

Unit Vocabulary




Circle a number to rate how well you know each word. Circle the word that completes the sentence to check your understanding. Then write a definition.



▲ Baseball is a popular sport at my school.

Rating Scale

- | | | |
|-----------------------------------|---|--|
| 1 I do not know this word. | 2 I am not sure of the word's meaning. | 3 I know this word. I can teach the word to someone else. |
|-----------------------------------|---|--|

Key Word	Check Your Understanding	Deepen Your Understanding
1 belong (bi-long) verb <div style="border: 1px solid gray; border-radius: 15px; padding: 5px; width: fit-content; margin-top: 10px;">Rating: 1 2 3</div>	When you belong you feel _____. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> happy angry </div>	 My definition: _____ _____
2 popular (pah-pyu-lar) adjective <div style="border: 1px solid gray; border-radius: 15px; padding: 5px; width: fit-content; margin-top: 10px;">Rating: 1 2 3</div>	A popular food is one that many people _____. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> like dislike </div>	 My definition: _____ _____
3 believe (bu-lēv) verb <div style="border: 1px solid gray; border-radius: 15px; padding: 5px; width: fit-content; margin-top: 10px;">Rating: 1 2 3</div>	When you believe a story, you think it is _____. <div style="display: flex; justify-content: space-around; margin-top: 10px;"> true false </div>	 My definition: _____ _____

Vocabulary Workshop

Use Context Clues

There are different kinds of context clues.

TYPE OF CLUE	DESCRIPTION	SIGNAL WORDS
Definition clue	Explains what the word means.	<i>is, are, was, refers to, means</i>
Restatement clue	Gives the meaning in a different way, usually after a comma.	<i>or</i>
Example clue	Gives an example of what the word means.	<i>such as, for example, including</i>
Synonym clue	Gives a word or phrase that means almost the same thing.	<i>like, also</i>
Antonym clue	Gives a word or phrase that means the opposite.	<i>but, unlike</i>

When you read, you may find a word you do not know. Use context clues to figure out the word's meaning.

- Reread the words nearby. Look for signal words.
- Predict what the word means.
- Try out the predicted meaning to see if it makes sense.

Practice Using Context Clues

Read the paragraph. Circle each signal word that helps you figure out the meaning of the underlined words.

Ricardo is a senior, which means he's in his final year of high school. He is an eccentric, or unusual, person. He wears interesting outfits, such as bright shirts, large hats, and bowling shoes. Ricardo has an elaborate style, but his best friend's style is simple. In real friendships, differences in style are insignificant, or not important.

I predict that a "senior" is someone in his or her final year of high school.

Put the Strategy to Use

Use context clues to predict the meaning of each word. Check that the meaning makes sense.

1. eccentric _____
2. outfits _____
3. elaborate _____
4. insignificant _____

Prepare to Read

- ▶ Frijoles
- ▶ The Jay and the Peacocks

Key Vocabulary

Circle a number to rate how well you know each word. Circle *yes* or *no* to check your understanding. Then complete the sentences.

Rating Scale

- | | | |
|-----------------------------------|---|--|
| 1 I do not know this word. | 2 I am not sure of the word's meaning. | 3 I know this word. I can teach the word to someone else. |
|-----------------------------------|---|--|

Key Word	Check Your Understanding	Deepen Your Understanding
1 agreement (u-grē-munt) <i>noun</i> Rating: 1 2 3	People fight when they are in agreement . <div style="display: flex; justify-content: space-around;"> Yes No </div>	Our teacher smiles in agreement when we _____. _____ _____ _____
2 alone (u-lōn) <i>adverb</i> Rating: 1 2 3	Jason was alone with all his friends at the party. <div style="display: flex; justify-content: space-around;"> Yes No </div>	People usually like to be alone when they are _____. _____ _____ _____
3 arrive (u-rīv) <i>verb</i> Rating: 1 2 3	I take my coat off when I arrive at school. <div style="display: flex; justify-content: space-around;"> Yes No </div>	When they arrive at the park, they _____. _____ _____ _____
4 exotic (ig-zaw-tik) <i>adjective</i> Rating: 1 2 3	This bright red hat with feathers looks very exotic ! <div style="display: flex; justify-content: space-around;"> Yes No </div>	That fish is exotic because _____. _____ _____ _____

When I **arrive** home from school, I like to be **alone**. ▶



Key Word	Check Your Understanding	Deepen Your Understanding
<p>5 jealous (je-lus) adjective</p> <p>Rating: 1 2 3</p>	<p>Brian felt jealous when he saw Ed's new car.</p> <p>Yes No</p>	<p>Jealous people are sad because _____</p> <p>_____</p> <p>_____</p>
<p>6 ordinary (or-du-nair-ē) adjective</p> <p>Rating: 1 2 3</p>	<p>An ice cream sandwich is an ordinary lunch.</p> <p>Yes No</p>	<p>An example of ordinary clothing is _____</p> <p>_____</p> <p>_____</p>
<p>7 prepare (pri-pair) verb</p> <p>Rating: 1 2 3</p>	<p>Sophia will prepare for the math test after it is over.</p> <p>Yes No</p>	<p>Each morning, I prepare for school by _____</p> <p>_____</p> <p>_____</p>
<p>8 suggest (sug-jest) verb</p> <p>Rating: 1 2 3</p>	<p>Please suggest where we should go for lunch.</p> <p>Yes No</p>	<p>If a friend asks you which book to read, you might suggest _____</p> <p>_____</p> <p>_____</p>

Before Reading Frijoles



READING STRATEGY: Make Connections

Reading Strategy Make Connections

HOW TO MAKE CONNECTIONS

1. Read the text. Look for ideas that remind you of past experiences.
2. Ask, "Have I ever lived through anything like this?"
3. Write your connection on a self-stick note. Place it next to the text you are making a connection to.
4. Think about how the connection improves your understanding of the text.

- A. Read the text and make a connection to a past experience. Write your connection on the self-stick note.

Look Into the Text

Tony returned from the kitchen with warm tortillas. . . . When Mitsuo bit into a tortilla, it crackled like a potato chip. He grunted and commented, "Interesting food."

Lincoln looked at Tony, and Tony looked back. Lincoln whispered, "We messed up. These tortillas are hard as rocks."

"Harder," Tony whispered back. "And the avocados ain't any good either. Five bucks apiece, man, and they're mostly black."



- B. Write how your connection helps you understand the text.

Selection Review Frijoles



How Important Is It to Fit In?

Think about when it is worth it to try to fit in.

- A. In "Frijoles," you learned what it is like to try to fit in to a different culture. Use the chart to write connections from your own life. Then write how each connection helps you understand the text. Work with a partner and compare charts.

Connections Chart

The text says . . .	My connection . . .	This helps me because . . .
"But the Onos tried it all, smiled between bites, and drank their tea."	<i>I remember one time</i> _____ _____ _____ _____	<i>I think the Onos</i> _____ _____ _____ _____
"'We messed up,' Tony said. . . . 'Mexican food really is good. If we knew how to cook, you'd be in paradise.'"	<i>One time,</i> _____ _____ _____ _____	_____ _____ _____ _____
"After an hour, they raced home. Knots of hunger were twisting in their stomachs. They arrived just in time."	<i>In my experience,</i> _____ _____ _____ _____	_____ _____ _____ _____

- B. Use the connections you made to answer the questions.

1. Why do Tony and Lincoln want to make a Mexican meal for the Onos?

2. How do Tony and Lincoln feel about the meal they cooked?

Before Reading *The Jay and the Peacocks*

Genre: Fable

How to INTERPRET FABLES

1. As you read the story, think about people you know who act like the characters in the story.
2. Read the moral and think about how it connects to the story.
3. Decide how the story and its moral connect to your experiences.

- A. Read the text. Think about the characters, the moral, and your experiences. Then complete the sentences in the thought bubbles.

Look into the Text

Suddenly, the jay noticed something shiny lying along the path. The peacocks had dropped a few of their beautiful, long feathers. "I know what to do!" he said to himself. "I will make myself look like a peacock. Then I'll be as happy as they are."

* * * * *

MORAL: Be true to yourself, or you may lose the respect of others. ❖

Like the jay, some people

This reminds me of

- B. Now decide how the story and its moral connect to your experiences. Write your ideas. With a partner, discuss your connection.

Connect Across Texts

In "Frijoles," Tony and Lincoln do something special in order to fit in with the Ono family. In this fable, a bird does something special, too.

the Jay and the Peacocks

Based on the fable by Aesop • Illustrated by Keith Baker

One day, an **ordinary** jaybird flew by a farm. There he saw a **flock** of peacocks.

To the jay, the **exotic** peacocks seemed to have a perfect life. They had good food to eat from a birdfeeder. They had cool water to drink from a lovely **pond**. Their colorful feathers caught the sunlight like a rainbow. The peacocks seemed very **content**.



Interact with the Text

1. Interpret Fables

Circle the characters in the story. Who do you know that reminds you of one of these characters? Explain why.

Key Vocabulary

ordinary adjective, something you see, hear, or do often

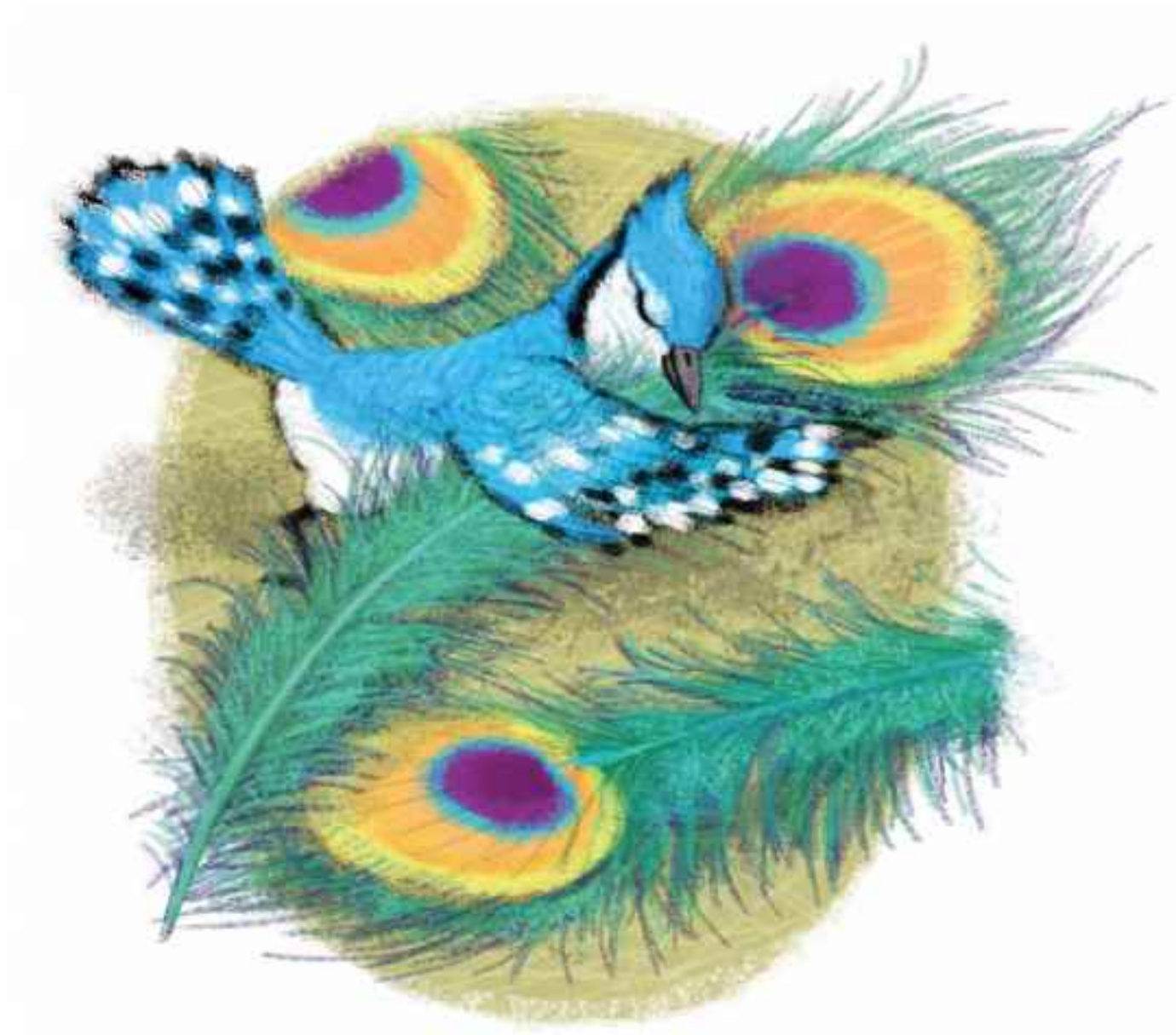
exotic adjective, something you do not see, hear, or do often

In Other Words

flock of peacocks group of birds with long, colorful feathers

pond small lake

content happy



The jay felt **jealous**. He looked at his own plain feathers. He thought of his own **boring** home. He wished he could live like a peacock.

Suddenly, the jay noticed something shiny lying along the path. The peacocks had dropped a few of their beautiful, long feathers. "I know what to do!" he said to himself. "I will make myself look like a peacock. Then I'll be as happy as they are." He tied the feathers to his tail. He practiced walking **as proudly as** a peacock.

The next day, the jay joined the flock. Because of his beautiful new feathers, he **fit right in**. He ate the good food from the birdfeeder. He drank the cool water from the pond. As long as he kept his secret, the jay belonged to the flock. He finally felt content with his life.



Interact with the Text

2. Interpret Fables

Underline the word that tells how the jay felt. When did you ever feel that way?

3. Make Connections

Connect the fable to your life. Complete the sentence.

The jay reminds me of

because he/she

Key Vocabulary

jealous adjective, unhappy because you want something that someone else has

In Other Words

boring uninteresting
as proudly as like he felt good about himself as
fit right in seemed like the peacocks

Interact with the Text

4. Interpret Fables

Why were the other jays angry?

5. Make Connections

Is the moral true for your life? Explain.

One day, a strong wind blew through the farm. As the peacocks watched, **the jay's false feathers** blew away. The peacocks were **furious**.

"You are not one of us!" they cried. "It takes more than fine feathers to make a fine bird!" They **pecked** the jay over and over.

The jay decided to go back to his own kind. He flew across the field to his old home. But when he got there, the other jays were angry.

"We saw what you did," they said. "You wanted to be a peacock. Well, this is no home for you!" They chased him away, too.

The jay spent his life **alone**—without a friend and without a home.

MORAL: Be true to yourself, or you may lose the respect of others. ♦

Key Vocabulary

alone *adverb*, by yourself

In Other Words

the jay's false feathers the feathers the jay had tied to his tail

furious very angry

pecked bit

MORAL: The lesson you can learn from the story is this:

Selection Review The Jay and the Peacocks

A. What is the moral of this fable? Explain it in your own words.

B. Connect the moral to the story and to your own experiences. Complete the chart.

Connect to the Story	Connect to Your Life
The jay was not true to himself because he _____.	I would not be true to myself if I _____.
The other jays lost respect for the jay because _____.	My friends might lose respect for me if _____.

WRITING: Write About Literature

- A. Plan your writing. What happens when someone tries to fit in? Review the two selections. Look for examples that help you answer the question. Use a Cause-and-Effect Chain to show how one event leads to another. Look at the student model.

Student Model

Cause

The jay felt jealous of the peacocks.

First Effect

He tried to make himself look like a peacock.

Second Effect

The wind blew his feathers away.

- B. Make a Cause-and-Effect Chain to explore what happens when someone tries to fit in.

Cause-and-Effect Chain

Cause

First, this happens:

First Effect

As a result,

Second Effect

Then, as a result,

- C. Now write a summary of the events in your chain. Explain what happens when you try to fit in.

VOCABULARY STUDY: Use Synonym and Antonym Clues

When you come to an unfamiliar word in the text, look for context clues to explain the meaning.

A synonym clue uses a word or phrase that is almost the same as the unfamiliar word. Many synonym clues use the signal words *like* and *also*.

An antonym clue gives a word or phrase that means the opposite of the unfamiliar word. Antonym clues use the signal words *unlike*, *not*, *instead of*, and *but*.

Unlike the exotic peacocks, the jaybird was ordinary.



"Unlike" is a signal word for an antonym clue. "Ordinary" means plain or usual. "Exotic" must mean the opposite of usual or unusual.

A. Read each underlined word. Look for signal words in each sentence. Tell if the sentence has a synonym clue or an antonym clue.

1. A large flock of birds is **like** other kinds of crowds. _____ *synonym clue*
2. Content peacocks are **not** unhappy at all. _____
3. The jealous jaybird is **unlike** the content peacocks. _____
4. He discovered feathers in the birdhouse, and he **also** found some birdseed. _____

B. Use synonym and antonym clues to help figure out the meaning of each underlined word. Then write what you think the word means.

5. His new feathers made the jay feel cheery, not sad. _____
6. Like other kinds of winds, a sudden gust changed things. _____
7. With loud, angry voices, the peacocks screached at the jay. _____
8. Instead of a happy life of ease, the jay found only misery. _____

RESEARCH/SPEAKING: Country Profile

- A. When you **research**, you find information. Research a country you would like to visit. Use the fact sheet to gather information about that country.

Choose a country: _____

1. Where is the country located? _____

2. What are some famous places in this country? _____

3. What type of food is popular in the country? _____

4. What unique fact can I share about the country? _____

- B. Make a poster to share information from your fact sheet. Include a map, drawings or pictures, and written information. Use the student model as a guide.

Student Model

Photo and caption about popular food

Map of the country

Photo and caption about a famous place

Unique information about the country

States and Union Territories by Population 2011	
State/Union Territory	Population
1. Andhra	8,202,842,215
2. Assam	2,397,059,848
3. Bihar	101,844,440
4. Chhattisgarh	227,512,378
5. Gujarat	73,098,159
6. Haryana	67,168,960
7. Jharkhand	33,148,271
8. Karnataka	59,199,819
9. Kerala	33,842,143
10. Madhya Pradesh	22,099,422

The Taj Mahal is one of India's most famous places

India's population is the second largest in the world

Unit 5

Pages 354–374

Prepare to Read

- ▶ Cochlear Implants: Two Sides of the Story
- ▶ High School

Key Vocabulary

Circle a number to rate how well you know each word. Mark an X next to the correct definition to check your understanding. Then write a definition.

Rating Scale

- | | | |
|-----------------------------------|---|--|
| 1 I do not know this word. | 2 I am not sure of the word's meaning. | 3 I know this word. I can teach the word to someone else. |
|-----------------------------------|---|--|

Key Word	Check Your Understanding	Deepen Your Understanding
1 attention (u-ten-shun) <i>noun</i> Rating: 1 2 3	<input type="checkbox"/> being noticed <input type="checkbox"/> being ignored	My definition: _____ _____ _____
2 device (di-vīs) <i>noun</i> Rating: 1 2 3	<input type="checkbox"/> a tool or machine <input type="checkbox"/> an idea	My definition: _____ _____ _____
3 disability (dis-u-bl-lu-tē) <i>noun</i> Rating: 1 2 3	<input type="checkbox"/> a condition that stops you from doing something <input type="checkbox"/> a condition that stops you from remembering something	My definition: _____ _____ _____
4 disadvantage (dis-ud-van-ti) <i>noun</i> Rating: 1 2 3	<input type="checkbox"/> something that makes life easier <input type="checkbox"/> something that makes life more difficult	My definition: _____ _____ _____

These friends are **social**. They **identify** with each other because they all like ice cream. ▶



Key Word	Check Your Understanding	Deepen Your Understanding
<p>5 identify (ī-dən-tu-fī) verb</p> <p>Rating: 1 2 3</p>	<p><input type="checkbox"/> to write a story</p> <p><input type="checkbox"/> to connect with a group or an idea</p>	<p>My definition: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>6 separate (se-pu-rāt) verb</p> <p>Rating: 1 2 3</p>	<p><input type="checkbox"/> to keep apart</p> <p><input type="checkbox"/> to keep together</p>	<p>My definition: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>7 situation (si-chu-wā-shun) noun</p> <p>Rating: 1 2 3</p>	<p><input type="checkbox"/> a set of problems and ideas</p> <p><input type="checkbox"/> a set of events or circumstances</p>	<p>My definition: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>8 social (sō-shu) adjective</p> <p>Rating: 1 2 3</p>	<p><input type="checkbox"/> alone</p> <p><input type="checkbox"/> with other people</p>	<p>My definition: _____</p> <p>_____</p> <p>_____</p> <p>_____</p>

Before Reading Cochlear Implants: Two Sides of the Story



READING STRATEGY: Make Connections

Reading Strategy Make Connections

How to MAKE CONNECTIONS

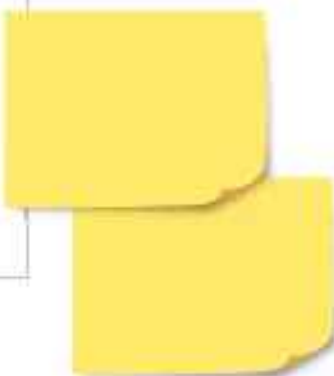
1. As you read, ask, "What do the writer's ideas and experiences remind me of? Do they remind me of something I experienced or heard about?"
2. Compare the writer's opinion with your own experience. Write your connections on self-stick notes.
3. When you are done reading, use your connections to help you decide whether you agree with the writer.

- A. Read the text. Underline the writer's opinion. Then connect the writer's ideas to your own experiences. Write your connections on the self-stick notes.

Look into the Text

I am a girl who happens to be deaf. I don't have a cochlear implant (CI). I don't plan to get one, ever. I feel that deaf people don't need to be able to hear to be happy.

I have a lot of friends who have a CI. Many of them think being able to hear is better than being deaf. Some people don't realize that CIs don't help you hear much.



- B. Do you agree with the writer? Use your connections to support your opinion. Share your work with a partner.

Selection Review Cochlear Implants: Two Sides of the Story



EQ How Important Is It to Fit In? Learn what makes people feel good about themselves.

In "Cochlear Implants," you read about two deaf teens who have different ideas about fitting in.

- A.** Fill in the chart. Make connections to your own experiences. Then write whether you agree with the writer's opinion. Support your opinion.

Connections Chart

The text says . . .	My connection . . .	Agree or disagree?
"Instead of separating ourselves into little groups, we need to learn to respect our differences. Deep down we're all the same. I think we need to remember we have something in common. <u>We're all part of one community.</u> "		
"If parents <u>do</u> want to put a CI on their child, they should wait until s/he is older. That way, the kid can decide what s/he really wants to do."		
"If you grew up in a family like mine, you would understand why I think it is such a great gift to be deaf. I don't think that there are enough people who prize their deafness."		

- B.** Use the connections you made to answer the questions.

1. What happens when people separate into groups?

2. What other kinds of gifts do you know of that are like Tanya's deafness?

READING STRATEGY: Make Connections

Reading Strategy Make Connections

How to MAKE CONNECTIONS

1. Read the text. Look for words that explain how the writer thinks or feels.
2. Ask, "Have I ever thought or felt this way?"
3. Decide how your connection improves your understanding of the text.

- A. Read the text. Think about how the writer feels.

Look Into the Text

Our generation fears someone knowing who you really are. Everybody is a faker. Everybody fronts. They act like they are somebody different.

- B. Now make your own connection. Answer the questions.

1. Which words help you understand how the writer feels?

2. Have you ever felt or thought this way?

I felt this way when _____

3. How does your connection help you understand the text?

Connect Across Texts

In "Cochlear Implants," Caitlin and Tanya have different ideas about what it means to fit in. Find out what the high school students in this photo essay say about fitting in.

High School

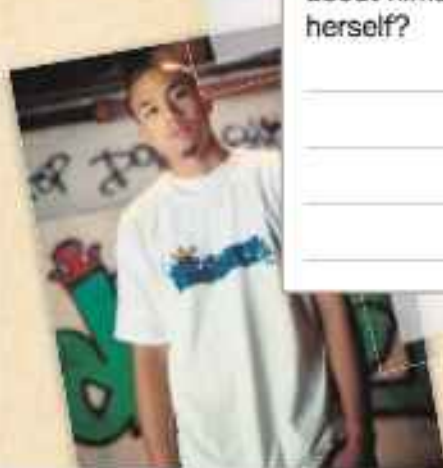
by Jona Frank

Our generation fears someone knowing who you really are. Everybody is a **faker**. Everybody **fronts**. They act like they are somebody different. When somebody finds out who they really are, that's when they get scared.

—New Jersey high school student

Interact with the Text**1. Make Connections**

Circle words that describe how people feel about being themselves. Do you know anyone who is afraid to tell the truth about himself or herself?

**In Other Words**

generation age group

a faker different from how they act (slang)

fronts pretends to be someone he or she is not (slang)

Interact with the Text

2. Make Connections

Lydia thinks that some people “climb the social ladder.” Do you ever think or feel this way about someone?

3. Make Connections

Do you understand the way Roberto feels? Why or why not? Explain your answer.

I do/don't understand
how Roberto feels because



Fitting in is having a lot of people who are okay with who you are. You just want to belong to something. Then people start to **identify** you with it.

It's all one big **social** party. You see people try to **climb the social ladder**. You try to hang out with people to get higher socially.

—Lydia



I will be honest. I think we rule the school. We're not scared of anyone. No one can tell us what to do.

You are either **a jock**, **a bookworm**, or **an alternative person**. You make friends quickest by joining sports. When you are in the newspaper, you feel famous. People come up to you from other schools—people you don't know. They are like, 'Great game.' It's awesome.

—Roberto

Key Vocabulary

identify verb, to connect with a group or idea

social adjective, with other people

In Other Words

climb the social ladder make friends with the popular kids

a jock an athlete

bookworm person who reads and studies a lot

an alternative person a person who dresses and acts in a different way



The club started when I found out anything could be a club. I thought, why not have a club where you could have a lot of fun with no **structure**? Why not call it the Chris Blair Club? Now it's the second biggest club in the school, right behind the Debate Club. We once had sixty-five people at a meeting.

I love the **attention**. I'm just bored without the attention. If I'm not getting attention, I make something happen to get attention.

If I was wearing what you would consider all normal clothes, people wouldn't pay attention. If I'm wearing all black or makeup or the top hat, then people don't say anything to me, but they look. I get their eyes.

— Chris ❖

Interact with the Text

4. Make Connections

What is important to Chris? Circle the word he repeats. In your own words, explain how he feels.

5. Make Connections

Do you know someone who dresses in an unusual way, like Chris, to get attention? Explain.

Key Vocabulary

attention noun, being noticed

In Other Words

structure rules

Selection Review High School

- A. Explain what each student thinks. Then make connections.

Connections Chart

The text says . . .	My connection . . .
The New Jersey high school student thinks everyone is afraid to be real. (page 179)	Some of my friends have this fear. They think that if they show who they are, people won't like them.
Lydia thinks _____ _____ (page 180)	_____ _____
Roberto thinks _____ _____ (page 180)	_____ _____
Chris thinks that _____ _____ (page 181)	_____ _____

- B. Now think about the connections you made to the students in the text and answer the questions.

1. Who did you connect with the most? Why?

2. How did your connection help you better understand the student's opinions?

Reflect and Assess

- ▶ Cochlear Implants: Two Sides of the Story
- ▶ High School

WRITING: Write About Literature

- A. Plan your writing. Reread Roberto's statement from "High School." Use the chart to make notes and organize your thoughts. Tell if you agree or disagree with Roberto's statement by stating your opinion. Then list two reasons to support your opinion.

"You are either a jock, a bookworm, or an alternative person."

– Roberto

1. State Opinion	2. Support Opinion
<p>I agree/disagree with Roberto's statement because</p> <p>I think _____</p> <p>_____</p>	<p>I think this because</p> <p>1. _____</p> <p>_____</p> <p>2. _____</p> <p>_____</p>

- B. Write a paragraph to express your opinion. Use your notes.

VOCABULARY STUDY: Use Context Clues for Multiple-Meaning Words

Some words are spelled the same but have more than one meaning. If you are not sure which meaning fits, try looking at the context. Pick the meaning that makes sense in the sentence.

play (plā) *verb* 1 : to be active in a game 2 : to make music on an instrument

Many deaf students play sports.

The word "play" is used in a sports context. Sports are games. Here, "play" must mean "to be active in a game."

A. Circle the context clue that helped you find the meaning of each underlined word.

1. Caitlin is deaf, but she plays the piano and the flute.
2. Students meet in the gym to play basketball.

B. Read the meanings of *poor* and *hearing*. After each sentence, circle number **1** or **2** to show the right meaning in that context.

poor (poor) *adjective* 1 : without much money 2 : deserving someone's sympathy or help

hearing (hir-ing) *noun* 1 : the ability to receive sounds 2 : the chance to explain something

3. Never think, "Poor me—I'm deaf."

1 2

4. Cochlear implants cost money.

Can poor people afford them?

1 2

5. If you don't have your hearing, you live in a quiet world.

1 2

6. I went to the public hearing about deafness.

Now I understand cochlear implants better.

1 2

COMPREHENSION: Distinguish Fact and Opinion

Facts are statements that can be proved as true or false.

Opinions are statements that tell what people think, feel, or believe.

To distinguish fact from opinion, follow these steps.

1. Read a statement. Ask, "Can this be proved as true or false?"

- If the answer is yes, then the statement is a *fact*.
- If the answer is no, then the statement is an *opinion*.

2. Look for words like *think* and *feel*. These words usually signal opinions.

Reread "Cochlear Implants." As you read Caitlin's speech and Tanya's letter, write statements in the Fact-and-Opinion Chart. Find at least two factual statements and two opinion statements from each selection.

Fact-and-Opinion Chart

Fact	Opinion
"I don't have a cochlear implant."	"I feel that deaf people don't need to be able to hear to be happy."

Unit 5

Pages 378–395

Prepare to Read

- ▶ The Right Moves
- ▶ I'm Nobody

Key Vocabulary

Circle a number to rate how well you know each word. Circle the word that completes the sentence to check your understanding. Then complete the sentences.

Rating Scale

- | | | |
|-----------------------------------|---|--|
| 1 I do not know this word. | 2 I am not sure of the word's meaning. | 3 I know this word. I can teach the word to someone else. |
|-----------------------------------|---|--|

Key Word	Check Your Understanding	Deepen Your Understanding
1 nervous (nur-vus) adjective Rating: 1 2 3	To be nervous is to be _____. calm afraid	When my dog is nervous, he _____. _____ _____ _____
2 nobody (nō-bu-dē) noun Rating: 1 2 3	If you feel like nobody , you do not feel _____. important tail	A person who is nobody might feel _____. _____ _____ _____
3 participate (par-ti-su-pāt) verb Rating: 1 2 3	When you participate , you _____ an activity. stay away from join in	Many people participate in _____. _____ _____ _____
4 perform (pur-form) verb Rating: 1 2 3	To perform is to _____ a talent in front of people. show hide	At the talent show, Zak will perform _____. _____ _____ _____

This girl is **somebody**.
How do her classmates
show their **support** for
her? ▶



Key Word	Check Your Understanding	Deepen Your Understanding
<p>5 somebody (sum-bu-dē) noun</p> <p>Rating: 1 2 3</p>	<p>Somebody is a person who other people think is _____.</p> <p>important unimportant</p>	<p>An example of somebody is _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>6 sponsor (spon-sur) verb</p> <p>Rating: 1 2 3</p>	<p>A sponsor is _____ for an activity.</p> <p>responsible angry</p>	<p>The supermarket will sponsor _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>7 support (su-port) noun</p> <p>Rating: 1 2 3</p>	<p>If you offer support, you show that you _____.</p> <p>read care</p>	<p>You can support our animal shelter by _____</p> <p>_____</p> <p>_____</p> <p>_____</p>
<p>8 tension (ten-shun) noun</p> <p>Rating: 1 2 3</p>	<p>Tension is a feeling of worry and _____.</p> <p>energy stress</p>	<p>Many people feel tension when they _____</p> <p>_____</p> <p>_____</p> <p>_____</p>



READING STRATEGY: Make Connections

Reading Strategy Make Connections

HOW TO MAKE CONNECTIONS

1. As you read, stop occasionally and think about how the story connects to something in the world.
2. Ask, "Does the connection help me understand the events?" If so, write it in a **Connections Chart**.
3. Explain how it helps you better understand the text you are reading.

- A. Read the text and look at the chart.

Look Into the Text

Girls in our school wore trendy, brand-name clothes, but Lola sewed hers. Most kids talked about TV shows and movies, but Lola didn't even have a TV. She stood out like a sore thumb.

- B. Read the text in the first column of the Connections Chart. Then write your connection to the text. In the last column, write how your connection helps you better understand the text.

Connections Chart

The text says . . .	My connection . . .	This helps me because . . .
"Girls in our school wore trendy, brand-name clothes, but Lola sewed hers."		

Selection Review The Right Moves



How Important Is It to Fit In?

Talk about how people can create their own space.

In “The Right Moves,” you read about someone who would rather be herself than fit in.

- A.** Reread “The Right Moves.” Fill in the chart. Write how each part of the story connects to something in the world. Then write how the connection helps you better understand the text.

Connections Chart

The text says . . .	My connection . . .	This helps me because . . .
“I didn’t want to stand out from the rest of the group, so I worked day and night to learn all the right moves.”		
“You’re a great person and a wonderful dancer. Just be yourself.”		
“For once, Lola didn’t look like she was ignoring their comments. She looked scared.”		
“Behind me, Maya gasped, but Lola saw me and smiled. Together, we faced the audience and sang our favorite song.”		

- B.** Use the connections you made to answer the questions.

1. What did Lena learn from what happened at the talent show? _____

2. What connection helped you understand why Lena says she is done trying to find all the right moves? _____

Before Reading I'm Nobody

Compare Genres

HOW TO COMPARE GENRES

1. Look at how the text is organized.
2. Decide what kind of text you are reading.
3. Ask, "What does the author want me to understand from this text?"

- A. Read the texts. Think about how they are organized differently. Complete the sentences.

Look Into the Text

How dreary to be somebody!
How public, like a frog

* * * * *

As an adult, Dickinson spent most days alone at home. There were many years when she never left home!

This text is organized into short lines.
The text must be from a poem/paragraph.
The author repeats the word _____.

This text is organized into sentences.
The text must be from a poem/paragraph.
The author uses time words like "days" and _____.

- B. Now ask, "What does the author want me to understand from this text?" Write your ideas.

In the first excerpt, the speaker wants me to understand that she _____

In the second excerpt, the author wants me to understand that _____

Connect Across Texts

In "The Right Moves," Lena gets attention when she **performs**. How does the speaker in this poem feel about getting attention?

I'm Nobody

by Emily Dickinson

Art by Sara Beazley

I'm nobody! Who are you?
Are you nobody, too?
Then there's a pair of us—don't tell!
They'd banish us, you know.

5 How dreary to be somebody!
How public, like a frog
To tell your name the livelong day
To an admiring bog!

Interact with the Text

1. Compare Genres

How is the text organized?

What kind of text are you reading?

2. Make Connections

The poet says being famous is boring. Think about how the poet's idea connects to something in the world. How does your connection help you understand the text?

Key Vocabulary

perform verb, to show a talent to a group of people

nobody noun, a person who others think is not important

somebody noun, a person who others think is important

In Other Words

banish us make us go away

dreary boring

tell your name the livelong day talk about the same things all the time

an admiring bog a group of people who only pretend to admire you

Emily Dickinson

(1830–1886)

Interact with the Text

3. Compare Genres

How is this text different from the text on page 191?

4. Compare Genres

What does the author of this paragraph want you to understand?



The poet Emily Dickinson knew a lot about fitting in. Dickinson was a social person when she was young. When she left school, however, she became much **shier**. As an adult, Dickinson spent most days alone at home. There were many years when she never left home!

Emily Dickinson at about age 16.

In Other Words
shier more shy

Dickinson spent much of her time writing poetry. She wrote about nature, love, and death. She wrote more than one thousand poems. But Dickinson published fewer than ten poems when she was alive. Many of her **most famous** poems were **discovered** after her death.

Dickinson often wrote about being lonely. She did not have many **visitors**. But Dickinson was not all alone. She spent time at her home with a few close friends and family members. She also wrote many letters to friends. ♦



Dickinson probably wrote many of her poems in her quiet, plain bedroom.

Interact with the Text

5. Compare Genres

Underline the words the author uses to tell what kind of life Dickinson led. Circle the words that tell what the poet wrote about.

What does the author want you to understand about Dickinson's poems?



Dickinson lived in this house almost her entire life. Her brother and his family lived next door.

In Other Words
most famous best known
discovered found
visitors people who came to her house to see her

Selection Review *I'm Nobody*

- A. Read the chart and write how the text is organized. Then decide what type of text you are reading.

Text	How Text Is Organized	Type of Text
"How dreary to be somebody! How public, like a frog To tell your name the livelong day To an admiring bog!"		
"Dickinson often wrote about being lonely. She did not have many visitors. But Dickinson was not all alone. She spent time at her home with a few close friends and family members..."		

- B. Reread "I'm Nobody" and the biography of Emily Dickinson. What do you understand about Emily Dickinson from the texts?

Reflect and Assess

- ▶ The Right Moves
- ▶ I'm Nobody

WRITING: Write About Literature

- A. Plan your writing. List your talents in the chart. Then, mark an X to say whether you would perform the talent in a talent show at your school.

My Talents	Perform	Not Perform
Singing	X	

- B. Choose one of your talents to write about. Read the student model.

Student Model

If someone asked me to perform, I would say yes because I am a good singer and I like to sing in front of people.

- C. Now write a paragraph to explain whether you would perform your talent. Include at least two reasons to explain your decision.

VOCABULARY STUDY: Use Example Clues

Examples can give clues to a word's meaning. To figure out the meaning of an unknown word:

- Look for an example in a sentence nearby.
- Think about how the example makes the text clear.

Example: Marc painted foreign scenes. For example, he painted landscapes in Kenya and a marketplace in China.

Kenya and China are examples of other countries. "Foreign" must mean "from other countries."

A. Circle the words that help you learn the meaning of the underlined word.

1. Marc was not wealthy. He had little money for art supplies.
2. He wanted to be a renowned artist, like Leonardo da Vinci or Pablo Picasso. Everyone knows them.
3. Marc devoted himself to his goal. He practiced every day, drawing on every piece of paper he could find.

B. Think about the underlined words. Use example clues to figure out the meanings. Then write what you think each word means.

4. Would Marc ever be a popular artist? Would lots of people like his artwork someday?

5. He wanted people to respect him. Maybe they could say, "Good work." Maybe they could cheer. Maybe they even could buy his paintings.

6. His teacher said, "You have real drive, Marc. For example, you try hard to make your paintings great. No other art student works harder than you do!"

LITERARY ANALYSIS: Compare Characters

Authors sometimes create characters that are very different. These differences can help you understand the story. Compare the characters in "The Right Moves."

- A. Fill in the chart. Write what each character does. Then write what each character's actions show about her. Write how the characters are the same and how they are different.

Character Description Chart

Character	What the Character Does	What This Shows About the Character	Summary Comparison
Lola	She sews her own clothes.	She is not afraid to be different.	Similarities: _____ _____ _____
Lena	_____ _____ _____	_____ _____ _____	Differences: _____ _____ _____

- B. Write a summary that compares Lola and Lena. Tell how the comparison helps you understand the story. Use your notes.

Unit 5

Vocabulary Review

A. Study each picture. Circle the word that completes each sentence.



Friends should **(arrive / support)** each other.



He gets **(attention / situation)** when he dances.



Being unable to walk is a **(disability / agreement)**.



It is a **(somebody / disadvantage)** to write with a cast on your arm.

B. Choose words to complete the webs below.

arrive

belong

nervous

prepare

sponsor

believe

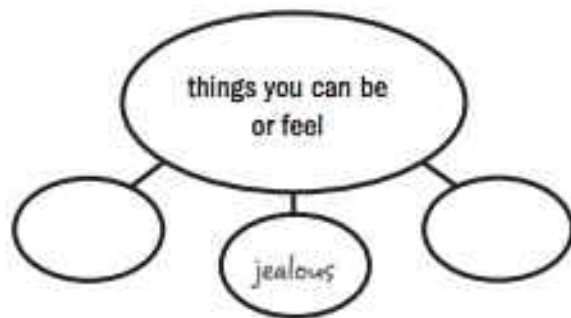
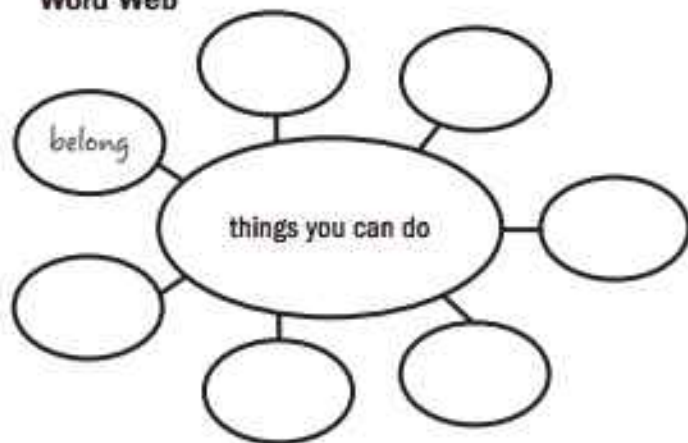
jealous

perform

social

suggest

Word Web



Unit 5 Vocabulary

agreement	belong	identify	ordinary	situation	support
alone	device	jealous	participate	social	tension
arrive	disability	judgment	perform	somebody	
attention	disadvantage	nervous	prepare	sponsor	
believe	exotic	nobody	separate	suggest	

C. Choose words to complete the sentences below.

alone **exotic** **ordinary** **separate**
device **identify** **participate** **tension**

1. Teresa hoped someone would visit. She did not like being _____.
2. I can _____ with anyone who likes football.
3. Some students wore fancy clothes at the dance, but Kyle wore jeans and an _____ white shirt.
4. _____ the beads into these boxes. Put the round ones here and the square ones there.
5. That strange, _____ music makes me want to dance!
6. When I finished taking the test, my _____ went away.
7. The race is next Saturday. Will you _____ in it?
8. A flashlight is a good _____ to have at night.