



# INSIDE

LANGUAGE • LITERACY • CONTENT



**Reading, Writing & Language**



# INSIDE

LANGUAGE • LITERACY • CONTENT

**PROGRAM AUTHORS**

Deborah J. Short

Josefina Villamil Tinajero





**Acknowledgments**

Grateful acknowledgment is given to the authors, artists, photographers, museums, publishers, and agents for permission to reprint copyrighted material. Every effort has been made to secure the appropriate permission. If any omissions have been made or if corrections are required, please contact the Publisher.

**Photographic Credits**

**Cover (front):** Royal Bengal Tiger, Ranthambore National Park, Rajasthan, India, Danita Delimont. Photograph © Danita Delimont/Gallo Images/Getty Images.

**Cover (back):** Royal Bengal Tiger, Ranthambore National Park, Rajasthan, India, Aditya Singh. Photograph © Aditya Singh/Getty Images.

Acknowledgments continue on page 399.

Copyright © 2014 National Geographic Learning, Cengage Learning

ALL RIGHTS RESERVED. No part of this work covered by the copyright herein may be reproduced, transmitted, stored, or used in any form or by any means graphic, electronic, or mechanical, including but not limited to photocopying, recording, scanning, digitizing, taping, web distribution, information networks, or information storage and retrieval systems, except as permitted under Section 107 or 108 of the 1976 United States Copyright Act, without the prior written permission of the publisher.

National Geographic and the Yellow Border are registered trademarks of the National Geographic Society.

For product information and technology assistance, contact us at  
**Cengage Learning Customer & Sales Support, 888-915-3276**

For permission to use material from this text or product, submit  
all requests online at [www.cengage.com/permissions](http://www.cengage.com/permissions)  
Further permissions questions can be emailed to  
[permissionrequest@cengage.com](mailto:permissionrequest@cengage.com)

**National Geographic Learning | Cengage Learning**

1 Lower Ragsdale Drive  
Building 1, Suite 200  
Monterey, CA 93940

Cengage Learning is a leading provider of customized learning solutions with office locations around the globe, including Singapore, the United Kingdom, Australia, Mexico, Brazil, and Japan. Locate your local office at [www.cengage.com/global](http://www.cengage.com/global).

Visit National Geographic Learning online at [ngl.cengage.com](http://ngl.cengage.com)  
Visit our corporate website at [www.cengage.com](http://www.cengage.com)

Printer: RR Donnelley, Willard, OH

ISBN: 9781285439440

# Contents at a Glance

Unit	Vocabulary	Language & Grammar		Reading		Writing
		Function	Grammar	Phonics/Decoding	Comprehension	
<b>1</b>	Time	Tell What May Happen	Phrases with <i>Have To</i> and <i>Need To</i> Possessive Adjectives	Long Vowels ( <i>ie, igh, ui, ue</i> )	Cause and Effect	Friendly Letter
<b>2</b>	Direction Words Civil Rights Words	Give Information Give Directions Express Wants and Feelings	Irregular Past Tense Verbs	R-controlled Vowels	Sequence Classify	Personal Narrative
<b>3</b>	Opinion Words Animals and Habitats Plants and Habitats	Give Your Opinion Describe Places Make a Suggestion	Sensory Adjectives	R-controlled Syllable Types	Details	Fact-and-Opinion Article
<b>4</b>	History and Historical Records	Have a Discussion Make Comparisons	Nouns Present and Past Tense Verbs Object Pronouns	Words with <i>y</i>	Comparisons	Comparison Paragraph
<b>5</b>	Opposites Phrases for Times and Places	Ask for and Give Advice Ask for and Accept a Favor Describe Actions	Commands Prepositional Phrases	Diphthongs and Variant Vowels	Character Traits Story Elements	Short Story
<b>6</b>	The Body Sports	Ask for and Give Information Express Thanks	Present Tense Verbs Pronouns	Variant Vowels and Consonants	Main Idea and Details	Procedure
<b>7</b>	American History Landforms and Bodies of Water	Ask and Answer Questions Give Directions	Questions with <i>How?</i> and <i>Why?</i> Capitalization: Proper Nouns	Multisyllabic Words	Classify	Biography
<b>8</b>	Farming	Buy or Sell an Item Give Information	Subjects and Predicates Word Order in Sentences	Prefixes and Suffixes	Comparisons	Report
<b>9</b>	Idioms Space	Agree and Disagree Give Information	Future Tense Verbs Contractions Verb Tenses	Multisyllabic Words	Goal and Outcome	Diamante Poem





# Reviewers

We gratefully acknowledge the many contributions of the following dedicated educators in creating a program that is not only pedagogically sound, but also appealing to and motivating for middle school students.

## Teacher Reviewers

**Idalia Apodaca**

English Language Development Teacher  
*Shaw Middle School*  
Spokane, WA

**Pat E. Baggett-Hopkins**

Area Reading Coach  
*Chicago Public Schools*  
Chicago, IL

**Judy Chin**

ESOL Teacher  
*Arvida Middle School*  
Miami, FL

**Sonia Flores**

Teacher Supporter  
*Los Angeles Unified School District*  
Los Angeles, CA

**Brenda Garcia**

ESL Teacher  
*Crockett Middle School*  
Irving, TX

**Kristine Hoffman**

Teacher on Special Assignment  
*Newport-Mesa Unified School District*  
Costa Mesa, CA

**Dr. Margaret R. Keefe**

ELL Contact and Secondary Advocate  
*Martin County School District*  
Stuart, FL

**Julianne Kosareff**

Curriculum Specialist  
*Paramount Unified School District*  
Paramount, CA

**Lore Levene**

Coordinator of Language Arts  
*Community Consolidated School District 59*  
Arlington Heights, IL

**Natalie M. Mangini**

Teacher/ELD Coordinator  
*Serrano Intermediate School*  
Lake Forest, CA

**Laurie Manikowski**

Teacher/Trainer  
*Lee Mathson Middle School*  
San Jose, CA

**Patsy Mills**

Supervisor, Bilingual-ESL  
*Houston Independent School District*  
Houston, TX

**Juliane M. Prager-Nored**

High Point Expert  
*Los Angeles Unified School District*  
Los Angeles, CA

**Patricia Previdi**

ESOL Teacher  
*Patapsco Middle School*  
Ellicott City, MD

**Dr. Louisa Rogers**

Middle School Team Leader  
*Broward County Public Schools*  
Fort Lauderdale, FL

**Rebecca Varner**

ESL Teacher  
*Copley-Fairlawn Middle School*  
Copley, OH

**Hailey F. Wade**

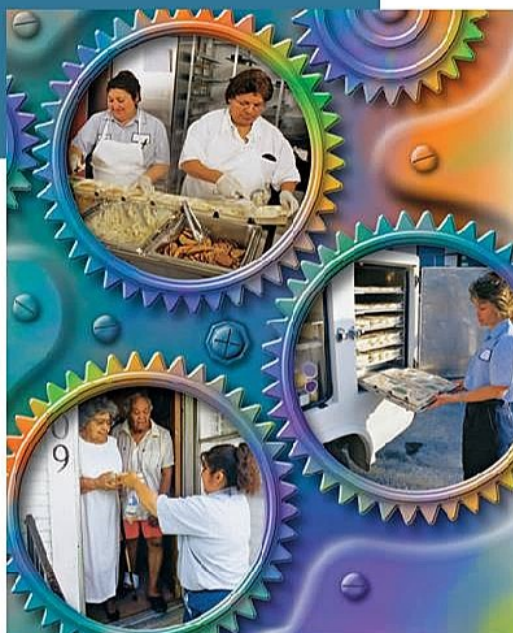
ESL Teacher/Instructional Specialist  
*Lake Highlands Junior High*  
Richardson, TX

**Cassandra Yorke**

ESOL Coordinator  
*Palm Beach School District*  
West Palm Beach, FL

# Unit 1

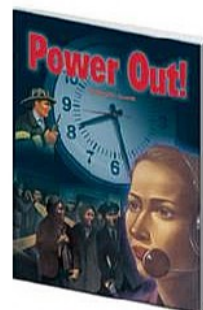
## HERE to HELP



### Unit Launch . . . . . 2

#### Language Development

Language: Tell What May Happen. . . . .	4
Language and Vocabulary: Tell What May Happen/Time . . . . .	5
Grammar: Phrases With <i>Have To</i> and <i>Need To</i> . . . . .	6
Grammar: Possessive Adjectives . . . . .	7
<b>Power Out!</b> . . . . .	8
Comprehension: Cause and Effect . . . . .	9



THEME BOOK

REALISTIC  
FICTION

#### Language and Literacy

High Frequency Words. . . . .	10
Reading and Spelling: Long Vowels <i>ie, igh, ui, ue</i> . . . . .	12
<b>Hot Crumbs Cause Fire</b> . . . . .	14
Comprehension: Cause and Effect . . . . .	18

NEWSPAPER  
ARTICLE

#### Language and Content

Success in Language Arts: Paragraphs . . . . .	19
Build Background . . . . .	20
Key Vocabulary . . . . .	21
<b>Dog Detectives.</b> . . . .	22
Comprehension: Cause and Effect . . . . .	30

MAGAZINE  
ARTICLE

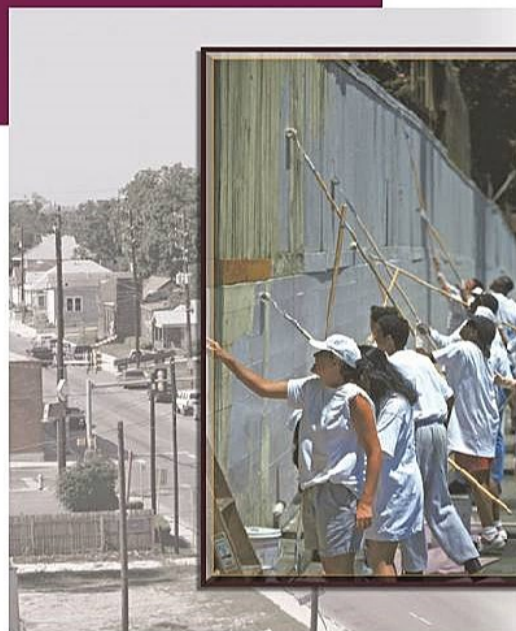
#### Writing Project

<b>Friendly Letter</b> . . . . .	31
----------------------------------	----



# Unit 2

## Make a Difference!

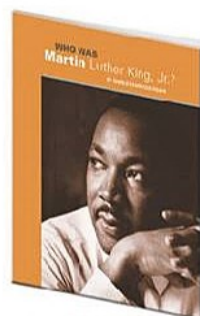


### Unit Launch . . . . . 36

#### Language Development

Language: Give Information . . . . .	38
Language and Vocabulary: Give Directions/Direction Words . . . . .	39
Language and Vocabulary: Express Wants and Feelings/Civil Rights . . . . .	40
Grammar: Irregular Past Tense Verbs . . . . .	41
<b>Who Was Martin Luther King, Jr.?</b> . . . . .	42
Comprehension: Sequence. . . . .	43

BIOGRAPHY



THEME BOOK

#### Language and Literacy

High Frequency Words. . . . .	44
Reading and Spelling: R-controlled Vowels . . . . .	46
<b>Kids Are Helping Kids</b> . . . . .	48
Comprehension: Classify. . . . .	52

BIOGRAPHY

#### Language and Content

Success in Social Science: Tables and Circle Graphs . . . . .	53
Build Background . . . . .	54
Key Vocabulary . . . . .	55
<b>Striving For Change.</b> . . . .	56
Comprehension: Sequence. . . . .	64

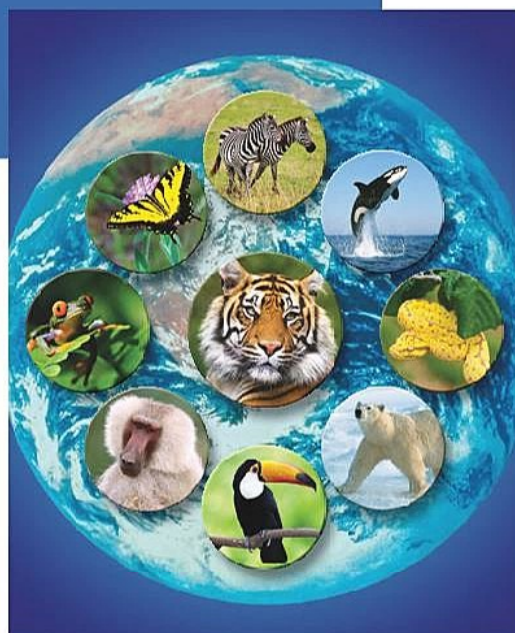
HISTORY  
ARTICLE

#### Writing Project

<b>Personal Narrative.</b> . . . .	65
------------------------------------	----

# Unit 3

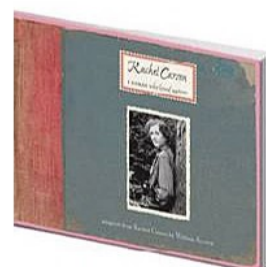
## Our Living Planet



### Unit Launch . . . . . 70

#### Language Development

Language: Give Your Opinion . . . . .	72
Language and Vocabulary: Describe Places/Animals and Habitats. . . . .	73
Language and Vocabulary: Make a Suggestion/Plants and Habitats . . . . .	74
Grammar: Sensory Adjectives . . . . .	75
<b>BIOGRAPHY Rachel Carson</b> . . . . .	76
Comprehension: Details . . . . .	77



THEME BOOK

#### Language and Literacy

High Frequency Words. . . . .	78
Reading and Spelling: Syllable Types . . . . .	80
<b>SCIENCE ARTICLE Animals in the Wild</b> . . . . .	82
Comprehension: Details . . . . .	86

#### Language and Content

Success in Science and Mathematics: Line Graphs . . . . .	87
Build Background . . . . .	88
Key Vocabulary . . . . .	89
<b>SCIENCE ARTICLE Animal Ecosystems</b> . . . . .	90
Comprehension: Details . . . . .	98

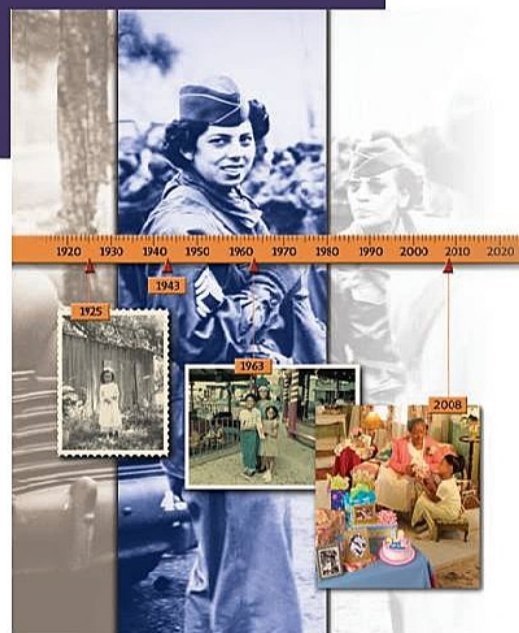
#### Writing Project

<b>Fact-and-Opinion Article</b> . . . . .	99
---	----



# Unit 4

## PAST AND PRESENT

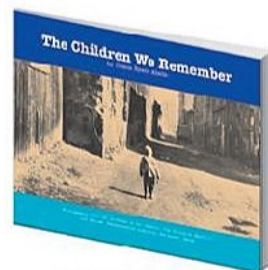


### Unit Launch . . . . 104

#### Language Development

Language: Have a Discussion . . . . .	106
Language and Vocabulary: Make Comparisons/Historical Records . . . . .	107
Grammar: Nouns . . . . .	108
Grammar: Present and Past Tense Verbs . . . . .	109
Grammar: Object Pronouns . . . . .	110
<b>The Children We Remember</b> . . . . .	112
Comprehension: Make Comparisons . . . . .	113

HISTORICAL  
ACCOUNT



THEME BOOK

#### Language and Literacy

High Frequency Words . . . . .	114
Reading and Spelling: Words with y . . . . .	116
<b>Kidworks for Peace</b> . . . . .	118
Comprehension: Make Comparisons . . . . .	122

WEB PAGE:  
CHAT ROOM

#### Language and Content

Success in Social Studies:	
The Three Branches of the U.S. Government . . . . .	123
Build Background . . . . .	124
Key Vocabulary . . . . .	125
<b>Our Government</b> . . . . .	126
Comprehension: Make Comparisons . . . . .	134

INFORMATIONAL  
TEXT

#### Writing Project

<b>Comparison Paragraph</b> . . . . .	135
---------------------------------------	-----

# Unit 5

## Tell Me More



### Unit Launch . . . . 140

#### Language Development

Language: Ask for and Give Advice . . . . . 142

Language and Vocabulary: Ask for and Accept a Favor/Opposites . . . . . 143

Language and Vocabulary: Describe Actions/Phrases for Times and Places . . . . . 144

Grammar: Commands . . . . . 145

**FABLE The Eagle and the Moon Gold** . . . . . 146

Comprehension: Character Traits . . . . . 147

#### Language and Literacy

High Frequency Words . . . . . 148

Reading and Spelling: Diphthongs and Variant Vowels . . . . . 150

**REALISTIC FICTION A Chill in the Air** . . . . . 152

Comprehension: Story Elements . . . . . 156

#### Language and Content

Success in Language Arts: Myths . . . . . 157

Build Background . . . . . 158

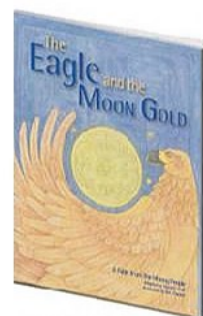
Key Vocabulary . . . . . 159

**FEATURE ARTICLE Stories From Greece** . . . . . 160

Comprehension: Character Traits . . . . . 168

#### Writing Project

**Short Story** . . . . . 169

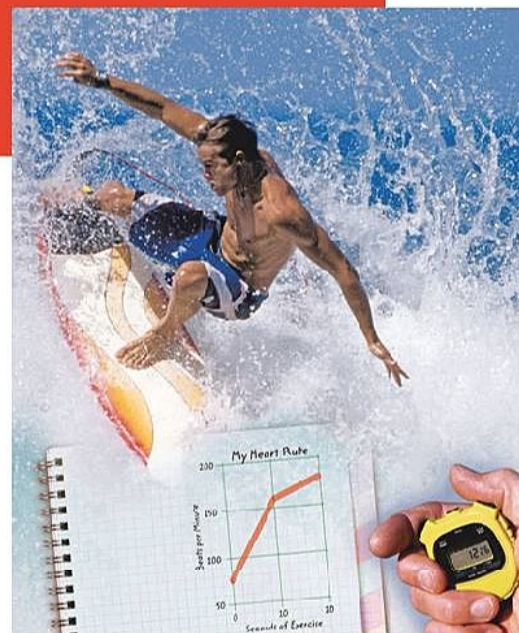


THEME BOOK



# Unit 6

## PERSONAL BEST



### Unit Launch . . . . 174

#### Language Development

Language: Ask for and Give Information . . . . . 176

Grammar: Present Tense Verbs . . . . . 177

Language and Vocabulary: Express Thanks/Sports . . . . . 178

Grammar: Pronouns . . . . . 179

SCIENCE  
ESSAY

**Body Works** . . . . . 180

Comprehension: Main Idea and Details . . . . . 181

#### Language and Literacy

High Frequency Words . . . . . 182

Reading and Spelling: Variant Vowels and Consonants . . . . . 184

NEWSPAPER  
ARTICLE

**Summer Games Are a Big Hit** . . . . . 186

Comprehension: Main Idea and Details . . . . . 190

#### Language and Content

Success in Social Science: Captions . . . . . 191

Build Background . . . . . 192

Key Vocabulary . . . . . 193

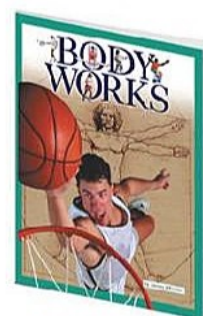
ARTICLE

**Action Shots** . . . . . 194

Comprehension: Main Idea and Details . . . . . 202

#### Writing Project

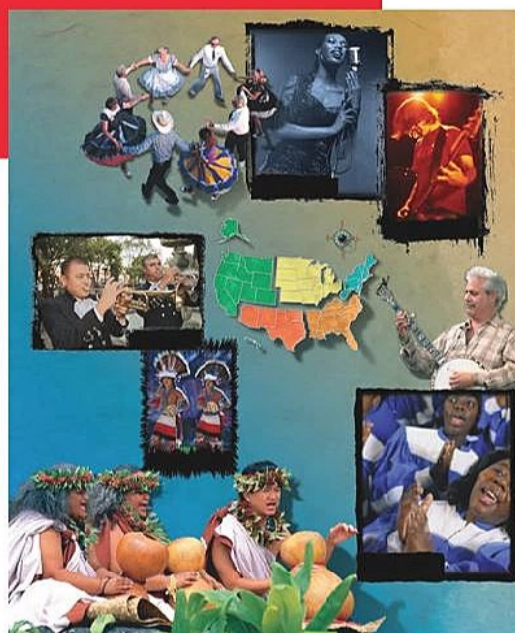
**Procedure** . . . . . 203



THEME BOOK

# Unit 7

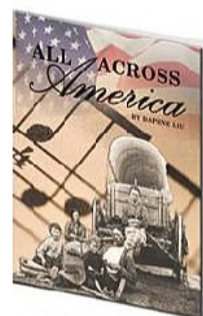
## This Land Is Our Land



### Unit Launch . . . . 208

#### Language Development

Language: Ask and Answer Questions . . . . .	210
Grammar: Questions with <i>How?</i> and <i>Why?</i> . . . . .	211
Language and Vocabulary:	
Give Directions/Landforms and Bodies of Water . . . . .	212
Grammar: Proper Nouns . . . . .	213
SONG <b>All Across America</b> . . . . .	214
Comprehension: Classify. . . . .	215



THEME BOOK

#### Language and Literacy

TRAVEL  
ARTICLE

High Frequency Words. . . . .	216
Reading and Spelling: Multisyllabic Words . . . . .	218
<b>Deep Canyon</b> . . . . .	220
Comprehension: Classify. . . . .	224

#### Language and Content

TRAVEL  
ARTICLE

Success in Social Studies: <b>Product Maps</b> . . . . .	225
Build Background . . . . .	226
Key Vocabulary . . . . .	227
<b>The Big Southwest</b> . . . . .	228
Comprehension: Classify. . . . .	236

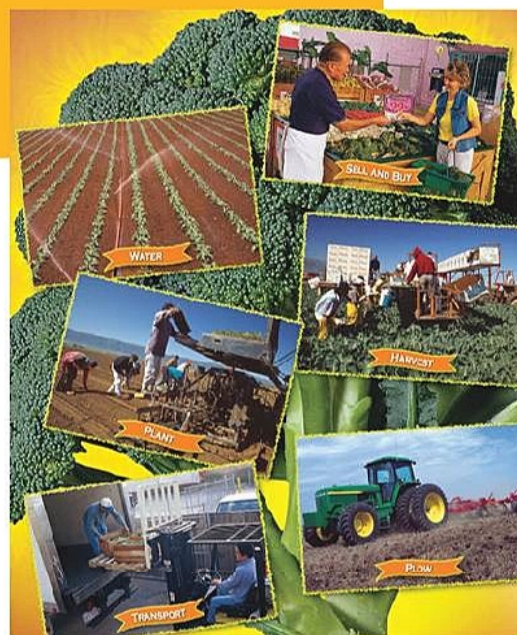
#### Writing Project

<b>Biography</b> . . . . .	237
----------------------------	-----



# Unit 8

## HARVEST TIME



### Unit Launch . . . . 242

#### Language Development

INFORMATIONAL TEXT	Language: Buy or Sell an Item . . . . .	244
	Language and Vocabulary: Give Information/Farming . . . . .	245
	Grammar: Subjects and Word Order . . . . .	246
	Grammar: Predicates and Word Order . . . . .	247
	<b>Crops</b> . . . . .	248
	Comprehension: Make Comparisons . . . . .	249

#### Language and Literacy

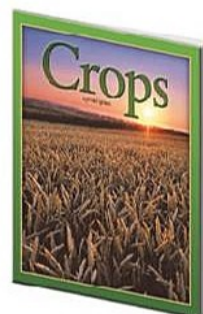
INFORMATIONAL TEXT	High Frequency Words . . . . .	250
	Reading and Spelling: Prefixes and Suffixes . . . . .	252
	<b>Many Places to Plant a Plant</b> . . . . .	254
	Comprehension: Make Comparisons . . . . .	258

#### Language and Content

INFORMATIONAL TEXT	Success in Science: Flow Chart . . . . .	259
	Build Background . . . . .	260
	Key Vocabulary . . . . .	261
	<b>Plant Power</b> . . . . .	262
	Comprehension: Make Comparisons . . . . .	270

#### Writing Project

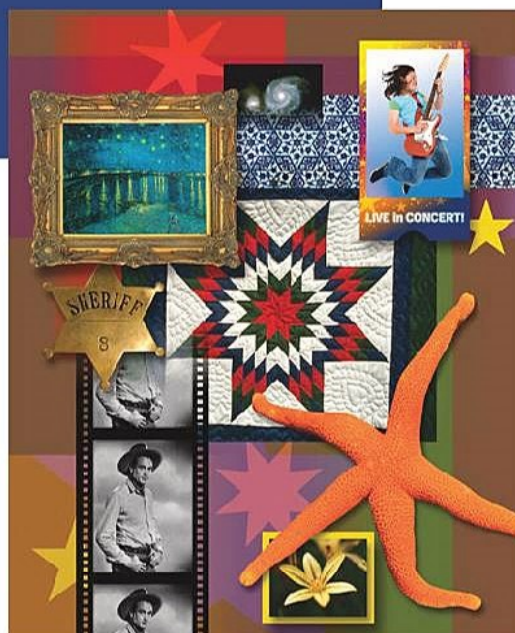
<b>Report</b> . . . . .	271
-------------------------	-----



THEME BOOK

# Unit 9

## Superstars



### Unit Launch . . . . 276

#### Language Development

Language: Agree and Disagree . . . . . 278

Grammar: Future Tense Verbs and Contractions . . . . . 279

Language and Vocabulary: Give Information/Space . . . . . 280

Grammar: Verb Tenses . . . . . 281

FANTASY **Sunny and Moonshine** . . . . . 282

Comprehension: Goal and Outcome . . . . . 283

#### Language and Literacy

High Frequency Words . . . . . 284

Reading and Spelling: Multisyllabic Words . . . . . 286

LEGEND **Fifth Moon's Story** . . . . . 288

Comprehension: Goal and Outcome . . . . . 292

#### Language and Content

Success in Science: The Moon and Stars . . . . . 293

Build Background . . . . . 294

Key Vocabulary . . . . . 295

SCIENCE ARTICLE **Exploring Space** . . . . . 296

Comprehension: Goal and Outcome . . . . . 304

#### Writing Project

**Diamante Poem** . . . . . 305



THEME BOOK



# Resources

## Handbook

Strategies for Learning Language . . . . . 312

**Grammar** . . . . . 314–339

Sentences . . . . . 314

Punctuation Marks . . . . . 317

Capital Letters . . . . . 320

Nouns . . . . . 323

Pronouns . . . . . 328

Adjectives . . . . . 330

Verbs . . . . . 335

**Handwriting** . . . . . 340–347

Manuscript Hints . . . . . 340

Cursive Hints . . . . . 341

Manuscript Alphabet, Numbers, and Punctuation Marks . . . . . 342

Writing Manuscript Letters . . . . . 343

Writing Manuscript Words and Sentences . . . . . 344

Cursive Alphabet . . . . . 345

Writing Cursive Letters . . . . . 346

Writing Cursive Words and Sentences . . . . . 347

**The Writing Process** . . . . . 348–353

Prewrite . . . . . 348

Draft and Revise . . . . . 350

Edit and Proofread . . . . . 352

Publish . . . . . 353

**Using Information Resources** . . . . . 354–367

How to Find Information . . . . . 354

Dictionary . . . . . 356

Thesaurus . . . . . 358

Parts of a Book . . . . . 360

Atlas: Maps . . . . . 362

Globe . . . . . 363

Internet . . . . . 364

**Decodable Passages** . . . . . 368–383

**Key Vocabulary Glossary** . . . . . 384–392

**Index of Skills** . . . . . 393

**Acknowledgments** . . . . . 399

# Genres at a Glance

## LITERATURE

### Fable

The Eagle and the Moon Gold . . . . . 146

### Fantasy

Sunny and Moonshine . . . . . 282

### Legend

Fifth Moon's Story . . . . . 288

### Myth

King Midas . . . . . 164

### Realistic Fiction

Power Out! . . . . . 8

A Chill in the Air . . . . . 152

### Poetry & Lyrics

When the Ground Shakes . . . . . 28

All Across America . . . . . 214

Stargazer . . . . . 303

## INFORMATIONAL TEXTS

### Article

Action Shots . . . . . 194

### Biography

Who Was Martin Luther King, Jr.? . . . . 42

Kids are Helping Kids . . . . . 48

Rachel Carson . . . . . 76

### Feature Article

Stories from Greece . . . . . 160

### Historical Account

The Children We Remember . . . . . 112

### History Article

Striving for Change . . . . . 56

Plants and  
animals are  
important to  
each other. ►







▲ Skiers must be in great shape to compete.

### **Expository Nonfiction**

Our Government . . . . .	126
Crops . . . . .	248
Many Places to Plant a Plant . . . . .	254
Plant Power . . . . .	262

### **Magazine Article**

Dog Detectives . . . . .	22
--------------------------	----

### **Newspaper Article**

Hot Crumbs Cause Fire . . . . .	14
Summer Games Are a Big Hit . . . . .	186

### **Science Article**

Animals in the Wild . . . . .	82
Exploring Space . . . . .	296
Animal Ecosystems . . . . .	90

### **Science Essay**

Body Works . . . . .	180
----------------------	-----

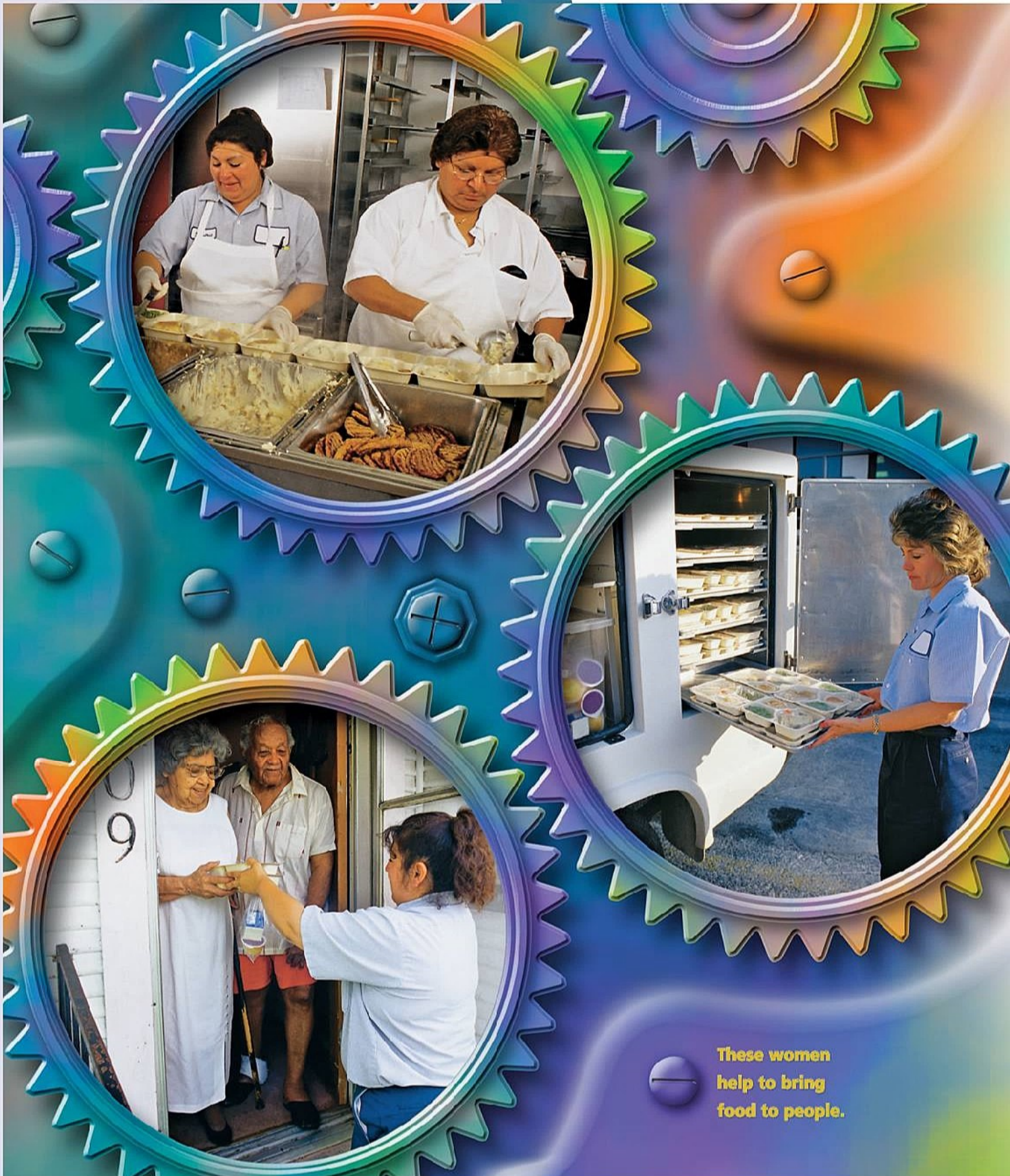
### **Travel Article**

Deep Canyon . . . . .	220
The Big Southwest . . . . .	228

### **Web Page: Chat Room**

Kidworks for Peace . . . . .	118
------------------------------	-----





**These women  
help to bring  
food to people.**



# HERE to HELP

Look at the pictures. These women work as a team to get people what they need. Tell what is happening in each picture. Then work in a small group. Think of 3 other workers who depend on one another to get people what they need. Draw a picture to show how they work together.

## In This Unit

### ▶ Language Development

### ▶ Language and Literacy

### ▶ Language and Content Language Arts

### ▶ Writing Project

### Vocabulary

- Time
- Local Government
- Key Vocabulary

### Language Functions

- Tell What May Happen

### Grammar

- Verbs (*may, might, could*)
- Phrases with *Have to* and *Need to*
- Possessive Adjectives

### Reading

- Long Vowels: *ie, igh; ui, ue*
- High Frequency Words
- Comprehension: Identify Cause and Effect
- Text Features: Paragraphs

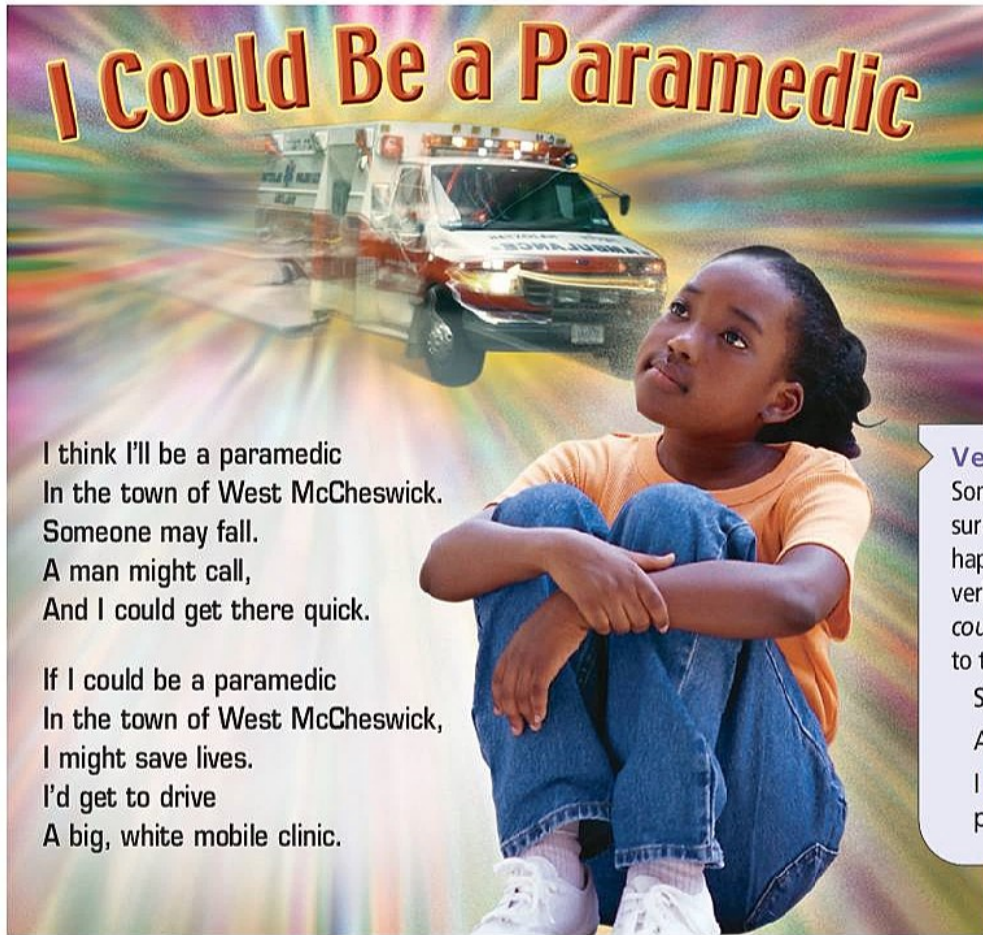
### Writing

- Friendly Letter

## I Could Help

► Language: Tell What May Happen

Listen and chant.  CD



I think I'll be a paramedic  
In the town of West McCheswick.  
Someone may fall.  
A man might call,  
And I could get there quick.

If I could be a paramedic  
In the town of West McCheswick,  
I might save lives.  
I'd get to drive  
A big, white mobile clinic.

### Verbs

Sometimes you aren't sure if something will happen. Use helping verbs *may*, *might*, or *could* with another verb to tell about it.

Someone **may** fall.

A man **might** call.

I **could** be a paramedic.

### EXPRESS YOURSELF ► TELL WHAT MAY HAPPEN

Work with a partner. Read each question. Then have your partner answer with *may*, *might*, or *could*. Then switch roles.

1. What kind of job could you have?
2. What might you do in your work?
3. Where might you work?
4. How may you help your community?

5.-7. Interview a partner. What might he or she be? Use *may*, *might*, or *could* to tell about it. Then switch roles.

EXAMPLE 1. What kind of job could you have?  
I could be a police officer.

EXAMPLE 5. Jasmine may be a firefighter.



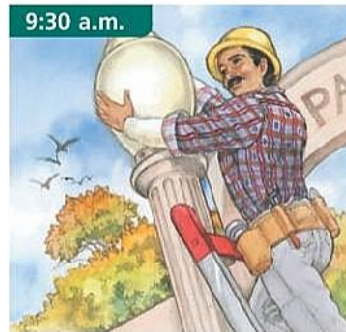
# They All Work in Our City

► Vocabulary: Time

► Language: Tell What May Happen



It's seven o'clock.



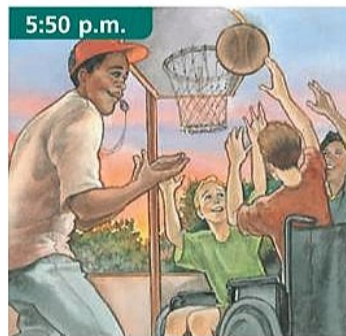
It's nine thirty.  
It's half past nine.



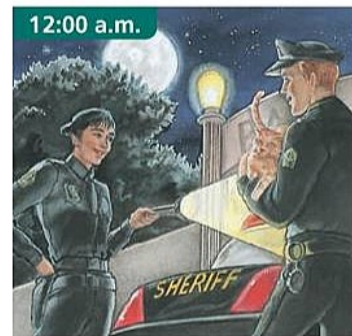
It's noon.  
It's twelve o'clock.



It's four fifteen.  
It's a quarter after four.  
It's fifteen after four.



It's five fifty.  
It's ten to six.  
It's ten of six.



It's midnight.  
It's twelve o'clock.

## ORAL LANGUAGE PRACTICE ► TELL WHAT MAY HAPPEN

1.-3. Who's talking? CD

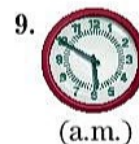
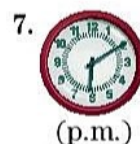
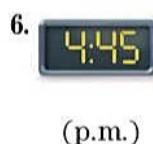
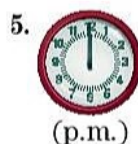
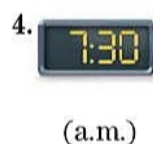
Listen. Who is talking? Point to the correct person.

Say what time it is. Tell what the person may do.

## WRITTEN PRACTICE

Read each clock. Write a sentence. Tell something that you may do at that time.

EXAMPLE 4. At seven thirty, I may call you.



## We Have to Help

### ► Phrases With *Have To* and *Need To*

Use a verb to complete a **phrase** with *have to* or *need to*.



have to + verb

They **have to** hurry.

He **has to** hold the hose.

Use *has* with  
*he, she, or it.*

need to + verb

They **need to** stop the fire.

He **needs to** spray the water.

Use *needs* with  
*he, she, or it.*

### BUILD SENTENCES

Look at each picture. Read the sentence. Add the correct form of *have to* or *need to*. Say the new sentence.

EXAMPLE 1. He needs to recycle the trash.



He \_\_\_\_ recycle the trash.



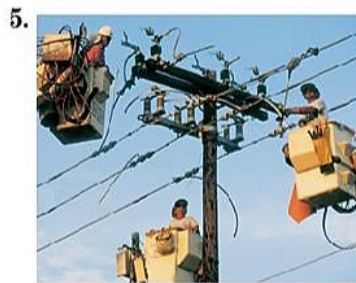
She \_\_\_\_ help the sick.



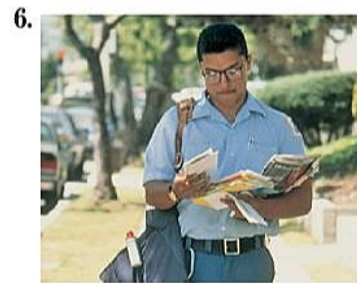
They \_\_\_\_ fight the fire.



They \_\_\_\_ fix the road.



They \_\_\_\_ work on the wires.



He \_\_\_\_ deliver the mail.

### WRITE ABOUT JOBS

7.-9. Work with a partner. Act out 3 jobs. Your partner guesses what you *need to* or *have to* do. Write the sentence.

EXAMPLE 7. You need to drive the bus.



# What Is Your Job?

## ► Possessive Adjectives

These **possessive adjectives** tell who or what owns something.



Adjective	Example
my	I am in this picture. <b>My</b> hand is on Malcolm's chin.
your	You can see Mark. He is on <b>your</b> left.
his	He has <b>his</b> hand on Malcolm's shoulder.
her	Sally is lifting Malcolm's legs on <b>her</b> shoulder.
its	The ocean is rough. <b>Its</b> waves almost knocked us down.
our	We are practicing <b>our</b> rescue plan.
your	Did your team practice <b>your</b> rescue plan, too?
their	Our supervisors are watching from <b>their</b> towers on the beach.

## BUILD SENTENCES

Read each sentence. Add the missing adjective.  
Say the new sentence.

EXAMPLE 1. This young man fell and hurt his arm.

1. This young man fell and hurt (his/your) arm.
2. We called his parents. They are waiting for (its/their) son at the hospital.
3. We need to get this man into (our/its) ambulance.
4. I have tightened all the straps around (his/her) body.
5. Are you ready to lift the stretcher, Tom?  
Are you holding (their/your) side?
6. Is Joanne ready? Does she have (his/her) equipment?
7. One, two, three lift! Do you all still have  
(your/my) sides of the stretcher?
8. OK. The ambulance is ready to go. It has (my/its) sirens on. Everything will be all right!



## WRITE CAPTIONS

9.-12. Talk with a group. List some things people own. Draw 4 things and write captions. Use the correct possessive adjective.

EXAMPLE 9.





## Listen and Read Along

### FOCUS ON GENRE

**Realistic Fiction** Realistic fiction tells a story that could actually happen. The characters and events could be real. This story shows how a community works together when the power is lost.

### FOCUS ON VOCABULARY

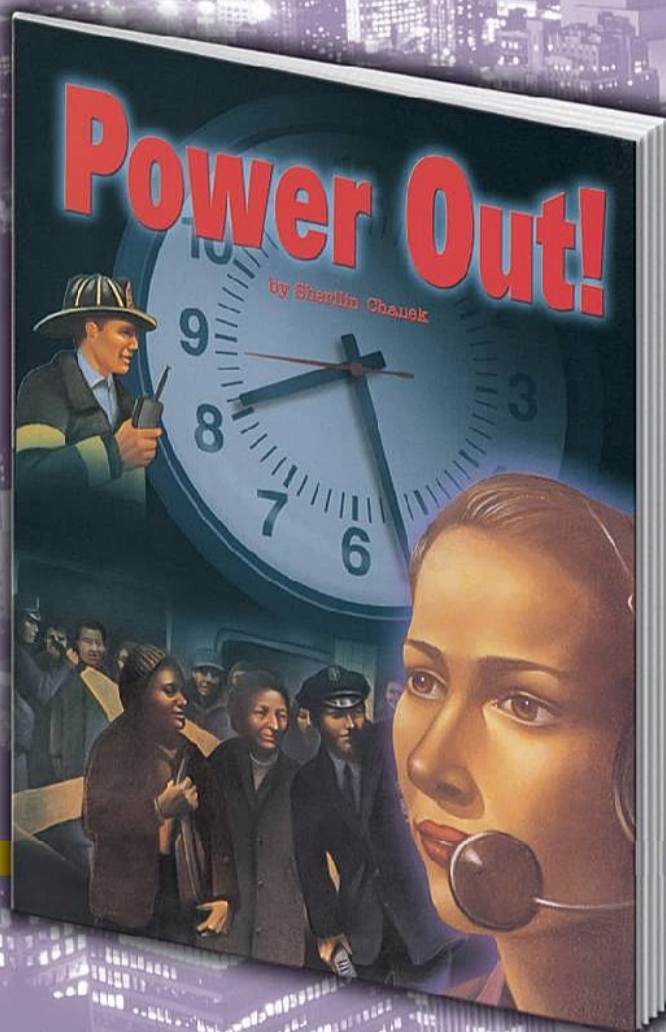
#### Words About Community Workers

You have been learning words like the ones below. Use these words as you talk about *Power Out!* Collect more words to put in the web.



### THEME BOOK

Read this realistic fiction about a community's emergency.



People use power for things like lights, heat, and clocks.



## Think About *Power Out!*

### IDENTIFY CAUSE AND EFFECT

Make a cause-and-effect chart for *Power Out!*

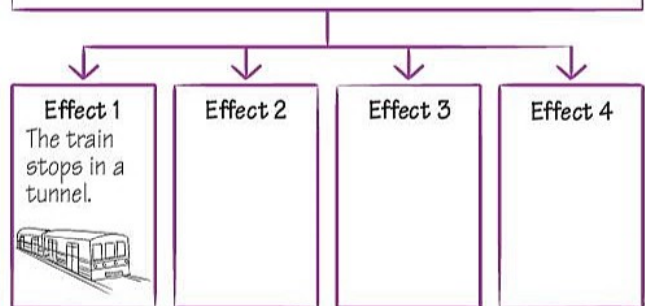
Follow these steps.

- 1 Draw a box like the one below. What important event happens in the beginning of the story? Write it in the box.

Cause: The power goes out.

- 2 What happens because the power goes out? Draw 4 boxes. Draw a picture of the effect in each box. Write about it, too.

Cause: The power goes out.



- 3 Compare your chart with a partner. Did you choose the same effects?
- 4 Use your finished chart to retell the story to your partner.

## High Frequency Words

### REVIEW HIGH FREQUENCY WORDS

Read the words aloud. Which word goes in the sentence?

river picture

1. The \_\_\_\_ is rising fast.

only important

2. It is \_\_\_\_ to work together.

were water

3. The sandbags will hold back the \_\_\_\_.

### LEARN NEW WORDS

Study these words. Say them as whole words when you read.

been	Mina has <b>been</b> in India since 1992.
four	<b>Four</b> years ago, there was an earthquake.
sound	Mina heard a loud <b>sound</b> .
caused	The earthquake <b>caused</b> her house to fall down.
between	Mina was trapped <b>between</b> a wall and a table.



▲ These people help during a flood.

### PRACTICE

Put the words in alphabetical order. Then, answer the questions.

- Which word comes after **caused**?
- Which word comes first?
- Which word comes last?

Where does each new word fit in the chart?

Say the word and spell it.

EXAMPLE 7.

caused  
c-a-u-s-e-d

What to Look For	Word
7. ends in ed	_____
8. ends in nd	_____
9. is a number	_____
10. has tw	_____
11. has one syllable and ee	_____



## How to Learn a New Word

- Look at the word.
- Listen to the word.
- Listen to the word in a sentence. What does it mean?
- Say the word.
- Spell the word.
- Say the word again.

# More High Frequency Words

## REVIEW HIGH FREQUENCY WORDS

Read the words aloud. Which word goes in the sentence?

- |        |         |   |
|--------|---------|---|
| enough | through | 1. People can help each other get _____ an emergency. |
| above  | on      | 2. Turn _____ a flashlight during a blackout.         |
| always | world   | 3. Rescue workers are _____ there to help.            |

## LEARN NEW WORDS

Study these words. Say them as whole words when you read.

could	Mina <b>could</b> not move.
almost	She <b>almost</b> didn't get out, but she did.
life	A rescue team saved her <b>life</b> .
often	Mina <b>often</b> tells her story.
never	We <b>never</b> get tired of hearing it.

## PRACTICE

Put the words in alphabetical order. Then, take turns saying the words with a partner. After you have both said the words aloud, answer the questions.

4. Which word has the word *most*?
5. Which word has the word *ever*?
6. Which word rhymes with *wife*?

Where does each new word fit in the chart?  
Say the word and spell it.

EXAMPLE 7.

almost  
a-l-m-o-s-t

What to Look For	Word
7. begins with al	_____
8. means "many times"	_____
9. has a long i sound	_____
10. rhymes with good	_____
11. is the opposite of always	_____

## Reading and Spelling

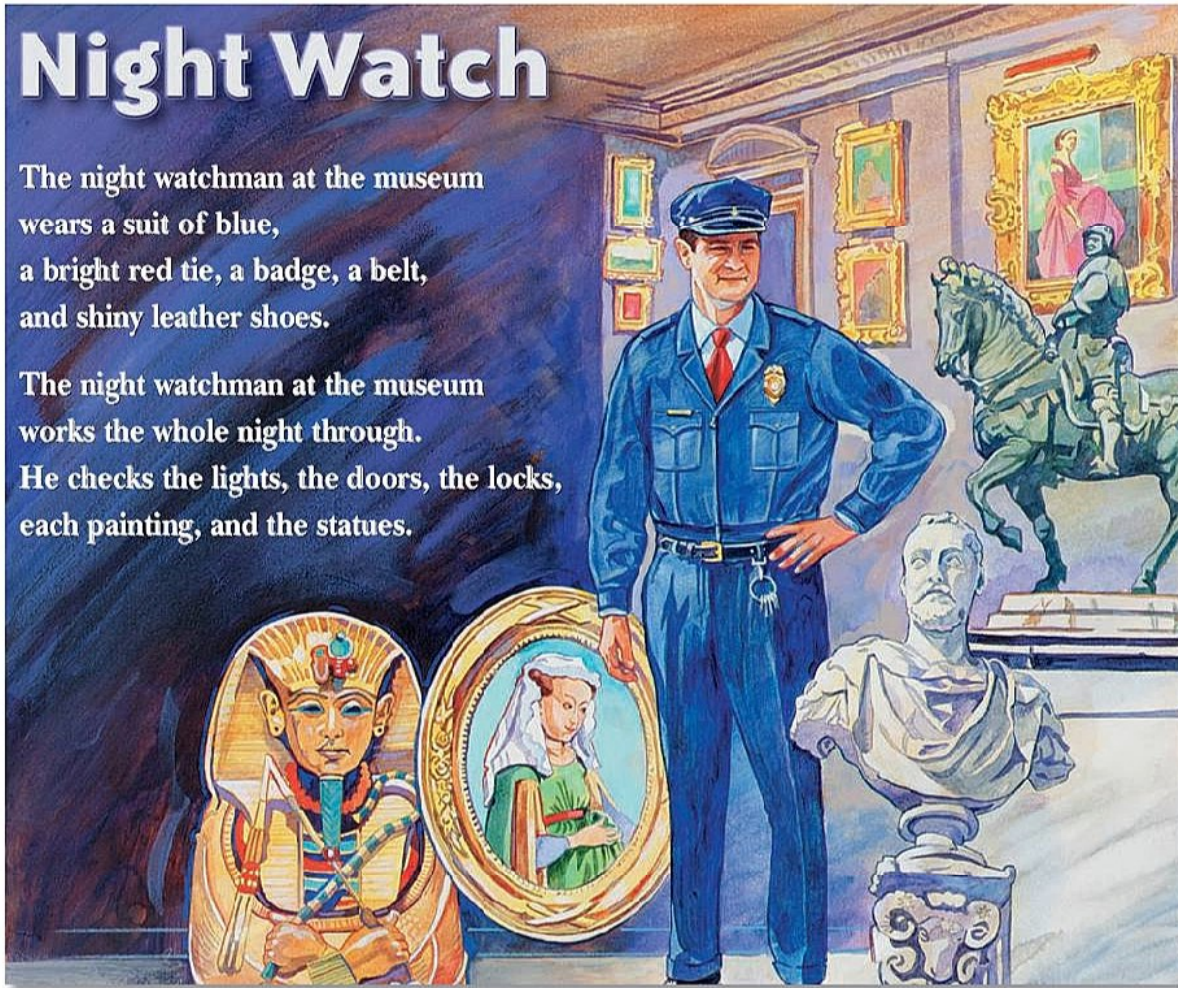
► Long Vowels: *ie, igh; ui, ue*

Listen and learn.  CD

### Night Watch

The night watchman at the museum wears a suit of blue, a bright red tie, a badge, a belt, and shiny leather shoes.

The night watchman at the museum works the whole night through. He checks the lights, the doors, the locks, each painting, and the statues.



#### CONNECT SOUNDS AND LETTERS

What letters stand for the vowel sound in each word?

1.



**tie**



**night**

2.



**suit**



**blue**



## READING STRATEGY

Follow these steps to read a word.

- 1 Look for a pattern of letters.

**blue**



These two vowels  
make one sound: **long u**.

**high**



These three letters  
make one sound: **long i**.

- 2 Start at the beginning. Blend the sounds in your head.  
Then say the word.

**blue**

**b + l + u = blue**



**high**

**h + i = high**



## READING PRACTICE

Look for a pattern to read these words.

1. lights
2. suit
3. blue
4. tie
5. Sue
6. high

Use what you learned to read the sentences.

7. Sue fixes street lights between 6 and 9 at night.
8. One night, she did not tie her safety belt.
9. The belt opened. Sue almost fell from a high pole!
10. Her blue suit got stuck on the pole. That saved her life.
11. "I might die if I don't tie my belt right," Sue said.

## SPELLING PRACTICE

12.–16. Now write the sentences that your teacher reads.

## WORD WORK

17. Write each of these words on a card.

tie	high	true	sight	fried	right	clue
pie	fruit	blue	die	sigh	suit	glue

Say each word. Sort the words by vowel sound.  
Make 2 groups.

18. Then put the words with the same vowel  
sound *and* spelling together. Make 4 groups.  
What do you notice?

EXAMPLE 18.

tie

high

You can spell  
**long i** more than  
one way.

## Read on Your Own

### FOCUS ON GENRE

**Newspaper Article** A news article tells about a recent event. A news article is nonfiction. Quotations show the words a person says about an event. This article tells about a fire.

### FOCUS ON WORDS

**Words with Long Vowels** When you read and come to a word you don't know, blend the sounds together to read it.

Remember that when two vowels are together, the first is usually long and the second is silent. In words with *igh*, use a long *i* sound. You just learned about words with these spellings:

ie    igh    ui    ue



**High Frequency Words** Say these words as whole words when you read.

been  
four  
sound  
caused  
between

could  
almost  
life  
often  
never





# The Times

Friday, June 2, 2008

Your Daily Newspaper

## Hot Crumbs Cause Fire



**FULL STORY ON PAGES 8-9**



TOKYO, JAPAN—A fire woke Kenji Yamada at 4 A.M. He called the fire station. Soon, he heard the sound of fire trucks.

"I have never seen flames so high and so bright!" Yamada said. "It's true! I almost lost my life!" When he tried to throw water on the fire, he burned four fingers. Paramedics treated him.

Firefighters asked what caused the fire. At first, Yamada didn't have a clue. He went to bed between 10 P.M. and 11 P.M. Then, he smelled smoke. It came from his kitchen. "I think it was something in my trash," he sighed.



Mr. Yamada thinks the fire started in his kitchen.



Trucks came to stop the fire.





When you cook tempura, the oil gets very hot.

Yamada cooked dinner at 8 P.M. He often makes tempura. He put the fried crumbs in his trash can.

Those crumbs could get to be as hot as  $100^{\circ}\text{C}$ . After a while, the crumbs might start a fire. They did last night at Yamada's home. In fact, hot crumbs have been the cause of other fires in Tokyo this year.



Hot crumbs in trash cans can start fires.

## Think About “Hot Crumbs Cause Fire”

### CHECK YOUR UNDERSTANDING

Write sentences that tell what happened in the article. Use a sentence starter from column 1 and a sentence ending from column 2.

EXAMPLE 1. Yamada made tempura, and the crumbs caused a fire.

#### Column 1

1. Yamada made tempura,
2. Yamada called the fire station
3. The fire trucks came
4. Yamada burned his hand
5. Hot crumbs caused

#### Column 2

- A. other fires in Tokyo this year.
- B. after Yamada called the fire station.
- C. and the crumbs caused a fire.
- D. because he smelled smoke.
- E. when he tried to throw water on the fire.

### EXPAND YOUR VOCABULARY

6. Make a concept map like the one below. Work with a group to add community workers. Add words to tell what each worker does.



Use the concept map to tell your group about community workers who help in emergencies.

EXAMPLE Firefighters are community workers. They put out fires.

### WRITE ABOUT COMMUNITY WORKERS

7. Write 3 clues about a community worker and then ask, “Who is it?” Trade clues with a partner. Try to guess your partner’s community worker.

EXAMPLE 7. He uses a ladder.  
He rescues people.  
He puts out fires.  
Who is it?



## Success in Language Arts

### ► Learn About Paragraphs

#### Paragraphs

A **paragraph** is a group of sentences.  
All the sentences tell about one main idea.

indent

When you call for help, be ready to answer *who*, *what*, and *where*. Tell the police who needs help. Next explain what happened, or why the person needs emergency help. Then tell where the person is so help can get there quickly.

The **topic sentence** tells the main idea.

The other sentences give **supporting details**. They tell more about the main idea.

Study the lesson. Then do the Exercise.

## Practice Your Paragraphs

### Think and Discuss

Follow these steps to write a paragraph.

- 1 Think about your main idea.  
What details support it? Make a diagram.

When you call for help, be ready to answer *who*, *what*, and *where*.

Tell the police who needs help.

Next explain what happened.

Then tell where the person is so help can get there.

- 2 Write a topic sentence to tell the main idea.  
Be sure to indent it.
- 3 Add the detail sentences.
- 4 Read your paragraph. Make sure all the sentences tell about one main idea.



In an emergency, call for help.

### Exercise

Write a paragraph. Use ideas in this diagram.

Sue saw a person who needed emergency help. She called for help.

First Sue said who needed help.

Next she explained what happened.

Then Sue explained where the person was so help could get there.

## Build Background for “Dog Detectives”

### COMMUNITY WORKERS

There are many people who volunteer to help during disasters. Did you know that there are animals that can help, too?



◀ Dogs can help during emergencies.



▲ Rescue workers need all the help they can get during disasters.



# Learn Key Vocabulary

Rate and Study the Words Rate how well you know each word. Then:

1. Pronounce the word. Say it aloud several times. Spell it.
2. Study the example.
3. Tell more about the word.
4. Practice it. Make the word your own.

## Rating Scale

- 1** = I have never seen this word before.
- 2** = I am not sure of the word's meaning.
- 3** = I know this word and can teach the word's meaning to someone else.

## Key Words

**earthquake** (urth-kwāk) *noun*



An **earthquake** shakes the earth and causes many problems for people. Here you see what an **earthquake** can do to an area.

**emergencies** (ē-mur-jen-sēz) *noun*



People need help right away during **emergencies**. SAR dogs can help during water rescues and other **emergencies**.

**life** (lif) *noun*



A person who is alive has **life**. This dog sniffs for clues to help save a **life**.

**rescue** (res-kyū) *verb*



When you **rescue** people, you save them from harm. These dogs helped **rescue** people after the attacks on September 11, 2001.

**police officer** (pō-lēs o-fi-sūr) *noun*

A **police officer** makes sure laws are followed and helps when there is an emergency. This **police officer** has a dog who also helps.



**Practice the Words** With a partner, make a Vocabulary Study Card for each Key Word.

Write the word.

front

rescue

Tell what the word means and use it in a sentence.

back

to save someone

I rescued a little bird last spring.

Use the cards to quiz your partner. Take turns answering.



## Listen and Read Along

### FOCUS ON GENRE

**Magazine Article** A magazine article is nonfiction. It tells about a topic. Magazine articles usually tell about events that are happening in the world. This article is about dogs that help people during emergencies.

### FOCUS ON COMPREHENSION

**Cause and Effect** An effect is something that happens. A cause is the reason why an event happens. Look for words like *if*, *then*, and *because* to help you find causes and effects. As you read “Dog Detectives,” think about the reasons that dogs do what they do.

Causes

Effects






A photograph of several police officers in dark blue uniforms and peaked caps, walking a line of German Shepherds on a city street. The officers are looking forward, and the dogs are also looking in the same direction. The background shows a modern building with large windows and a clear blue sky. The title 'DOG DETECTIVES' is overlaid in large, white, blocky letters with a blue outline.

# DOG DETECTIVES

Dogs make good detectives.



**Selection Recording**



# SEARCH AND RESCUE

Imagine that you are lost. It is cold and it is dark.  
Would you believe that a dog could help find you?

Dogs can be trained to help people in **emergencies**.  
These dogs are called Search-and-**Rescue**, or SAR,  
dogs. If **police officers** need help, the dogs often find  
**clues**. If people are lost, the dogs **hunt** for them.

▼ How would you feel if you were lost in a place like this?



## Key Vocabulary

**emergencies** *n.*, sudden and unexpected events that need action

**rescue** *v.*, to save someone

**police officers** *n.*, people who enforce laws and help in emergencies

## In Other Words

**clues** things that people leave behind

**hunt** look





▲ A dog can help police officers look for a person who is missing.

## THE NOSE KNOWS

SAR dogs use their noses to find people who are missing. Dogs can smell tiny clues that people leave behind wherever they go. These include **dead skin cells**, pieces of clothing, and hairs. These clues can help a dog to save a missing person's **life**.



▲ This dog helps police officers find clues. The clues help solve crimes.

### Key Vocabulary

**life** *n.*, someone who is alive

### In Other Words

**dead skin cells** very small pieces of skin that fall off

### Before You Move On

- 1. Main Idea and Details** How do SAR dogs help **rescue** people?
- 2. Make Inferences** How do SAR dogs use their sense of smell?