process by which a plant makes food in its leaves

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# Germination

During germination, the seed absorbs water from the environment. Then the embryo uses its stored food to begin to grow. The seed coat breaks open, and the embryo's roots grow downward. Then its stem and leaves grow upward. As the stem grows longer, it breaks out of the ground. Once it is above the ground, the stem straightens up toward the sunlight, and the first leaves appear on the stem. When the young plant produces its first leaves, it can begin to make its own food by photosynthesis.

#### **Reading Skill**

To help you understand the reading, study the titles and headings. This will help you identify the most important ideas.

# **Germination of a Runner Bean** 3 4

#### Before You Go On

- 1. What are three important parts of a seed?
- 2. What is the first thing that happens during germination?

# On Your Own

Why do you think knowing about how seeds and plants grow could help people grow healthier plants?

Literature Folktale **Set a purpose for reading** Read this folktale about two brothers who each plant a magic seed. Why do they get such different results?

# A Tale of Two Brothers A Korean folktale

Long ago, there were two brothers named Heungbu and Nolbu, who lived with their father on a rice farm in Korea. When their father grew old and sick, Heungbu, who was the younger brother, said, "Brother, we must take care of our father." Every day, Heungbu brought his father food and tea and medicine, but Nolbu, the older brother, was too busy going out to parties and seeing friends.

After their father died, Heungbu said, "Papa said we should work together on the farm and share the **profits**."

"Surely you misunderstood!" said Nolbu. "The farm is all mine, for I am the elder brother, but do not worry, I will give you a plot of your own."

Nolbu gave Heungbu a tiny, shaded plot of land where rice would not grow, and Heungbu became very poor. Nolbu, on the other hand, enjoyed a good **harvest** each year and lived a comfortable life.

One winter day when Heungbu was in his yard, he noticed a swallow hobbling around on a broken leg, so he brought the bird indoors and wrapped its broken leg to help it heal.

profits, money that you gain by
 selling something or doing business
harvest, the time when crops are
 gathered from the field

#### **Reading Skill**

Take turns reading aloud with a partner. As you listen, use the visuals to help clarify words or ideas. Discuss these words or ideas with your partner to gain understanding.



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When spring came, the swallow returned and dropped a seed at Heungbu's feet. Heungbu understood that the seed was a thank-you gift and planted it. Soon, a flower-filled vine sprung up, and within a week, the flowers turned into huge melons. As Heungbu cut one open, he could almost taste the juicy sweet fruit but, to his surprise, the inside of the melon had no fruit at all. Instead, it was filled with gold and **gemstones**. He cut open the other melons and found riches in every one. He had become a wealthy man!

Soon, Nolbu heard about his brother's great wealth, and he demanded to know how it happened. After hearing the story, Nolbu went out into his yard, caught a swallow, and broke its leg, ignoring the bird's cries of pain. Nolbu then wrapped the bird's leg in cloth the way his brother had done.

The swallow came back a few days later and dropped a seed at Nolbu's feet. "Finally, I will be rich!" Nolbu thought.

Nolbu planted the seed and, very soon, had his own vine of melons, but when he cut into one, muddy water came rushing out of it, destroying his rice farm and his home.

gemstones, valuable stones that have been cut into a particular shape

#### Before You Go On

- What did Heungbu do when he noticed an injured bird?
  - 2. What did Nolbu find inside his melon?

# On Your Own

What do you think is the lesson that can be learned from the folktale? Explain.

# Review and Practice





#### Recall

- 1. What is the function of the seed coat?
- 2. Who took care of the brothers' father when he grew old and sick?

#### Comprehend

- 3. What are three basic parts of a plant?
- 4. Why was the content of the brothers' melons different? Explain.

#### Analyze

- **5.** *Photo* is a Greek root, or word part, meaning "light." Given this information, what conclusion can you draw about the process of photosynthesis?
- 6. There is a saying, "You reap what you sow." It means that what you harvest reflects what you planted and the energy you put into growing it. How does this saying apply to the folktale?

#### Connect

- 7. Which selection did you enjoy more? Which one did you learn more from? Explain.
- 8. Which brother would you want as a friend? Explain.

## In Your Own Words

Work with a partner. In your own words, explain how a seed germinates and becomes a plant. Include as many new vocabulary words as possible. Ask your partner to listen carefully to your explanation. Are there any key points that you missed? Did you use the vocabulary words correctly?



Plants use the process of photosynthesis to make food from the energy of the sun.

# Speaking Tip

Write important ideas on note cards. Review your notes before you begin speaking.

#### Discussion

Discuss with a partner or in a small group.

- 1. Why do you think the science article is included with the folktale in this unit? Explain.
- 2. Do you think Nolbu deserved what happened to him? Explain.
- How are growth and change related? Which selection do you think addresses the Big Question better: the science article or the folktale? Explain.

# **Read for Fluency**

It is often easier to read a text if you understand the difficult words and phrases. Work with a partner. Choose a paragraph from the reading. Identify the words and phrases you do not know or have trouble pronouncing. Look up the difficult words in a dictionary.

Take turns pronouncing the words and phrases with your partner. If necessary, ask your teacher to model the correct pronunciation. Then take turns reading the paragraph aloud. Give each other feedback on your reading.

# Extension





Use the internet or go to the library to get information about forests that are in danger of disappearing. What causes deforestation? What problems can result from deforestation? What can be done to help solve the problem?

Prepare a short oral report on the topic. Include drawings, posters, or photographs to help your audience understand the information better. Present your report to the class.

dling was planted

#### **Listening Tip**

Respect your classmates. Listen politely, even if you disagree with a person's ideas.

This spruce-tree seedling was planted as part of a reforestation program.

#### Grammar

#### **Sequence Words and Phrases**

Sequence words help the reader connect events in an informational text or in a story, such as in the folktale "A Tale of Two Brothers."

Sequence words help you follow the order of events in a story.

Sequence words and expressions include first, then, next, after that, afterward, following that, last, and finally. A comma follows all sequence words at the beginning of a clause or sentence except for then.





Here are the events from the first half of "A Tale of Two Brothers." Circle the correct sequence words or phrases.

- 1. (First,) / Then Heungbu bound the swallow's leg.
- 2. First, / Then the swallow's leg healed, and Heungbu set it free.
- **3.** Next, / Finally, the swallow dropped a melon seed at Heungbu's feet, so Heungbu planted it.
- 4. Afterward, / Last, a big melon vine grew from the seed.
- 5. Following that, / Last, Heungbu cut the melon open, and gemstones tumbled out.
- 6. Finally, / First, Nolbu heard about what happened with Heungbu's melons.

#### **Practice B**

"How Seeds and Plants Grow" is a science article that explains the process of germination.

Turn to page 85. In your notebook, write captions for the photographs shown. Use the text for information. Start your captions with sequence words. Share your captions with a partner.

#### **Grammar Skill**

In your writing, in place of sequence words such as next and then, you can spell out ordinal numbers to indicate steps: second, third, fourth, and so on.

#### **Grammar Check**

What follows most **sequence words** at the beginning of a sentence?

#### Apply

Think about a task you are good at. Explain how to do it to your partner. Use sequence words.

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# **Using Dashes to Explain or Clarify**



Dashes (—) can take the place of colons, commas and parentheses in some sentences, if you want to explain, clarify, or emphasize a certain point.

| Example   | Purpose   |
|---|---|
| The embryo within a seed contains<br>the basic parts from which a young<br>plant will develop—roots, stems,<br>and leaves.    | To clarify the word <i>parts.</i><br>Here, a dash replaces a colon.                                     |
| This protection is necessary<br>because a seed may be inactive—<br>may not begin to grow—for weeks,<br>months, or even years. | To explain the meaning of<br><i>may be inactive</i> .<br>Here, dashes replace parentheses<br>or commas. |

#### **Grammar Skill**

You can use dashes to set off text in the middle or at the end of a sentence.

#### **Grammar Check**

What are two ways dashes can be used?

The last sentence could be punctuated differently to emphasize the time aspect: *This protection is necessary because a seed may be inactive (may not begin to grow) for weeks, months—or even years.* 

#### Practice A



Rewrite each sentence below in your notebook. Add the missing dashes to emphasize, set off information, or provide a definition. Then circle the word or phrase in the sentence that is explained by the use of dashes.

- 1. We grew three kinds of beans kidney beans, lima beans, and navy beans.
- 2. In "A Tale of Two Brothers," Heungbu finds gemstones in his melon a gift from the bird he saved.
- 3. Seeds contain one or two cotyledons leaves where food is stored.

#### **Practice B**

Rewrite the sentences below in your notebook. Include the phrase in parentheses by using one or two dashes.

- 1. There are many uses for seeds. (growing new plants, feeding animals, eating)
- 2. The seed coat is like plastic wrap. (the outer protective covering)
- **3.** Heungbu and Nolbu have very different personalities. (two brothers in a Korean folktale)

#### Apply

As you work through this unit, highlight examples of dash usage. What is the purpose of each use of dashes?

#### Writing

#### Write a Story with a Starter

At the end of this unit, you will write a fictional narrative. To do this, you will need to learn skills that writers use to write fictional narratives, or stories. Most stories include a series of events. The events make up the story's plot. The writer presents the story events in an order that makes the most sense. In "A Tale of Two Brothers," the events are in chronological order, or time order. The author uses sequence words and phrases like *a few days later* and *Soon* to make the relationships clear.

Writing Prompt

Write a fictional narrative. Begin your story with the following starter: *It was the most incredible thing I'd ever seen in nature.* Use sequence and time words and phrases to present the story events in a logical order.

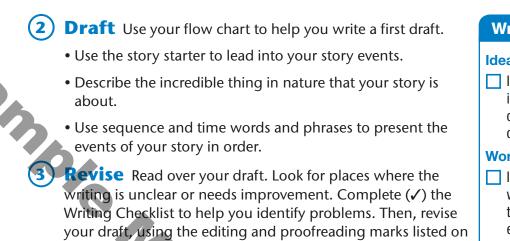
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**Prewrite** Begin by thinking of the story starter and the events that you'll include in your story.

- Close your eyes and visualize your story. Imagine what might happen in it.
- Write events on sticky notes or slips of paper. You don't have to think about the order now. Just write different events that happen.
- Next, arrange the events in a story order. Try different orders. What order makes the most sense?

Here's a flow chart created by a student named Thomas. He used this story starter: *I had never seen such an amazing plant*. He visualized a plant wrapping its tentacles around him. Then he used the flow chart to put the story events in order.

First, I worked my arm free.
Next, I made an opening in the vegetation.
Finally free, I heard a voice.



page 467.

Edit and Proofread Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. 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 story 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

#### Ideas:

I narrated a story that included a sequence of events in logical order.

#### Word Choice:

I used sequence words and phrases to show the order of events.

#### **Conventions:**

I used commas correctly to set off sequence and time words and phrases where appropriate.

An Amazing Plant

Thomas Kasterine

I had never seen such an amazing plant. Its smooth, curling leaves seemed to reach out to me. I wanted badly to touch it. Suddenly, its tentacles—its long, curling stems—shot out and wrapped themselves around me. I tried to break loose, but I was trapped. I started to panic. Then I got an idea. First, I worked my arm free of the tangle. Next, I made an opening in the vegetation near my pants pocket. I pulled out my knife and cut randomly at the leaves and stems. Finally, when I was free, I heard a voice. "You, there!" It was a park ranger. "Have you ever seen such an amazing plant?" I shook my head. The ranger smiled and explained that people should never touch this species of plant because it was becoming rare. I turned and looked at the plant. It was in perfect condition, just as it was when I first saw it. Had it all been a daydream?





# Prepare to Read



- Vocabulary building: Literary terms, word study
- Reading strategy:
   Compare and contrast
- Text type: *Literature (short story)*

#### Grammar

- Simple past and present perfect
- Past perfect active and passive

#### Writing

 Rewrite a familiar story

# THE BIG QUESTION

**How are growth and change related?** Societies grow and change at different rates. What might cause societies to change quickly? What would cause them to stay the same or to change slowly? Discuss with a partner or in small groups. What kinds of experiences can make people grow and change in terms of their emotions and understanding? Discuss with a partner or in small groups.

# **Build Background**

This reading is a short story called **"The Test."** The story is historical fiction. It deals with discrimination, inequality, and rights for African Americans at a bleak time in U.S. history—which was beginning to change, though slowly.

When African Americans were brought to the United States as slaves, they were not allowed to learn to read or write. Slavery was abolished, and African Americans were considered citizens in the 1860s. However, African Americans still faced many barriers to education and voting rights.

Before 1965, people in southern states who wanted to vote often had to take tests to show that they could read or write. Some people used these tests to discriminate against African Americans.

The short story "The Test" takes place in the southern state of Louisiana in the 1960s. While the setting and some of the references, such as the ones made about Ruby Bridges, are real, the characters—Lucas, Mama, and Gramps—are fictional.



Ruby Bridges was six when her parents fought in court for her to be able to go to the school of her choice.

# Vocabulary 🕕

#### Learn Literary Words

In a narrative, the person telling the story is called the *narrator*. The narrator tells the story from a particular **point of view**. This means that the reader views things however the narrator describes them. Sometimes the narrator is a character in the story. Then the narrator assumes the first-person point of view, telling the story using the pronouns I and my. In the short story "The Test," the main character, Lucas, narrates the story.

Because Lucas is the narrator, readers understand the plot from his point of view. The plot is the sequence of connected events that make up a story. The events in the short story "The Test" make up its plot.

Plot development can be divided into two categories: linear and nonlinear. In "The Test," the plot development is linear, meaning the plot is described in chronological order. In a nonlinear story, the events are not described in time order.

Suspense is a feeling of uncertainty about the outcome of events in a story. Writers often create suspense by keeping readers wondering how a situation is going to turn out.





Think of a TV show or movie that contains an element of suspense. Describe the plot and the point of view, then focus on what the element of suspense is in the show or movie. Fill in the boxes below with the information before you begin writing your description. 

Title

**Point of View** 

**Element of Suspense** 

**Literary Words** point of view plot

suspense

#### **Listening and Speaking: Academic Words**

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

#### **Academic Words**

affect anticipation discrimination reaction

| affect = cause a person to feel<br>strong emotions   | She pretended that the bad news did not <b>affect</b> her in order to appear strong.            |  |
|--|---|--|
| <b>anticipation</b> = a feeling of excitement<br>because something good or fun is going to<br>happen                 | We were filled with <b>anticipation</b> as we waited for the show to start.                     |  |
| <b>discrimination</b> = the practice of<br>treating one group of people differently<br>from another in an unfair way | Laws against <b>discrimination</b> help prevent various groups from being treated unfairly.     |  |
| reaction = something you say or do<br>because of what has happened or been<br>said to you                            | His <b>reaction</b> to my joke was not what<br>I had hoped. Instead of laughing, he<br>groaned. |  |





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

- Do you think it is acceptable to show how things affect you? Explain.
- 2. In what ways can anticipation sometimes lead to disappointment?
- **3.** Which organizations work to help end **discrimination**?
- 4. What would your **reaction** be if you found out you had won a contest?



▲ This 1870 print celebrates the 15th Amendment, but the amendment did not end voting discrimination.

#### Word Study: Homographs

Some words in English are spelled alike but have different meanings. These words are called *homographs*. There are several ways to figure out the meaning of a homograph. Here are some suggestions:

- Check to see how the word is used. What part of speech is it?
- Look at the other words in the sentence for context clues.
- Use a dictionary to find the correct definition.

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**Practice** 

The chart below includes some examples of homographs.

| Homograph | Part of Speech | Meaning                        |
|-----------|----------------|--------------------------------|
| last      | adjective      | final                          |
| last      | verb           | to have a duration of time     |
| change    | noun           | something new; a new situation |
| change    | noun           | metal coins                    |
|           |                |                                |

The following homographs appear in the short story "The Test": *pop, clear, sense, hand*. Find and underline each word in the reading. Then copy the context sentences into your notebook. Ask yourself how the word is used in the sentence. What is another meaning of the same word? Use a dictionary to find the meaning used in the context sentence. Record it in your notebook.

#### **Reading Strategy** Compare and Contrast

Comparing and contrasting helps you to understand ideas in a text. When you compare, you see how things are similar. When you contrast, you see how things are different. To compare and contrast, ask yourself the following questions as you read:

- How are the characters and events in this story similar to people and events in my own life?
- How are the characters and events in this story different from the people and events in my own life?
- How are the characters' ideas about the events similar?
- How are the characters' ideas about the events different?

As you read the short story "The Test," answer the questions listed above by comparing and contrasting.

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Literature Short Story **Set a purpose for reading** Read this story to find out about some of the obstacles African Americans faced as they attempted to practice their right to vote. What does Lucas and his family do?

The narrator is Lucas, a 13-year-old African-American boy in Louisiana in the

The narrator is Lucas, a 13-year-old African-American boy in Louisiana in the 1960s. He lives with his mother, Mama, and his 71-year-old grandfather, Gramps. In this story, the family accompanies Gramps as he takes a literacy test in order to register as a voter.

"I never **dared** try before," Gramps said. He pushed my history book across the table at me. "And now look, I can read."

I was so proud I felt like I was going to pop. "You read better than some of the kids in my class," I said. "You're going to **ace** that test."

My mother made a small sound, one that I knew meant "We'll see." She gave the supper one last stir. "Time to eat," she said. "Clear that book away, Lucas, and wash your hands."

"Yes, ma'am." I wanted to ask her if we could do something to celebrate Gramps's accomplishment, but the look in her eye made me hold my tongue. Over the last four years, she'd seen too many disappointments to celebrate before anything was settled and certain. I remembered her watching and worrying as little Ruby Bridges had walked to school, **clutching** her books in front of her. "Some people don't like change," Mama had said.

But I knew change was on the wind. I had caught Mama **peeking** at my math book the week before. Now Gramps could read. And once he passed the **literacy** test, he was going to be able to vote.

I sat down and tucked into my food. "Can I go with you tomorrow?" I asked between bites.

Mama and Gramps exchanged a look. "You know I don't like you missing school," Mama said.

"He can be my good luck charm," Gramps said. Mama sighed. "All right. Just this once."

dared, tried something difficult or scary ace, to do very well clutching, holding something very tight peeking, looking at something quickly and secretly literacy, the ability to read and write The next morning, we all dressed in our **Sunday best** and caught the streetcar. My hands sweated, but Gramps looked calm. Mama fanned herself and stared out the streetcar window.

At the office, Gramps took off his hat. "My name is William Johnson. I want to register to vote," he said in a deep, clear voice.

The clerk, a young man in a white short-sleeved shirt and skinny dark tie, said, "You need to take the test."

"I know. I am ready."

"Ten minutes. Thirty questions. If you get one question wrong, you fail. Do you understand?"

"I do."

The clerk glanced at Mama and me. "They have to wait out here." He went to a file cabinet and got a sheet of paper. He motioned for Gramps to follow, Gramps nodded at us. Mama clasped my wrist.

I patted her hand. "He's a good reader," I whispered. "He'll do fine." She watched Gramps and the clerk go into a side room. "Change comes slow, Lucas. We've **made strides**, but we still have a long way to go."

The clerk left the door open so he could watch Gramps take the test. We took two of the hard wooden seats in the waiting area, and I craned

my neck to see over the counter. I wanted to see Gramps right away when he came out of that room triumphant, a brand-new voter.

Ten minutes takes a long time when you're waiting. The clerk busied himself with other tasks. A woman typed rapidly, the clatter of the typewriter rattling my nerves.

Sunday best, formal clothes that people might wear to go to church made strides, made progress

0

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#### **V**LITERARY CHECK

How can you tell that the story is being told from the first-person **point of view**? How does this point of view shape the story?

#### **V**LITERARY CHECK

How does the **suspense** start to build here?

# Before You Go On

 What did Gramps learn to do?

2. Why is Lucas missing school today?

# On Your Own

Why do you think Lucas is so anxious? What do you think is going to happen?

Reading 2 9

Unexpectedly, Gramps strode out of the side room and handed the test to the clerk. "Thank you for your time," he said. Then, back stiff and straight, he walked past the counter, into the waiting area, and right past us out the door. LITERARY CHECK How is the **plot** building?

Mama and I trailed after him. "Gramps! Wait!" I called.

"Hush!" Mama ordered. As we hurried after Gramps in silence, questions knocked against my teeth.

At the streetcar stop, Gramps turned to face us. "I did not finish the test," he said.

"What? Why?" I burst out. "But you can read—."

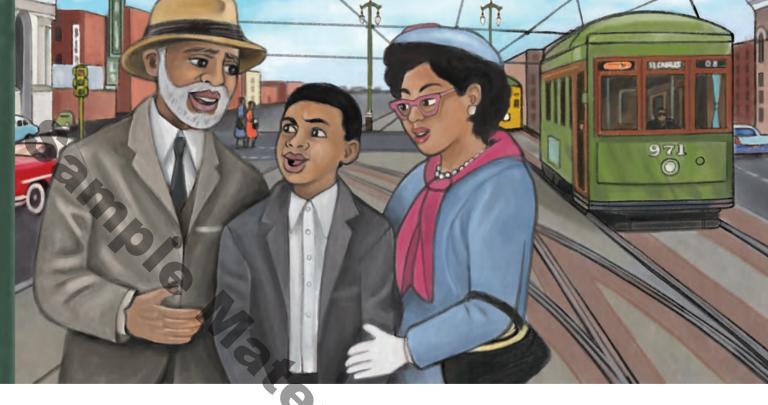
"That was no kind of reading test, Lucas," Gramps said. "The questions on that test made no sense. Underline this letter, circle that letter. Write this word backwards and put a dot over what would have been its second letter if it were written forward. That test doesn't care if you are a good citizen. That test doesn't want you to pass."

Fury boiled up inside me. "That's not right! They just say you need to be able to read." I turned away back toward the building, but Mama grabbed my arm.

"Don't you dare go back in there, Lucas," she said. "**Making a scene** won't help anybody."

making a scene, creating a lot of noise through argument and drama





#### "But—" I began.

"I told you, change comes slow," Mama said. "It will come. But not today." She glanced at Gramps. His face was set hard, and his eyes gleamed. At first, I thought that gleam was tears, but then I realized it was something else.

"Let's go home. We've got plans to make."

"We?" I asked.

He nodded and looked at Mama. "You've been thinking about going back to school."

Her eyes widened. "Aha!" I exclaimed. "You *were* looking at my math book!"

"Hush, child," Mama said.

Gramps continued, "I think it's time. You never graduated high school. You should go back and get your diploma."

Mama stammered, "But—how will we make ends meet?"

"Well, I'm old, but I'm not dead," Gramps said. "I'll go back to work. You both go to school. You are both whip smart. And you need to be smart, because I need you to help fight. I need you both to help **do away with** these tests and everything that keeps us from voting."

Mama looked uncertain, but I took her hand. "I'll help you," I said.

The clang of the bell heralded the arrival of the streetcar. I followed Mama onboard, realizing that things for our family were going to change. Maybe slowly, but they *would* change.

make ends meet, to make enough money to pay for the basic necessitiesdo away with, to eliminate

#### Before You Go On

 Why did Gramps leave the test suddenly?

2. What does Gramps decide the family will do?

# On Your Own

How do you think the family is going to change now? Explain.

# **Review** and **Practice**



In pairs, act out the following scene between Lucas and Mama.

Lucas: Mama, I don't understand why Gramps didn't pass the test. It wasn't fair!

Mama: What do you mean, Lucas?

- They told him he had to learn to read. And he did! But Lucas: they gave him an unfair test! They never told him there would be questions that didn't focus on reading.
- Mama: I know, Lucas. He didn't know. We didn't know.
- **Lucas:** But it's not fair!
- Mama: I know, Lucas. But sometimes life isn't fair. We try to change things so they are more fair. But change comes slowly.
- **Lucas:** I don't want things to be unfair. What can we do?
- **Mama:** Well, as Gramps said, you can get a good education. Get a good job. Then when you grow up maybe you can help make things more fair for people like us.
- **Lucas:** What do you mean?
- **Mama:** Well, if you get a good education and a good job—more people will listen to you. Then you can make good changes happen.

#### WΒ Comprehension

#### Recall

- 1. Why does Lucas feel proud of Gramps?
- 2. What does Lucas want to tell the people at the office after Gramps explains why he didn't finish the test?

#### Comprehend

- 3. How do Gramps and Lucas feel the day before the test? What do you think each anticipates will happen? Why?
- 4. How does Mama's feeling about the test differ from those of her father and her son?

#### Analyze

- 5. What does Gramps mean when he says "That test doesn't want you to pass."? Do you think he's right? Explain.
- 6. How do the characters feel about change? Do their feelings

#### **Speaking Tip**

Speak slowly and clearly. Self-correct, as necessary. Adjust your tone of voice to match the emotions the characters are feeling.

#### Connect

- 7. Do you think the title of the story was effective? Explain.
- 8. Which story character do you identify with more? Explain.

#### Discussion

Discuss with a partner or in a small group.

- 1. Do you think Lucas might react differently to discrimination in the future? Explain.
- **2.** What are some of the challenges this family might face as they put their plan into action?
- How does the story show how growth and change are related? Explain. How do you think the test affected Gramps? How do you think it affected Mama and Lucas? How might it have changed them?

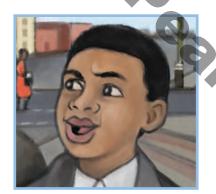
# Response to Literature

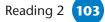
With a partner, talk about Gramps's, Mama's, and Lucas's experiences in the story. The family makes plans for the future. What do you think happens next? Think about the next meaningful event for one of the characters. Write a dialogue between the character and one or two others. You may choose to introduce a new character, such as a teacher or another family member.

#### **Listening Skill**

Listen carefully to your classmates to understand their main points. Also listen for details that support or help clarify others' main points.







#### Grammar

# Simple Past and Present Perfect

The simple past is used to show that an action began and ended at a definite time in the past.

The present perfect is used to show that an action began in the past but has no definite end. Form the present perfect with have or has + the past participle.

| Verb   | Simple Past                               | Present Perfect                             |
|--------|---|---|
| travel | She <b>traveled</b> a long way yesterday. | She <b>has traveled</b> all over the world. |

The present perfect is also used to show that an action began in the past and continues into the present.

| Verb | Simple Past                              | Present Perfect                        |
|------|--|--|
| work | My father <b>worked</b> late last night. | My father has worked there since 2013. |

Many verbs are irregular in the simple past and the present perfect.

**Practice** A



Circle the correct words or phrases in boldface to complete the sentences.

- 1. I went / have gone to the movies last weekend.
- 2. We lived / have lived here for two years.
- 3. My sister wrote / has written an essay last night.
- 4. My sister keeps / has kept a journal since she was four.

#### **Practice B**

Complete the paragraph with the simple past or the present perfect of the verb in parentheses.

| I have lived        | in San Diego for many years now. I |
|---------------------|------------------------------------|
|                     | (move) here from China in 2017     |
| because my father _ | (take) a new                       |
| job. At first, it   | (be) difficult,                    |
| but now it          | (became) easier. I                 |
|                     | (make) many new friends at my      |

new school, but my best friend is Allison.

## **Grammar Skill**

Some verbs are irregular and you need to memorize them. Verb Simple Past Present Perfect has/have come come came forgot has/have forgotten forget know **knew** has/have **known** 

#### **Grammar Check**

Do the simple past and the **present** perfect always use the same verb form?

#### Apply

Talk with a partner about where you have traveled and what you did there.



# **Past Perfect: Active and Passive**

Use the past perfect to indicate that something happened (or did not happen) in the past, prior to another event. Study the sentences in the chart below. The form of a verb in the past perfect is *had* (+ *not* / *never*) + *past participle*.

| Past Perfect Example   | Meaning                                     |
|--|---|
| Gramps had studied for weeks before taking the literacy test.      | Gramps studied before taking the test.      |
| Lucas <b>had caught</b> Mama peeking at his math book once before. | Lucas found his mother looking at the book. |

#### **Grammar Skill**

The passive form is sometimes used with a *by* phrase to indicate the doer of the action. **Example:** The garden was planted **by volunteers.** 

A past perfect sentence can be in the active or the passive.

Look at the active and passive sentences. Notice that the passive of the past perfect is had (+ not / never) + been + past participle.

| Active   | Passive   |
|--|---|
| By the time we got home, we <b>had</b> created a new plan. | By the time we got home, a new plan had been created. |
| I had not gotten some books.                               | I had not been given some books.                      |

Practice A

Identify each boldfaced phrase as passive or active.

- 1. \_\_\_\_\_ I had finished my homework early.
- 2. \_\_\_\_\_ There were no oranges left. They had all
- been eaten.
- 3. \_\_\_\_\_ When I got there, classes had started.

# What are some time words and phrases

that can be used with the **past perfect** in both the **active** and **passive**?

**Grammar Check** 

## Practice B

Complete the sentences with the correct past perfect form of the verb in parentheses.

- 1. All the books \_\_\_\_\_\_\_ to the library at the end of the year. (return)
- 2. I \_\_\_\_\_\_ they would be able to visit. (hope)
- 3. The actor \_\_\_\_\_\_ a large sum of money before he quit the film. (pay)

# Apply

Work with a partner to find two past perfect sentences in this unit (Readings 1 and 2) and identify them as active or passive. Restate the active sentences as passive and the passive sentences as active.

#### Writing

#### **Rewrite a Familiar Story**

At the end of this unit, you will write a fictional narrative. In this lesson, you are going to write a familiar story from a different point of view. When you tell a story, you can tell it from a character's or someone outside of the story's point of view. The story you just read is told from one of the character's point of view. But the story could be narrated from the point of view of another character in the story.

#### Writing Prompt

Choose a familiar story that you know well or can refer to. Decide on a new point of view for the story—one that is different from that of the original story. Be sure to use verbs in the simple past correctly.

**Prewrite** Choose a story that you want to retell.



- Choose a new narrator—a character or someone outside the story.
- Decide how your narrator's point of view will be different from the original narrator's.

Here's a chart created by a student named Linda about the point of view used in "The Test" and the new point of view she is going to use.



Here is Linda's rewrite of "The Test." Notice the changes in the story because of the new point of view.

#### The Test

I was happy and proud when my father learned to read. But I knew that change comes slowly, so I didn't want to get too excited. My father hadn't been given any educational opportunities, but if he passed the literacy test, he would be able to vote. I know how unfair life can be. This was such an important event that I agreed to let Lucas skip school. I thought it would be important for him to experience this and, hopefully, celebrate. But I didn't want him to be too hopeful. When my dad came out of the office, I could tell something was wrong. I had to stop Lucas from making a scene. I understood why Lucas was so upset, but I know that making a scene never helps. On our way back home, we all talked about making a new plan to help change come for our family.

#### Writing Checklist

#### Voice:

Linda Chang

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

#### **Conventions:**

I used the simple past correctly.

02.

# Prepare to Read

# What You -Will Learn Reading

- Vocabulary building: Context, dictionary skills, word study
- Reading strategy:
   Scan
- Text type: Informational text (science)

## Grammar

- Comparison structures: Comparative adjectives
- Adjectives with too and enough + infinitive

# Writing

• Write a personal letter

This graph shows ► that the Earth has been warming slowly for over 100 years. The red line shows some temperatures rising and falling, but the overall trend is a warming climate.

# THE BIG QUESTION

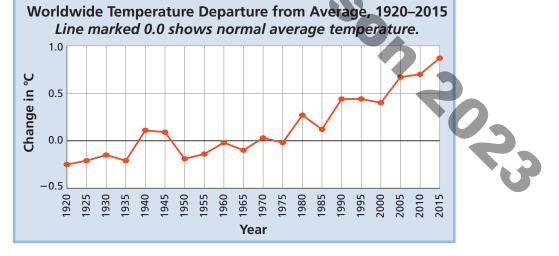
**How are growth and change related?** Think of a place you know that is affected by changes in climate. How does climate change affect the organisms—the plants and animals—in that place? How does it affect the people? Discuss your ideas with a partner.



▲ In Africa, drier conditions caused by climate change have affected the wildebeest's migration and range.

# **Build Background**

This reading is a science article called **"Climate Change Puts Nature on the Move."** It presents factual information about how climate change has affected animals, plants, and people. The image below is a graph—a picture that uses lines or curves to show the relationship between numbers or measurements that change.



# Vocabulary 🕕



## Listening and Speaking: Key Words

Read these sentences aloud with a partner. Use the context to figure out the meaning of the highlighted words. Use a dictionary, the glossary, or a thesaurus to determine or confirm your answers. Then write each word and its meaning in your notebook.

- 1. The field was pockmarked with holes, a sign of a ground squirrel colony.
- 2. There has been a large decline in the number of penguins in some parts of Antarctica.
- **3.** All living things are part of ecosystems that exist in the sea or on the land.
- 4. We are studying how birds migrate. They move to warmer climates in the winter.
- 5. Most bird species can fly, but penguins cannot.
- 6. After years of change, the fish's population has become stable.



Complete the sentences with a word from the box above. Then take turns reading the sentences aloud with a partner.

- 1. Animals \_\_\_\_\_\_ to find enough food and water.
- 2. The tundra and the desert are among the world's driest
- 3. There has been a(n) \_\_\_\_\_\_ in the number of polar bears in the Arctic—there are fewer and fewer of them.
- **4.** The scientists tracked the group of wolves to understand if their population was \_\_\_\_\_\_ or decreasing.
- 5. Several \_\_\_\_\_\_ of fish, such as the blue walleye, have died out, or become extinct.
- 6. The class noticed a large \_\_\_\_\_\_ of bees living in a nest near the school.



• Wild geese migrate from north to south in the winter and south to north in the summer.



colony decline ecosystems migrate species stable

#### **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 "Climate Change Puts Nature on the Move," try to use these words to respond to the text.

#### **Academic Words**

adapt distribution expand prediction region

| adapt = to gradually change behavior in<br>order to become successful                 |   | Some species have shifted where they feed in order to <b>adapt</b> to environmental changes. |  |
|---|---|--|--|
| <b>distribution</b> = scattering or spreading<br>of something over an area            |   | This map shows the <b>distribution</b> of people in the country.                             |  |
| expand = become larger, or to make<br>something become larger                         | - | We will <b>expand</b> our search for your missing key and look all over the house for it.    |  |
| <b>prediction</b> = statement that something is going to happen                       |   | Do you have a <b>prediction</b> about your final grade in this class?                        |  |
| <b>region</b> = fairly large area of a state or country, usually without exact limits |   | The southern <b>region</b> of the United States is warmer than the northern region.          |  |





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

- 1. Describe the population **distribution** in your area. Where do most people live? Where do few people live?
- 2. Do you think the population in your area will expand in the next ten years? Explain.
- **3.** What **prediction** can you make about the weather this weekend?
- 4. What region of your country do you live in?
- **5.** Describe a time when you have had to **adapt** to a new situation. What strategies did you use? How did you change?

People move, or migrate, to other regions for different reasons.



#### Word Study: Long a, i, o Spelling Patterns

Long vowel sounds can be spelled in different ways. The chart below shows the different spelling patterns for the long vowels *a*, *i*, and *o*.

| Long a  | Long <i>i</i>                           | Long <i>o</i>                             |
|---|---|---|
| <b>a_e</b> : state, same, rate,<br>decade, age, migrate | <b>i_e</b> : decline, nine, five        | <b>o_e</b> : home, alone                  |
| <b>ai, ay</b> : remained,<br>stay, today                | <b>igh</b> : right, slightly,<br>higher | <b>ow</b> : shows, owner,<br>widow, lower |

Work with a partner. Take turns reading aloud the words in the box. After you say a word, identify the long vowel sound and its spelling. Then choose five words and write a sentence for each.

| always | flowing | mine   | safe  | tight  |
|--------|---------|--------|-------|--------|
| bright | grain   | paint  | shape | tiles  |
| crow   | hides   | play   | sight | window |
| drive  | late    | revive | stone | write  |

#### Reading Strategy Scan

Practice

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Scanning helps you find information you need quickly. When you scan, you read for particular kinds of information, such as names, dates, numbers, and facts. To scan, follow these steps:

- Look at the title, visuals, captions, and labels to see if they contain the information you need.
- Start reading the beginning of the text. Move your eyes quickly over the lines. Don't stop at words you don't know.
- Look for key words related to the information you want to find.
- Stop scanning and begin reading as soon as you find any of the key words or ideas you're looking for.

Before you read "Climate Change Puts Nature on the Move," use the scanning strategy to find three key pieces of information that you want to know and think might be in an article like this one.



Informational Text Science/Social Studies **Set a purpose for reading** As you read this science and social studies article, consider this question: How is climate change affecting plants, animals, and people?

# Climate Change Puts Nature on the Move

You may not have taken too much notice of the planet's changing climate, but nature sure has. Around the world, **organisms** large and small are changing their behavior, diets, and home ranges in response to changing temperatures. A scientific study of 4,000 different species of animals and plants discovered that half of them are now on the move.

Moving is nothing new for Earth's living things; they have moved from place to place for millions of years. Many birds spend their winters close to the equator and their summers near the poles. Land animals, such as caribou, and ocean animals, such as whales, migrate hundreds and hundreds of miles from their feeding grounds to the places where they give birth to their young.

However, scientists are observing changes to those established patterns. Regions that were once perfect **habitats** have now become too hot for the organisms that live there. Faced with warmer temperatures, animals must either move or adapt to survive. For many, adapting means changing patterns and behaviors that kept them alive for years. Among the living things that are affected are penguins, moose, and, yes, even people.

organisms, living things, such as plants or animals habitats, places where plants or animals live



Due to climate change, many animals and birds, such as the white stork, have shifted their migration patterns.



# **Penguins in Peril**

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The effects of climate change are more pronounced at the poles than elsewhere. This is not good news for polar animals that are well adapted to cold climates. The Adélie penguin, which nests in colonies on the Antarctic Peninsula, is among the polar species that are struggling.

Over the last 40 years, the temperature along the peninsula has increased by 9 degrees F, causing the sea ice to form later and melt sooner. The temperature change had caused the penguins' main **prey**, silverfish, to leave, following their own prey to different areas. As a result, not only are the penguins that are nesting on the Antarctic Peninsula struggling to find food, but they also are facing warmer temperatures, which bring rain that can flood nests and kill chicks.

As the Adélies decline on the Antarctic Peninsula, another species of penguin, the Gentoo penguin, has been moving into this part of the Adélies' **range**. Gentoos consume a more varied diet than Adélie penguins. Also, they are larger than Adélies and can dive deeper to find food. However, that doesn't mean that warmer temperatures are good for penguins; it just means that some species may be able to adjust to changing conditions better than others.

There is some good news for the Adélies: The penguin colonies in locations that are being less affected by climate change are remaining stable or even growing. As long as these safe havens remain, the Adélies will survive.

**prey**, an animal that is hunted by another animal **range**, the area of land where a species can live

A group of Adélie penguins hunting and diving for fish in the Antarctic.

#### Before You Go On

- Why are some animals changing where they migrate?
- 2. How have Earth's rising temperatures affected the Adélie penguin?

# 🖹 On Your Own

What other species that you know of might be affected by climate change?

# Shrubs, Moose, and Caribou

Around the world, climate change is altering the makeup of ecosystems. Every living thing on Earth is part of an ecosystem, a web of life in which each part affects, and is affected by, every other part. The plants that grow in an area are eaten by certain animals that have adapted to eating them. When those plants change, the animals are affected. When plants spread to new areas, the animals that eat them follow their source of food.

The North Slope, the far northern part of Alaska, U.S.A., is far beyond the tree line, the northernmost limit where trees grow and thrive. Most of the North Slope is tundra, home to low-growing plants. Caribou, which are related to deer, live on the tundra because they have adapted to eat these plants.

Climate change has altered the North Slope's ecosystem. Because of warmer temperatures, shrubs like willow and alder are spreading through the river valleys, and with them have come moose. Once limited to the tree line because they could find no food on the tundra, moose have spread about 400 kilometers north from their northernmost limit in 1880.

However, the story is different for the caribou. Some research has found that the arrival of the shrubs has reduced the kinds of plants that the caribou need to survive; the caribou cannot eat the woody shrubs that moose feast upon.

What will happen to the moose and the caribou? Will the moose replace the caribou, like the Gentoo penguins are replacing the Adélies? It's too soon to tell, but scientists are watching the situation closely.

# Life Is on the Move

In addition to penguins, shrubs, and moose, thousands more species of animals and plants are responding to warmer global temperatures by moving. Scientists have discovered that all life on the planet is shifting away from the **equator** toward the cooler poles. Land animals and plants are moving toward the poles at a rate of 16 kilometers per decade. In the ocean, the migration is even faster than on land, with species moving at a rate of 71 kilometers per decade.

equator, the line that divides the Earth into the Northern and Southern Hemispheres



When shrubs like willow grow lower in the valleys, they attract moose.

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The floodgates in Rotterdam can open and close to help control the water during tides and storms.

Movement toward the poles is only part of the story. Animals and plants are also moving up mountains and diving deeper into the ocean to find cooler temperatures. The patterns of life on Earth are changing rapidly to adjust to hotter and more challenging living conditions.

# People Are Moving, Too

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Kersy

Are humans immune to the effects of climate change? No; humans are being affected, too. Increasing temperatures will lead to greater and more severe **flooding** in coastal areas. By 2100, sea level may rise as much as 2 meters. This will happen for two reasons. First, water expands when it is warmer because heat makes water molecules move faster and spread apart. Second, much of the water that is currently frozen in ice at the poles will melt and become part of the ocean.

In some places, people are already being forced to move. In Alaska, residents of 31 coastal villages must move because ice no longer forms a protective barrier. As a result, storms have **eroded** the land where their houses stand, making it unsafe to remain. Similarly, in the Pacific Ocean, rising seas have already covered five islands. On other low Pacific islands, like Kiribati, the Maldives, and Tuvalu, people are already making plans to move. Major cities will be especially vulnerable. In Shanghai alone, 17.5 million people may need to migrate out of flood zones by 2100. Other cities, such as Miami in the United States, are also at risk, as are nations that have many low-lying areas, such as Bangladesh.

Elsewhere, people have started preparing for the changes brought about by climate change. And they've learned from those who live in places that have experience dealing with flooding. Because two-thirds of the Netherlands is already at or below sea level, people there have built garages, lakes, parks, fields, and canals that can hold water during storms or when tides are high. Engineers have constructed 21-meter-tall **floodgates** to protect the major port in Rotterdam.

Climate change is a reality, and all living things—including people—will need to find ways to cope with rising temperatures and sea levels.

**flooding**, a large amount of water covering the land **eroded**, destroyed over time by natural forces **floodgates**, gates that can be opened or closed to let water in or keep it out

#### Before You Go On

- How are ecosystems affected by climate change?
- 2. How is climate change affecting people? Give an example.

# On Your Own

How is your area being affected by climate change?

# Review and Practice





### Recall

- 1. What is causing living things to move on our planet?
- 2. What is one species that has been affected by climate change? How?

### Comprehend

- **3.** How can an animal that has expanded its habitat affect other plants and animals in the area?
- 4. What regions are most affected by climate change?

#### Analyze

5. From what you read in the article, what predictions can you make about the future of the Adélie penguin, the moose, and the caribou?



▲ Seagulls feast on any fish that escape this feeding humpback whale. If the range of the whale changes, it can affect the seagulls.

6. Why are leaders from other coastal cities visiting the Netherlands?

#### Connect

- **7.** What do you think is the greatest impact of climate change? Explain.
- **8.** What do you think is the author of this article's viewpoint about climate change?

### **In Your Own Words**

Tell a partner some facts you learned about climate change and migration. Before you begin speaking, you may wish to write sentences using some of the words and phrases below.

| adapt          | equator   | prey      |
|----------------|-----------|-----------|
| caribou        | flooding  | poles     |
| climate change | habitat   | range     |
| ecosystems     | organisms | sea level |
| erosion        | penguins  | survive   |

### **Speaking Tip**

You may wish to use the images in this reading to help explain the main ideas and details presented in the text.

**?** 

#### Discussion

Discuss with a partner or in a small group.

Climate change continues to affect migration. How do you think that warming temperatures will affect animals, plants, and people five years from now?

• How are growth and change related? How would you answer the Big Question, based on what you read in this article? Explain.

### **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 after a comma and for a longer time after 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. Take turns reading the paragraph aloud and giving each other feedback.

# Extension



Now that you have read about how climate change affects migration patterns, go online to find additional information on this topic. Choose an article, read it, and summarize it. Be sure to include the title and source. Does the information in the article change or confirm your reaction to the text you just read? Explain how.



 Deforestation—the cutting down of trees-has affected moth and butterfly migration patterns.

#### Listening Tip

If you have a question, wait until the speaker has finished speaking before asking it.

**Reading 3** 

#### Grammar

### **Comparison Structures: Comparative Adjectives**

A comparative adjective compares one thing to another. Comparative adjectives are formed in different ways, depending on the adjective that they are based on. Using the word *than* also clarifies the comparison. Here are the rules to follow to form comparative adjectives.

#### **Grammar Skill**

Irregular comparatives must be memorized. much  $\rightarrow$  more  $qood \rightarrow better$ little  $\rightarrow$  less

| Example  | Rule  |
|--|---|
| Warmer habitats are near the equator.                    | Most one-syllable adverbs, add - <i>er</i> : [warm].  |
| Birds are larger than insects.                           | Most one-syllable adjectives ending in - <i>e</i> , add - <i>r</i> : [large].   |
| Hotter climates are near the equator.                    | Most one-syllable adjectives with a consonant-vowel-<br>consonant pattern, double final consonant, add - <i>er</i> : [hot]. |
| Climate change will lead to <b>more severe</b> flooding. | Adjectives of two or more syllables, add <i>more</i> : [severe].  |
| So far, our family has been luckier than most.           | Adjectives ending in -y, change -y to - <i>ier</i> : [lucky].   |
| Last night's storm was <b>worse than</b> others.         | Memorize irregular forms: $bad \rightarrow worse$ .   |

### **Practice A**

Complete the sentences with the correct comparative form of the adjective in parentheses.

- 1. India is \_\_\_\_\_\_ than Canada. (warm)
- 2. The place is \_\_\_\_\_\_ than it was five years ago. (safe)
- 3. Coastal areas are \_\_\_\_\_\_ to live in than they were five years ago. (dangerous)





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Complete the sentences with the correct comparative form of the adjective in parentheses and the word than.

- 1. The altitude of a mountain peak is higher than \_\_\_\_\_ sea level. (high)
- 2. Mild temperatures are \_\_\_\_\_ hot temperatures. (comfortable)
- 3. Flooding at sea level is \_\_\_\_\_\_ in the mountains. (bad)

#### **Grammar Check**

When do writers use than with comparative adjectives?

### Apply

Look at the graph on page 108 and make comparisons with a partner. Example: Global temperatures in 2010 are **higher** than they were in 1960.

\_\_\_\_\_ extremely

2

### Adjectives with Too and Enough

Writers often use *too* and *enough* with adjectives to indicate a degree, as in *too hot*, meaning "hotter than necessary or desired." Study these examples:

| Sentence   | Meaning  |
|--|--|
| The air is too cold for animals.                         | Animals cannot live in air this cold.  |
| The water was <b>warm enough</b> for the fish to thrive. | This water was a good temperature that was sufficiently warm for fish to thrive. |

Writers use *not* and *enough* with an adjective to mean not as much as needed. In this case, *not* + adjective + *enough* has the opposite meaning from *too* + adjective. The examples below have the same meaning.

#### too + adjective Some climates are too hot for

*not* + adjective + *enough* 

Some climates are **too hot** for **So** these organisms. for

Some climates are **not cool enough** for these organisms.

Writers sometimes follow expressions with too and not . . . enough with infinitives to clarify a result.

There is **not enough** food **to last**. Their habitats are becoming **too hot to live in**.

# Practice A

Circle the correct phrases to complete the sentences.

- 1. Wear a coat. It's too cold / cold enough to go out in a T-shirt.
- 2. The ladder is too short / short enough. It doesn't reach the roof.
- 3. Marco can lift that heavy stone. He is too strong / strong enough.
- You must be 18 to see that movie. You are only 16, so you are not too old / old enough.

#### **Practice B**

Complete the sentences with too or enough and one of these adjectives: *light, salty, sweet.* 

1. This box is \_

\_\_\_\_\_. I can carry it easily.

2. Waiter, please take back this soup. It is \_\_\_\_\_\_ to eat.

3. I don't want any more sugar in my tea. It is

#### **Grammar Skill**

Use an infinitive after too or enough to show a situation: The soup is too hot. The soup is too hot to eat now.

#### **Grammar Check**

When do writers use the infinitive with too and *enough*?

# Apply

Write a sentence using too to show degree, such as *It's too early to* eat lunch. Then work with a partner and rewrite each other's sentences with enough: *It's early enough to eat lunch*.

#### Writing

#### Write a Personal Letter

In this unit, you have been learning about narrative writing. In this lesson, you will write a narrative in the form of a personal letter to a friend or a family member. In a personal letter, you tell the reader a story about a memorable event or experience in your life. A personal letter has five parts: the date, the greeting, the body, the closing, and the signature. It is in the body of the letter that you include details about the event or experience.

#### Writing Prompt

Write a personal letter to a friend or a family member about a memorable event or experience. Choose an event or an experience you had that you can write a story about. Include adjectives with *too* and *enough* and comparative structures where possible.

1) **Prewrite** Choose an interesting event or experience you had.

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

Here is a graphic organizer created by a student named Adrian for a letter describing his move to a new place.

Date: September 21, 2019

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Body: Everything is different here.

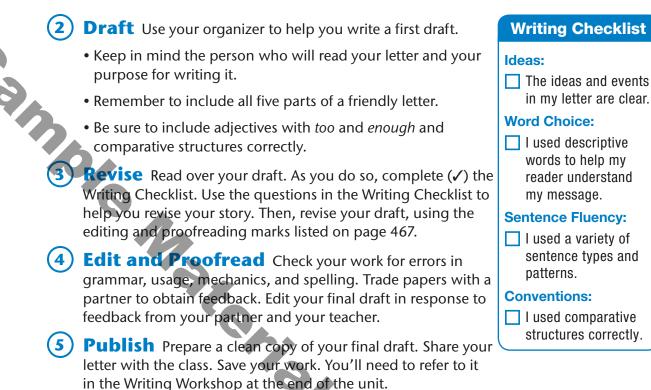
Met Ricardo.

Greeting: Dear Alex,

He likes to play soccer so we practice together.

I'm going to try out for the team.

Closing: Take care, Signature: Adrian



in my letter are clear.

Here is Adrian's letter to Alex. Notice how he used comparison structures.

| September | 21. | 2019 |
|-----------|-----|------|
| September | 21, | 2017 |

#### Dear Alex,

How's it going, buddy? Man, everything is different here. I get lost on the way to all my classes and nobody eats lunch together! I've been thinking about our lunchtime pick-up soccer games. I think I found a way to make my life more interesting-or at least interesting enough! I met a kid named Ricardo. I was doing some practice drills out in the field when he called out to me, "Hey, man, pass!" For a second, I was too surprised to react, since I've barely spoken to anyone at this school. But once I understood that he wanted to play, I passed him the ball and we took turns trying to score on each other. Just like you and I used to, we set up our backpacks as goal markers and spent lunch hour training. We're supposed to meet up again tomorrow, so I'll keep you posted. Maybe you can visit and we can all hang out. Take care. Adrian



#### **Reading 4**

# Prepare to Read



- Vocabulary building: Literary terms, word study
- Reading strategy: Make inferences
- Text type: Literature (short story)

### Grammar

- Have to + verb
- Conditional sentences

# Writing

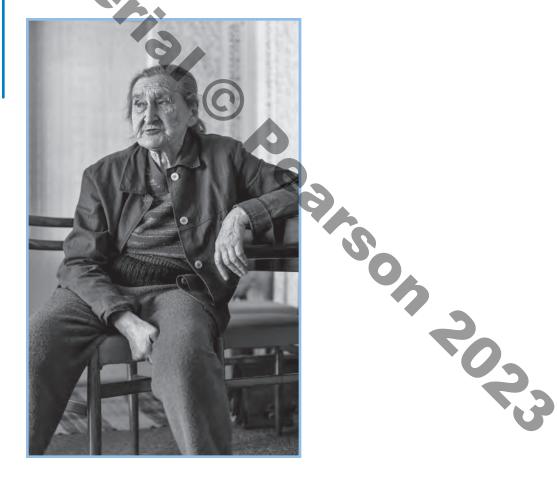
 Write a personal narrative

# THE BIG QUESTION

**How are growth and change related?** Have you ever felt embarrassed by someone you love? What happened? Did you learn from the experience? Did the experience change you in any way? Discuss with a partner.

# **Build Background**

This reading is a short story called **"Abuela Invents the Zero."** It is about a girl named Connie who is embarrassed by her grandmother. Born in the United States, Connie has lived in New Jersey, U.S.A., all her life. Connie's grandmother was born in Puerto Rico and is visiting the United States for the first time. Because her parents insist, Connie takes her grandmother to church and learns an important lesson as a result.



# Vocabulary 🕕

### **Learn Literary Words**

Characterization is the creation and development of a character in a story. Writers sometimes show what a character is like by describing what the character thinks and does.

Felicia usually called her brother, Jason, every Sunday. But this time she didn't feel like getting up to find her cell phone. Felicia knew that her brother would be disappointed, but she was too tired to care.

Writers use dialogue, or a conversation between two or more characters, to show through their spoken words how the characters feel. In short stories, dialogue usually appears between quotation marks ("") to indicate a speaker's exact words.

"Why didn't you call me last Sunday?" asked Jason. "I would have, Jason, but I couldn't find the phone, and then I fell asleep," answered Felicia.

Sarcasm is a form of speech or writing that is used to express criticism or annoyance. It often adds an element of humor, but the attitude behind the humor is usually cutting or bitter. Often the speaker or writer says the opposite of what he or she actually means.

"Wow, Felicia. That makes me feel good. Thanks for making me such a big priority in your life," said Jason.



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Copy the paragraph below into your notebook. With a partner, write a few lines of dialogue to show what the narrator and her cousin are like. Remember to put each speaker's words in quotation marks. Try to include a sarcastic remark.

I was on a train to Florida to visit my cousin Maria. I was very excited about the trip. I hadn't seen Maria for five years. Maria was beautiful and popular, and she always wore the coolest clothes. My train arrived a little late. I noticed Maria right away. She was standing in the parking lot next to a shiny new convertible.

**Literary Words** characterization dialogue sarcasm

#### **Reading 4**

#### **Listening and Speaking: Academic Words**

Study the **purple** words and their meanings. You will find these words useful when talking and writing about literature. Write each word and its meaning in your notebook, then say the words aloud with a partner. After you read "Abuela Invents the Zero," try to use these words to respond to the text.

conduct ignore instruct reluctance

Academic Words

| <b>conduct</b> = the way someone behaves                                    | The little girl's good <b>conduct</b> made her parents feel proud.      |  |
|---|---|--|
| <b>ignore</b> = pay no attention to someone<br>or something                 | They turned their heads away so as to <b>ignore</b> the bully's threat. |  |
| <b>instruct</b> = officially tell someone what to do or how to do something | A teacher's job is to <b>instruct</b> his or her students.              |  |
| reluctance = unwillingness to do something                                  | His unhappy face showed his <b>reluctance</b> to help his mother.       |  |

WВ **Practice** 

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

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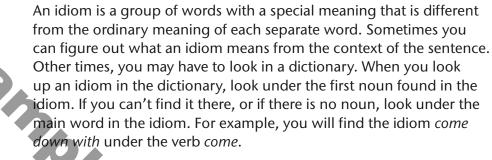
- 1. Have you ever been ashamed of your own conduct?
- 2. When is it a good idea to ignore a person or a situation?
- 3. Who will **instruct** you about applying for a job?
- 4. When have you shown reluctance to do something?



I tried this green ice cream with some reluctance, but it turned out to be delicious green-tea ice cream!

### Word Study: Idioms

**Practice** 



| Idiom                      | Meaning                                 |
|----------------------------|---|
| night and day              | "all the time"                          |
| come down with             | "become ill with"                       |
| beat somebody to something | "get to or do something before someone" |
|                            |   |

Work with a partner. In the reading, find and <u>underline</u> each of the idioms from the box below. Try to figure out the meaning of the idiom using the context of the sentence. Then look up the idioms in a dictionary. In your notebook, write the idiom and its meaning. Finally, write a sentence for each idiom.

| at the top of her voice | end up              | l'm out of here  | no way             |
|-------------------------|---------------------|------------------|--------------------|
| changes his mind        | getting myself into | makes a big deal | she means business |

#### **Reading Strategy** Make Inferences

Making inferences helps you figure out information that the author hasn't given directly. When you make inferences, or infer, you are "reading between the lines." To make inferences, follow these steps as you read:

- Pay close attention to how the author describes the characters, the events, and the setting. What has the author hinted at but not said?
- Think about your own experiences. Do they help you understand the situation that you are reading about?
- Now use the information in the story and your own experiences to make inferences.

As you read "Abuela Invents the Zero," think about what the author is conveying but not saying directly. What inferences can you make?

202.

Reading 4

Literature Short Story **Set a purpose for reading** Read the story to find out how a person can learn an important lesson from someone older and wiser. What lesson does Connie learn?

Abuela Superior States States

"You made me feel like a zero, like a nothing," she says in Spanish, *un cero, nada*. She is trembling, an angry little old woman lost in a heavy winter coat that belongs to my mother. And I end up being sent to my room, like I was a child, to think about my grandmother's idea of math.

It all began with Abuela coming up from the Island for a visit—her first time in the United States. My mother and father paid her way here so that she wouldn't die without seeing snow, though if you asked me, and nobody has, the dirty **slush** in this city is not worth the price of a ticket. But I guess she deserves some kind of award for having had ten kids and survived to tell about it. My mother is the youngest of the bunch. Right up to the time when we're supposed to pick up the old lady at the airport, my mother is telling me stories about how hard times were for la familia on la isla, and how la abuela worked night and day to support them after their father died of a heart attack. I'd die of a heart attack too if I had a troop like that to support. Anyway, I had seen her only three or four times in my entire life, whenever we would go for somebody's funeral. I was born here and I have lived in this building all my life. But when Mami says, "Connie, please be nice to Abuela. She doesn't have too many years left. Do you promise me, Constancia?"-when she uses my full name, I know she means business. So I say, "Sure." Why wouldn't I be nice? I'm not a monster, after all.

So we go to **Kennedy** to get la abuela and she is the last to come out of the airplane, on the arm of the cabin attendant, all wrapped up in a black shawl. He hands her over to my parents like she was a package sent airmail. It is January, two feet of snow on the ground, and she's wearing a shawl over a thin black dress. That's just the start.

slush, partly melted snow Kennedy, John F. Kennedy International Airport in New York, NY, U.S.A.

#### **V**LITERARY CHECK

How does Connie's description of her grandmother in the second sentence serve to **characterize** Connie? What is Connie like?

#### **V**LITERARY CHECK

What are some examples of **sarcasm** on this page? What do Connie's sarcastic remarks reveal about her character?

202.



Once home, she refuses to let my mother buy her a coat because it's a waste of money for the two weeks she'll be in *el Polo Norte*, as she calls New Jersey, the North Pole. So since she's only four feet eleven inches tall, she walks around in my mother's big black coat looking **ridiculous**. I try to walk far behind them in public so that no one will think we're together. I plan to stay very busy the whole time she's with us so that I won't be asked to take her anywhere, but my plan is ruined when my mother comes down with the flu and Abuela absolutely *has* to attend Sunday mass or her soul will be eternally damned. She's more Catholic than the Pope. My father decides that he should stay home with my mother and that I should **escort** la abuela to church. He tells me this on Saturday night as I'm getting ready to go out to the mall with my friends.

"No way," I say.

I go for the car keys on the kitchen table: he usually leaves them there for me on Friday and Saturday nights. He beats me to them.

"No way," he says, pocketing them and grinning at me.

#### **V**LITERARY CHECK

What examples of **characterization** can you identify in this paragraph?

#### Before You Go On

Why does Connie walk far behind her grandmother?

2. What does Connie's father ask her to do?

# On Your Own

How would you feel if you were Connie? Do you think Connie is being unfair to her grandmother? Explain.

ridiculous, silly escort, go with

Needless to say, we come to a compromise very quickly. I do have a responsibility to Sandra and Anita, who don't drive yet. There is a Harley-Davidson fashion show at Brookline Square that we *cannot* miss.

"The mass in Spanish is at ten sharp tomorrow morning, *entiendes*?" My father is dangling the car keys in front of my nose and pulling them back when I try to reach for them. He's really enjoying himself.

"Lunderstand. Ten o'clock. I'm out of here." I pry his fingers off the key ring. He knows that I'm late, so he makes it just a little difficult. Then he laughs. I run out of our apartment before he changes his mind. I have no idea what I'm getting myself into.

Sunday morning Lhave to walk two blocks on dirty snow to **retrieve** the car. I warm it up for Abuela as instructed by my parents, and drive it to the front of our building. My father walks her by the hand in baby steps on the slippery snow. The sight of her little head with a bun on top of it sticking out of that huge coat makes me want to run back into my room and get under the covers. I just hope that nobody I know sees us together. I'm dreaming, of course. The mass is packed with people from our block. It's a **holy day of obligation** and everyone I ever met is there.

I have to help her climb the steps, and she stops to take a deep breath after each one, then I lead her down the aisle so that everybody can see me with my **bizarre** grandmother. If I were a good Catholic, I'm sure I'd get some **purgatory** time taken off for my sacrifice. She is walking as slow as Captain Cousteau exploring the bottom of the sea, looking around, taking her sweet time. Finally she chooses a pew, but she wants to sit in the *other* end. It's like she had a spot picked out for some unknown reason, and although it's the most inconvenient seat in the house, that's where she has to sit. So we squeeze by all the people already sitting there, saying, "Excuse me, please, *con permiso*, pardon me," getting annoyed looks the whole way. By the time we settle in, I'm drenched in sweat. I keep my head down like I'm praying so as not to see or be seen. She is praying loud, in Spanish, and singing hymns at the top of her creaky voice.

I ignore her when she gets up with a hundred other people to go take **communion**. I'm actually praying hard now—that this will all be over soon. But the next time I look up, I see a black coat dragging around and around the church, stopping here and there so a little gray head

#### retrieve, pick up

holy day of obligation, day when Catholics are obliged to, or must, go to church

bizarre, very strange

**purgatory**, according to the Catholic faith, a place where the souls of dead people go before entering heaven

**communion**, part of the mass in which people go up to the altar to eat a small piece of bread that is a sign of Jesus Christ's body

#### LITERARY CHECK

How does the author use **dialogue** to help develop Connie's character?

5

can peek out like a **periscope** on a submarine. There are giggles in the church, and even the priest has frozen in the middle of a blessing, his hands above his head like he is about to lead the congregation in a set of jumping jacks.

S

I realize to my horror that my grandmother is lost. She can't find her way back to the pew. I am so embarrassed that even though the woman next to me is **shooting daggers** at me with her eyes, I just can't move to go get her. I put my hands over my face like I'm praying, but it's really to hide my burning cheeks. I would like for her to disappear. I just know that on Monday my friends, and my enemies, in the **barrio** will have a lot of **senile**-grandmother jokes to tell in front of me. I am frozen to my

periscope, tube with mirrors inside it, used to look over the top of something shooting daggers, shooting fierce looks barrio, part of an American city where Spanish-speaking people live senile, mentally confused or behaving strangely because of old age

#### **Before You Go On**

- What happens to Abuela in church?
- 2. Why doesn't Connie get up to help her grandmother?

# On Your Own

Do you feel sympathetic toward Connie? Why or why not?

Reading 4 12



seat. So the same woman who wants me dead on the spot does it for me. She makes a big deal out of getting up and hurrying to get Abuela.

The rest of the mass is a blur. All I know is that my grandmother kneels the whole time with her hands over her face. She doesn't speak to me on the way home, and she doesn't let me help her walk, even though she almost falls a couple of times.

When we get to the apartment, my parents are at the kitchen table, where my mother is trying to eat some soup. They can see right away that something is wrong. Then Abuela points her finger at me like a judge passing a sentence on a criminal. She says in Spanish, "You made me feel like a zero, like a nothing." Then she goes to her room.

I try to explain what happened. "I don't understand why she's so upset. She just got lost and wandered around for a while," I tell them. But it sounds lame, even to my own ears. My mother gives me a look that makes me cringe and goes in to Abuela's room to get her version of the story. She comes out with tears in her eyes.

"Your grandmother says to tell you that of all the hurtful things you can do to a person, the worst is to make them feel as if they are worth nothing."

I can feel myself shrinking right there in front of her. But I can't bring myself to tell my mother that I think I understand how I made Abuela feel. I might be sent into the old lady's room to apologize, and it's not easy to admit you've been a jerk-at least, not right away with everybody watching. So I just sit there not saying anything.

My mother looks at me for a long time, like she feels sorry for me. Then she says, "You should know, Constancia, that if it wasn't for this old woman whose existence you don't seem to value, you and I would not be here."

That's when *I'm* sent to *my* room to consider a number I hadn't C A C thought much about—until today.

cringe, move back or away from something because it pains you jerk, person who does things that annoy or hurt other people existence, state of being alive

#### **About the Author**

Judith Ortiz Cofer was an accomplished author of poetry, short stories, and novels for young adults. Born in Puerto Rico in 1952, she and her family moved to New Jersey when she was a girl. Cofer's work has won many awards. An Island Like You was named Best Book of the Year by the American Library Association in 1995. The Meaning of Consuelo won the America's Award for Children's and Young Adult Literature in 2003. In addition to writing, Cofer taught English and Creative Writing at the University of Georgia.

#### **LITERARY CHECK**

How do you think this story would be different if it was told from the grandmother's point of view?

#### Word Skill

Earlier in the story, Connie explains that her full name. Constancia, has a special connotation, or associated meaning, whenever her mother uses it. What does she say it means? Does her mother's use of *Constancia* have the same connotation here?

# **Before You Go On**

1. Why is Abuela hurt and angry?

2. How does Connie feel about what she did?

### **On Your Own**

Do you think things might change between Abuela and Connie now?

### **Review** and **Practice**

# **Reader's Theater**



Act out the following scene between Connie and her father. **Connie:** May I have the keys, Dad? I'm going out.

- **Father:** Not so fast! [holds the keys above his head] I'll let you go under one condition.
- **Connie**: [*sighs*] Hurry, Dad, *please*. My friends are waiting for me.
- You can go with your friends now, but you must take your Father: grandmother to mass tomorrow. No excuses. Mass begins at 10:00 sharp.

Connie: But Dad!

- Father: No "buts," Connie. You will do this for your family.
- Connie: Okay, fine. I'll do it. Now please give me the keys. I don't want to miss the fashion show!

# Comprehension

#### Recall

- 1. How many times had Connie seen Abuela before this visit?
- 2. What makes Abuela look ridiculous to Connie?

#### Comprehend

- 3. What is Connie afraid will happen on Monday?
- 4. Why doesn't Abuela speak to Connie on the way home from church?

#### Analyze

- 5. How do you think the author feels about Connie's conduct?
- 6. The barrio is a small community. What effect does that have on Connie?

### Connect

- 7. If Connie were your friend, what would you say to her about the incident and her feelings about Abuela? Explain.
- 8. Do you think the title of the story is effective? Why? What is it like to feel like a zero? Explain.

#### **Speaking Tip**

Be sure to make eye contact with members of vour audience.



### Discussion

Discuss with a partner or in a small group.

- 1. Why do you think Abuela and Connie have different viewpoints about what happened? Explain.
- 2. If you were Connie, how would you have felt about Abuela? Would you have done anything differently? Explain.
- 3. What lesson did Abuela teach Connie?
- How are growth and change related? Do you identify with Connie's embarrassment or do you think she was being selfish? How do you think she will change as a result of her experience with Abuela?

#### 68 **Response to Literature**

How are senior citizens treated in your home culture? How are they treated in other cultures? Do research at the library or on the internet to find information about how a culture other than your own treats elderly people. Write a paragraph summarizing your findings. You may wish to work with your classmates to publish your paragraphs in a class book.

**Listening Tip** 

Give each speaker your attention.





In many cultures, adults live with and care for their elderly parents.

Grammar

### Have to + Verb

Use the phrase *have to* plus the base form of a verb to express necessity or lack of necessity.

| Lack of Necessity (Negative)                        |
|---|
| I don't have to help her put on her coat.           |
| She <b>doesn't have to attend</b> the fashion show. |
| She did not have to stay in her room all day.       |
|   |

#### **Practice A**



Complete the sentences with the correct form of *have to* and the verb in parentheses. Be sure to use the negative if it is indicated.

- 1. My father \_\_\_\_\_\_ on Saturdays. (work)
- 2. I \_\_\_\_\_\_ homework yesterday. (do)
- 3. I \_\_\_\_\_\_ homework today. (not, do)

# Practice B

Copy this chart into your notebook. Complete each sentence with something you have to do (positive) or don't have to do (negative). Then put each sentence in the past using *had to* or *didn't have to*. The first one has been done for you.

| Positive or Negative | Sentence   |   |
|----------------------|--|---|
| 1. negative          | Example: On Saturdays, I don't have to get<br>up early.<br>Last Saturday, I didn't have to get up early. |   |
| 2. positive          | Every morning,   | ۱ |
| 3. negative          | On weekends,   |   |
| 4. positive          | After dinner,  |   |

#### **Grammar Skill**

Make sure subjects and verbs agree in number. A singular subject uses a singular verb, (e.g., *He has to get up early*). A plural subject uses a plural verb, (e.g., *We have to get up early*).

dinner.

#### **Grammar Check**

Does *have to* + verb express possibility or necessity?

#### Apply

Talk with a partner about things you have to and don't have to do this week.

### **Conditional Sentences**

S

Conditional sentences are used to talk about events that may or may not occur, depending on other events or conditions. Each conditional sentence has an *if* clause and a result clause. Here is an example:

if clause result clause If you get one question wrong, you fail.

There are different kinds of conditional sentences. Factual conditionals are used to talk about future results of specific events or actions. The verb in the result clause is often preceded by *will*.

If you get a good education, more people will listen to you.

Unreal conditionals are used to talk about present unreal conditions and their results. Use the simple past in the *if* clause and *could, would,* or *might* + verb in the result clause. If the verb is *be* in the *if* clause, use *were* for all persons.

If Mama went back to school, she could have more opportunities. If I were Lucas, I would be angry too.

# Practice A



In each sentence, underline the *if* clause once and the result clause twice. Then write *factual conditional* or *unreal conditional*.

- 1. <u>unreal conditional I would be happy</u> if my grandparents visited me.
- 2. \_\_\_\_\_ Abuela will feel better if Connie apologizes.
- 3. \_\_\_\_\_ If I got lost, I would call a family member.
- 4. \_\_\_\_\_ If you visit Puerto Rico, you will see some interesting sights.

#### **Practice B**

Complete the sentences. Use your own ideas. Write in your notebook.

- 1. I will feel very happy if ... I will feel very happy if it's sunny tomorrow.
- 2. If I have free time this weekend, . . .
- 3. If my relatives visited me, . . .
- 4. I would take a long trip if . . .

### **Grammar Skill**

Use a comma when the cause comes first. Do not use a comma if the effect comes first.

#### **Grammar Check**

Are unreal conditional sentences used to express certainty about something?

### Apply

Talk with a partner and complete these sentences with your ideas: *This class would be very happy if* . . . / *If I have some time this summer*, . . . **Reading** 4

#### Writing

#### Write a Personal Narrative

In this lesson, you will write a personal narrative from your own point of view. In a personal narrative, you tell about an experience you have had. Like fictional narratives, personal narratives include dialogue, characterizations, and events related in a sequence; however, the events, dialogue, and people in the personal narrative are real.

#### Writing Prompt

Write a personal narrative. Then provide some details and descriptions about your experience. Use conditionals and have to as appropriate.

Prewrite Begin by choosing a memorable experience you had with a family member of an adventure you had with a friend.



- Think about the event. What happened?
- Who are the other characters in your narrative? What did they say?
- List your ideas in a graphic organizer like the one below.

A student named Andrea used this two-column chart to organize her ideas.

| who was there | me, my dad, my grandpa, my other<br>relatives                                |
|---------------|--|
| what happened | It rained, but we had fun anyway.  |
| what was said | "We are not going to let an<br>aguasero—a little rainfall—ruin our<br>trip!" |



- Remember to keep your purpose for writing in mind.
- Remember to include characters and dialogue.
- Use conditionals and *have to* correctly.

**Revise** Read over your draft. Look for places where the writing needs improvement. As you do so, complete (✓) the Writing Checklist. Use the questions in the Writing Checklist to help you revise your story. Then, revise your draft, using the editing and proofreading marks listed on page 467.

4 Edit and Proofread Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. 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 personal narrative 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 Andrea's personal narrative. Notice that she includes what her parents said.

Andrea Vargas

Rainy River Day

My cousins and I had packed everything we needed for our hike the night before, but when I woke up on Saturday, it was raining. My parents woke everyone up by announcing, "We are not going to let an aguasero—a little rainfall—ruin our trip! We've been preparing for weeks!" While everyone was getting ready, the sun came out. We had to walk down a big mountain to get to the river. We swam, played ball, and slept on the gigantic rocks. For lunch, we made Sancocho de Pollo-chicken stew-in a huge pot. We built a campfire with found wood, and added all the ingredients we had packed for the stew. We cooked and ate, and then put out the fire with sand and water. As we were about to head home, it started raining again. It was a huge aguasero. On the way out, we had to climb up the mountain. But this time, there was a lot of mud, and it was very slippery. I tried and tried to climb up, but I couldn't. Finally, my dad held on to my arm, and I had to walk on the edge of the river. If I had to do it all over again, I would!

#### Writing Checklist

#### **Organization:**

I related my experience in a clear and logical way.

#### **Sentence Fluency:**

My sentences flow smoothly, helping the reader to move from one action to the next.

#### **Conventions:**

I used conditionals and have to correctly.





# **Link the Readings**

### **Critical Thinking**

What logical connections can you make between the ideas and details in the readings in this unit? Although the readings do not all have the same purpose, they share a common theme and reflect a range of viewpoints. Complete the chart below. Be prepared to support your answers with evidence from each of the texts.

| Title of Reading  | Purpose   | Big Question Link   |
|---|-----------|---|
| "How Seeds and Plants Grow"<br>"A Tale of Two Brothers" |           |   |
| "The Test"  | 3.6       |   |
| "Climate Change Puts Nature on the Move"                | to inform |   |
| "Abuela Invents the Zero"                               |           | Connie learns a lesson about treating her grandmother with respect. |

### Discussion

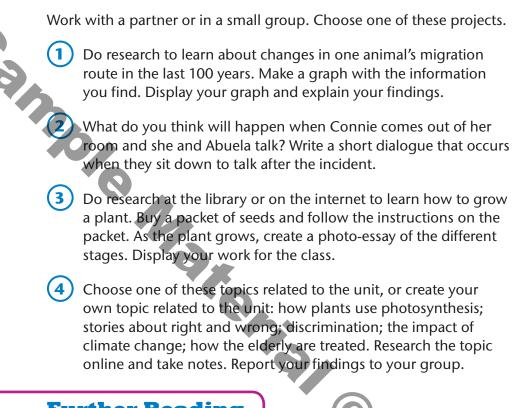
Discuss with a partner or in a small group.

### **Fluency Check**

| <ul> <li>Which unit selection</li> <li>Which unit selection</li> <li>character or situation</li> <li>How are growth and you think answere</li> </ul> | on had the biggest<br>ion could you ider   | t impact on you? V<br>Ntify with more? Ex                        | plain.                   | S           |    |
|--|--|--|--------------------------|-------------|----|
| Fluency Chec<br>Work with a partner.<br>Take turns reading it f<br>you read. Practice say<br>turns reading the par<br>words each time? Rec           | Choose a paragrap<br>for one minute. Co<br>ring the words you<br>agraph three more | ount the total num<br>1 had trouble readi<br>e times. Did you re | ber of words<br>ng. Take | 5           | 23 |
|  | 1st Reading  | 2nd Reading  | 3rd Reading              | 4th Reading |    |
| Number of Words  |  |  |                          |             |    |



# Media Literacy & Projects



# **Further Reading**

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

#### Martin Luther King, Coleen Degnan-Veness

This book tells the amazing story of Dr. King's nonviolent struggle for racial equality and its powerful impact.

The Boy Who Harnessed the Wind, William Kamkwamba As a teenager living in Malawi, William experiences poverty and a lack of electricity and running water. When his family runs out of money for school, William finds solutions to his country's energy problems.

#### Where the Red Fern Grows, Wilson Rawls

Billy and his coonhound pups win the coveted gold cup in the annual coon-hunt contest. But when triumph turns to tragedy, Billy learns the beautiful Native American legend of the sacred red fern.

# Generation Green: The Ultimate Teen Guide to Living an Eco-Friendly Life, Linda Sivertsen and Tosh Sivertsen

This book is a guide for teens who are curious about making a positive impact on the environment. You'll learn tips for living even greener!

202:

#### Put It All Together

Listening

Workshop

# & Speaking Skit

You will write and perform a skit that tells a story.

# 1 Think About It

Work in small groups. Review the elements of a story by listing the people, places, and events described in "Abuela Invents the Zero." Who are the characters? What is the setting? What events make up the plot?

Think of a story that your group could present as a skit, or short play. You may create your own story, choose one from this book, or use a familiar fairy tale or fable.

# 2) Gather and Organize Information

Discuss your story. Make a list of the characters, and write down key details about the characters, setting, and plot.

**Order Your Notes** Make a story map to help you organize your ideas.

| Characters<br>Who?                          | Setting<br>Where and when?             | <b>Mood</b><br>What is the mood? |
|---|--|----------------------------------|
| Problem                                     | Solution                               | Tone                             |
| What conflict does the<br>plot grow out of? | How does the conflict<br>get resolved? | What is the tone?                |

**Prepare a Script** Decide who will play each character. Then use your notes and story map to write a script. The dialogue should look like this:

Nolbu: Where did all these gemstones come from?

Heungbu: From a melon seed! You won't believe what happened.

**Nolbu:** Impossible! Melon seeds grow melons, not gemstones.

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

Heungbu carefully binds the swallow's leg and carries the bird into the house. Time passes as the bird's leg heals. Then Heungbu sets the bird free.

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



# **3** Practice and Present

As a group, practice your skit until you can perform it without looking at the script. If possible, ask a friend or family member to 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 using your props and wearing your costumes. To make the presentation of your skit richer and more interesting, use a variety of grammatical structures, sentence lengths, sentence types, and connecting words.

**Perform Your Skit** Face the audience and speak loudly and clearly, even when your body is pointing in another direction. Pay attention to the other actors, and be ready when it's your turn to speak or move!

# 4 Evaluate the Presentation

A good way to improve your speaking and listening skills is to evaluate each presentation you give and hear. When you evaluate yourself, think about what you did well and what you can do better. Complete (✓) this checklist to help you evaluate your group's skit and the skits of your classmates.

- Could you understand the story?
- Did the actors know their parts well?
- Were the costumes and props helpful and appropriate?
- Could you hear and understand the actors' words?
- Could the skit be improved?

#### **Speaking Tips**

Always face the audience when you speak, even when you are talking to another character. If you turn away from the audience, people may not be able to hear or understand you.

Use gestures and facial expressions to help convey your character's thoughts and feelings to the audience.

#### **Listening Tips**

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

When you watch a skit, look for actions and gestures to help you understand what people are saying.

#### Strengthen Your Social Language

Performing a skit helps you learn vocabulary and structures used in conversational situations. Go to your *Digital Resources* and do the activity for this unit. This activity will require you to use language that will help you in conversation.

#### Put It All Together

### Writing Workshop

# **Fictional Narrative**

A fictional narrative is a story invented by the writer. Both novels and short stories are fictional narratives. The events that make up the plot of a fictional narrative are usually told in sequence and focus on a conflict or problem. In the beginning of the story, the problem is introduced. The problem is developed in the middle of the story and is resolved by the end. Fictional narratives also occur in a specific time and place, called the *setting*. Another element is dialogue, or the words characters say to one another. Dialogue helps bring the characters to life.

### Writing Prompt

Write a fictional narrative that includes two or more characters, a plot, a setting, and dialogue. Be sure to use conditional sentences correctly.

**Prewrite** Think about stories you have read and liked. What did you most enjoy? Were the characters amusing? Was the plot mysterious? Was the setting vivid? Then brainstorm a list of characters for your story in your notebook. Also, think about the point of view from which your narrative will be told. From whose perspective will readers see events?

**List and Organize Ideas and Details** Use a story chart to organize ideas for your fictional narrative. A student named Micah decided to write a story about a musical squirrel named Sammy. Here is his story chart:

**Characters** Who? Sammy Squirrel Robins and forest friends

#### Problem

What conflict does the plot grow out of? Nobody will let Sammy sing!

### Setting

Where and when? Forest in Spring

wв

71

# Solution

How does the conflict get resolved? Sammy finds a new way to make music.

2

# Draft

Use the model on page 146 and your story chart to help you write a first draft. Remember to tell events in chronological order. Include dialogue to help reveal what your characters are thinking and feeling.



# **Revise**

Read over your draft. As you do so, complete ( / ) the writing narrative. Six Traits of Writing Ideas: Is my plot original and interesting? Organization: Are events presented in second writing express my perso "" organization in the events presented in second backwork of the events presented b checklist. Use the questions to help you revise your fictional

#### **Six Traits of Writing Checklist**

- **Organization:** Are events presented in sequence?
- **Voice:** Does my writing express my personality?
- Word Choice: Does the dialogue suit my characters?
- Sentence Fluency: Do my sentences vary in length and type?
- **Conventions:** Does my writing follow the rules of grammar, usage, and mechanics?

Here are the changes Micah plans to make when he revises his first draft:

The Squeaky Squirrel Sings Hi there! The name's Sammy-My name is Sammy Squirrel. I live in the forest, and there's always Revised to engage reader with a greeting. plenty to do here. My favorit activity use to be listening to the Robins sing. Whenever they sang, every body gathered around to listen. Revised to correct spelling One day, I decided to sing along. Unfortunately, I have a voice and mechanics and to add that isn't so pleasing to the ear. As I sang along, the crowd turned a descriptive adjective. toward me in disgust. You have to stop! "Hey!" shouted one of the Robins. "This concert is for animals with Revised for clarity of plot. fine singing voices, not squeaky screeches!" wiped away a tear and The crowd began to laugh. I quickly ran away. For a while I Revised to add detail.

Wondered around the forest alone. I met some new friends—Wilson Woodpecker, Tommy Turtle, and Ricky Rattler. Wilson's large beak prevents him from singing; Tommy is too slow and lazy to sing; and Ricky can only hiss. They can't sing either.

One afternoon, as I was climbing down a tree, I accidentally dropped an acorn and hit Tommy's shell. Shocked by the impact, Tommy shouted. Shocked by Tommy's shout, Ricky rattled his tail, while Wilson tapped his beak against a branch. Revised to correct spelling and for clarity of flow and pronoun reference.

Revised to add descriptive language.

"Hold on! I shouted, "Did you here what we just did?"

"What? All we did was drop acorns, rattle tails, and peck trees,"

said Wilson.

"Exactly!" I declared. "If we come up with the right arrangement, will these thumps and pecks turn into a fabulous rhythm!" Excited about

this new discovery, we began to work. We created a great beat! Before long. All the animals of the forest began to stop by to listen to us. Soon,

the Robins invited us to join them in a concert. Combined with the

Robin's singing, our strong beat, led to a new kind of music that could

involve the whole forest, whether good singers or not. And that's how

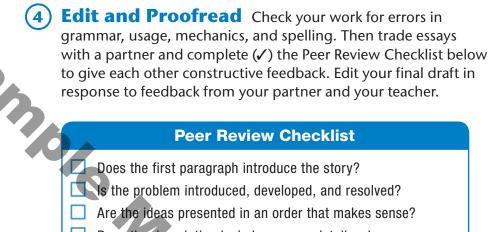
this squeaky squirrel helped bring music into the world!

Revised for mechanics and clarity of sequence.

Revised for mechanics and to add descriptive detail.

6, 2023





- Is the problem introduced, developed, and resolved?
- Are the ideas presented in an order that makes sense?
- Does the description include sensory details where appropriate?
- Does the dialogue help to bring the characters to life?
- Is it clear why this story is important to the writer?
- Could changes be made to improve the fictional narrative?

Based on the peer review, Micah decided to make these changes to his final draft.

Micah Cowher

The Squeaky Squirrel Sings Hi, there! The name's Sammy—Sammy Squirrel. I live in the forest, and there's always plenty to do here. My favorite activity used to be listening to the Robins sing. Whenever they sang, every body gathered around to listen. One day, I decided to sing along. Unfortunately, I have a squeaky voice that isn't so pleasing to the ear. As I sang along, the crowd turned toward me in disgust.

"Hey! You have to stop!" should one of the Robins. "This concert is for animals with fine singing voices, not squeaky screeches!"

The crowd began to laugh. I wiped away a tear and quickly ran away. For a while I wandered around the forest alone. Finally, I met some new friends—Wilson Woodpecker, Tommy Turtle, and Ricky Rattler. They can't sing either. Wilson's large beak prevents him from singing; Tommy is too slow and lazy to sing; and Ricky can only hiss.

One afternoon, as I was climbing down a tree, I accidentally dropped an acorn that hit Tommy's shell. Shocked by the impact, Tommy yelped. Shocked by Tommy's yelp, Ricky rattled his tail, while Wilson tapped his beak against a branch.

"Hold on! I shouted, "Did you here what we just did?"

"What? All we did was drop acorns, rattle tails, and peck trees," said Wilson.

"Exactly!" I declared. "If we come up with the right arrangement, these thumps and pecks will turn into a fabulous rhythm!" Excited about this new discovery, we began to work. We created a great beat!

Before long, all the animals of the forest began to stop by to listen to us. Soon, the Robins invited us to join them in a concert. Combined with the Robin's singing, our strong beat has led to a new kind of music that involves the whole forest, whether good singers or not. And that's how this squeaky squirrel helped bring music into our forest world!

**Publish** Obtain feedback from your teacher and classmates; then prepare your final draft. Share your fictional narrative with the class.

Revised to correct spelling of compound word.

Revised to add comma.

Revised to correct punctuation and spelling.

Revised to correct possessive.

6 Unit 2

# **Test Preparation**

#### **Practice**

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

# Smithville Needs a Community Garden

At the end of West Main Street, there is a vast overgrown and trash-strewn lot where a mall once stood. This vacant lot has become a nuisance to our city. It invites car races, vandalism, and loitering. It is a refuge for all kinds of vermin that live in the tall weeds and trash piles. The city board is currently weighing options for the rehabilitation of that lot. Some want an apartment complex or a new shopping center with businesses. However, I suggest we turn that acre of dirt to good use for the city and grow a community garden.

- 2 A community garden is an area of public land on which a group of volunteers cultivate crops. There are no fewer than six gardening clubs in Smithville, all of which would be excited for the opportunity to help with such a project. A community garden can provide healthy vegetables and fruits for lowincome families. It preserves open space, builds community, and reduces the pollution caused by car exhaust. There are even grants available to fund a new community garden. The loss of potential tax revenue on the lot is nothing compared to the problems a retailer could bring.
- 3 I encourage the citizens of Smithville to come to the next board meeting and press the council to consider this excellent alternative use of that empty eyesore.
  - 1 This passage is an example of what type of genre?
    - A A science article
    - **B** A newspaper editorial
    - **C** An autobiography
    - **D** An instruction manual
  - **2** What possible objection to the community garden plan does the author NOT address in the passage?
    - A The cost of starting and maintaining a community garden
    - **B** Whether there will be enough volunteers for the garden
    - **C** The loss of tax revenue from possible businesses on the lot
    - D How the city will provide security against garden vandalism

#### **Taking Tests**

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

#### Tip

Some test questions are written in the negative by using the word *not*. The correct answer will include information that isn't mentioned in the passage.

#### Tip

Sometimes answer choices are phrased differently than the information in the passage. Don't eliminate an answer just because the exact same words are not in the passage.



Unit 2 14

**Visual Literacy** 

# **Smithsonian American Art Museum**

Artists regularly explore our place in the natural world and the life cycles that we all experience before we die. No one goes through life without facing change and undergoing personal and physical growth on some level.

#### Thomas Hart Benton, Wheat (1967)

**voles of Nature** 

In Thomas Hart Benton's painting *Wheat*, neat rows of wheat fill the canvas. Ripe stalks of grain crowd the top part of the painting. The first two rows have been cut, but the artist paints green shoots on the bottom to show that the next crop is already on its way.

Benton often dealt with political issues in his work. He may have felt

that the neat rows of grain symbolized the democratic masses of America. He chose an angle and a close-up view that brings the viewer in among the rows or "masses." The painting celebrates the natural cycle of crops and the bounty of the harvest in a very fertile land, the United States.

One broken stalk strays across the center of the painting. Benton managed to capture all three vital stages of life in one frame: infancy, mature adulthood, and death.

> Thomas Hart Benton, ► Wheat, 1967, oil, 20 x 21 in., Smithsonian American Art Museum



#### Mary Vaux Walcott, Untitled (Mixed Flowers) (1876)

Mary Vaux Walcott, who specialized in painting wildflowers, spent as much time as possible outdoors. She often hiked deep into the wilderness so she could capture the fleeting beauty of various blossoms. She understood that flowers "withered quickly." She wanted to represent what they really looked like rather than paint them as fancier or more colorful than they really were. The Smithsonian American Art Museum has almost 800 of her detailed watercolors in its collection. Her art forms a permanent record of passing beauty.

#### Heikki Seppā, Lupin Wedding Crown (1982)

In *Lupin Wedding Crown*, Heikki Seppā uses a very different medium—silver and gold—to celebrate the natural world. The gold tip of the crown represents a sprig of lupine (alternate spelling), a plant that has tiny honeycomb-like flowers that symbolize abundance and fertility.

The shape and name of the crown reflect Seppā's own roots in Finland, where he was born. There they have a wedding tradition called the Dance of Crowns. Unmarfied bridesmaids circle the blindfolded bride, who then tries to place a gold crown on one of their heads. Whoever gets the crown is supposed to be the next one to marry.

All three artists tapped into natural imagery to capture or celebrate a stage of life. Every living thing on Earth is born, grows, and dies. In between these cycles lies many other layers of growth and change. Some are good and some are difficult. It's all part of the natural world.



▲ Mary Vaux Walcott, Untitled (Mixed Flowers), 1876, watercolor, 51% × 2% in., Smithsonian American Art Museum



▲ Heikki Seppā, *Lupin Wedding Crown*, 1982, gold, silver, and diamond, 4 × 8 × 8 in., Smithsonian American Art Museum

#### Discuss What You Learned

- Which of these artworks do you think best captures the cycles of nature? Explain your answer.
- 2. If you were to create an artwork that shows the cycles of nature, what would it look like?

# **BIG QUESTION**

In what way does each of these artworks reflect a different aspect of cycles in nature? Explain your answer.