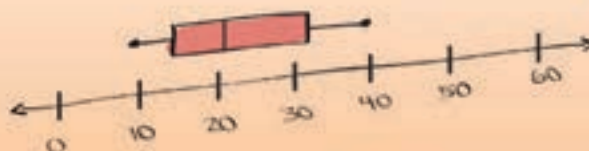


Updated for 2017

$$0.44n = 11$$



$$25\% = \frac{25}{100}$$
$$\frac{1}{4} = 0.25$$

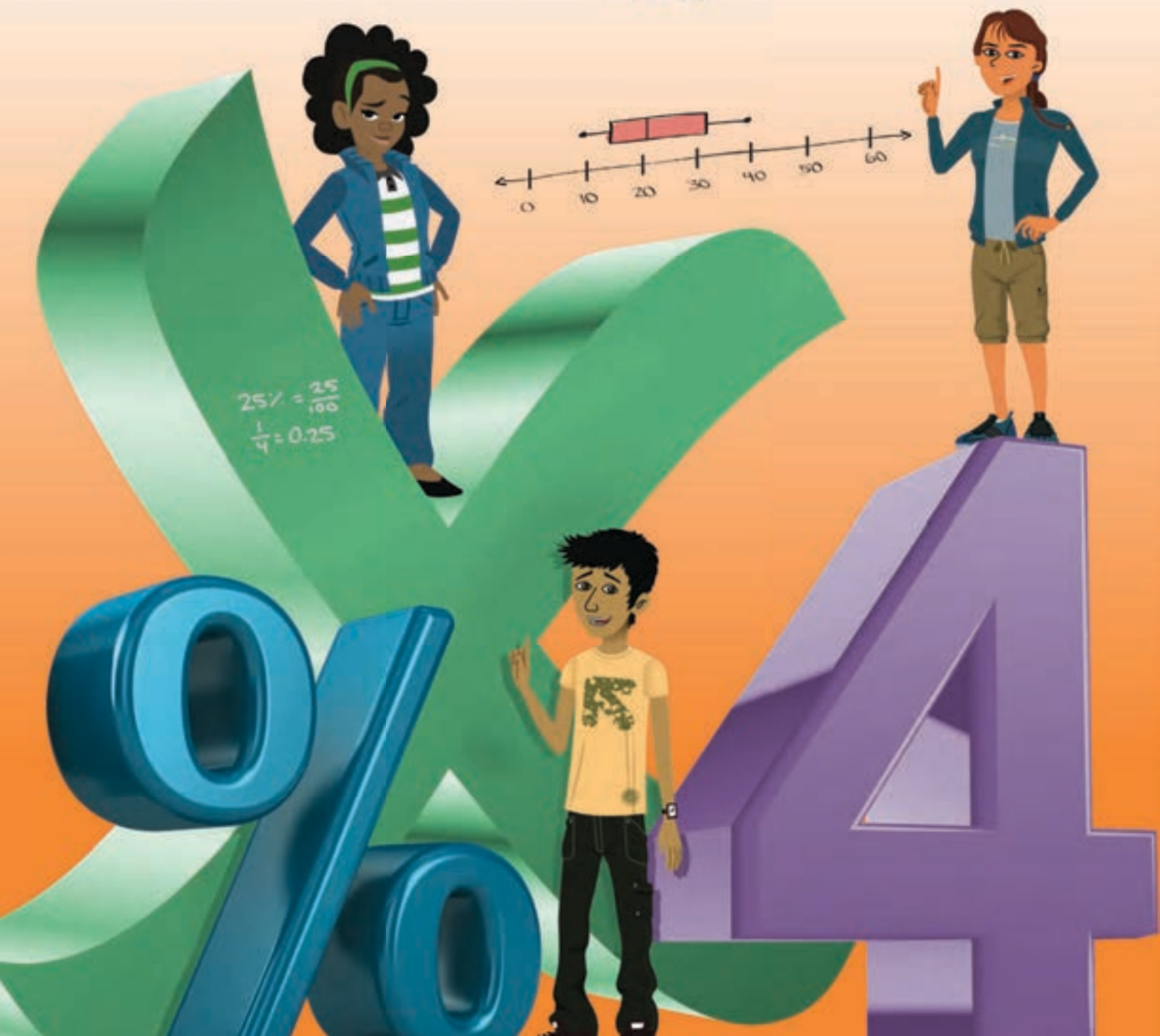


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Standards in boldface are the focus standards that address major lesson content.

Understand Division with Fractions

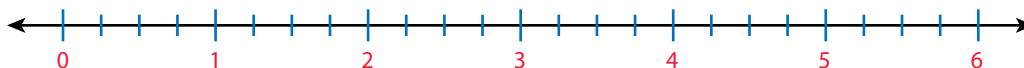
Think It Through

What does it mean to divide a fraction by a fraction?



You know how to divide a whole number by a unit fraction. For example, you can think of 6 divided by $\frac{1}{4}$ as “how many one-fourths are there in 6?” Using a number line, you can divide 6 into fourths and count to see there are 24 fourths in 6.

$$6 \div \frac{1}{4} = 24$$



You also learned that dividing a number by a fraction is the same as multiplying the number by the reciprocal of the fraction.

$$6 \div \frac{1}{4} \text{ is the same as } 6 \times 4, \text{ or } 24.$$

Think What does dividing a whole number by a fraction mean?

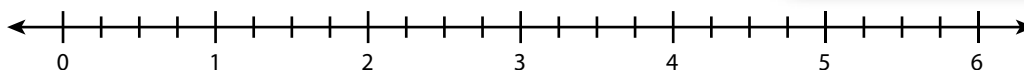
Madison cuts a 6-yard length of ribbon into $\frac{3}{4}$ -yard pieces.

To figure out how many pieces Madison cut, think, “How many three-fourths are in 6?”

You can draw the same number line to represent the 6 yards of ribbon and divide it into fourths.

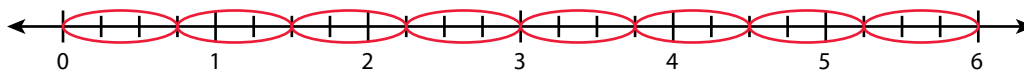


Circle the multiplication expression that is the same as the division expression.



You can circle three $\frac{1}{4}$ sections to represent $\frac{3}{4}$ -yard pieces. You can see there are eight $\frac{3}{4}$ -yard pieces in 6 yards.

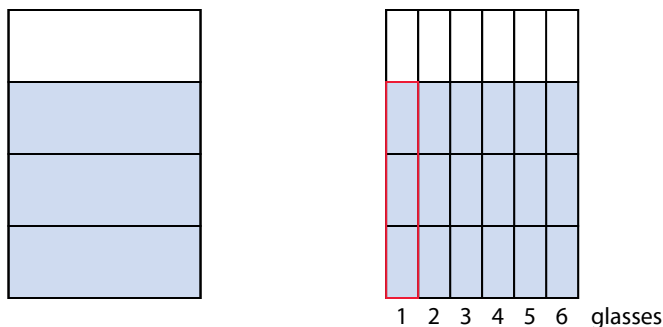
$$6 \div \frac{3}{4} = 8$$



$$6 \times \frac{4}{3} = 8$$

Think What does dividing a fraction by a whole number mean?

Cory wants to pour $\frac{3}{4}$ of a quart of juice equally into 6 glasses. This means he needs to divide $\frac{3}{4}$ into 6 equal parts. You can represent the problem with an area model. First, you can show the $\frac{3}{4}$ quart of juice. Then, you can draw vertical lines to divide the model into 6 equal parts.



$$\frac{3}{4} \div 6 = \frac{3}{24} = \frac{1}{8}$$

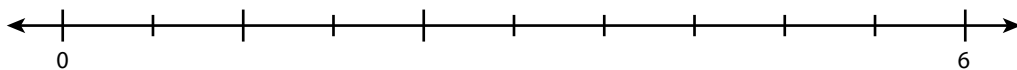
$\frac{3}{4}$ quart of juice divided equally into 6 glasses means Cory will pour $\frac{3}{24}$ or $\frac{1}{8}$ quart of juice into each glass.

$$\frac{3}{4} \div 6 \text{ is the same as } \frac{3}{4} \times \frac{1}{6}.$$

Cory pours $\frac{1}{6}$ of $\frac{3}{4}$ quart of juice into each glass.

Reflect

1 Use the number line to show and explain why $\frac{4}{10} \div 2$ and $\frac{4}{10} \times \frac{1}{2}$ both equal $\frac{2}{10}$.



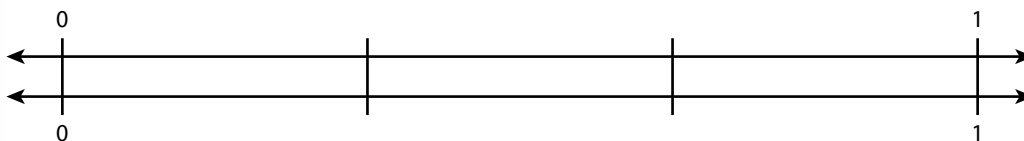
Think About  **Dividing by a Fraction**

Let's Explore the Idea Explore dividing a fraction by a fraction with the problem below.



Kate has $\frac{2}{3}$ yards of fabric to make small flags. Each flag requires $\frac{1}{6}$ yard of fabric. How many flags can Kate make?

- 2 You need to find out how many _____ are in _____.
- 3 The number lines below are divided into thirds. Label $\frac{2}{3}$ on the top number line to represent $\frac{2}{3}$ yards of fabric.



- 4 Each flag requires $\frac{1}{6}$ yard of fabric. Divide the bottom number line into sixths to show how many sixths are in $\frac{2}{3}$.
- 5 Look at the bottom number line. How many sixths are there in $\frac{2}{3}$? _____
- 6 How many flags can Kate make? _____
- 7 $\frac{2}{3} \div \frac{1}{6} =$ _____
- 8 $\frac{2}{3} \times$ _____ $= 4$



Let's Talk About It

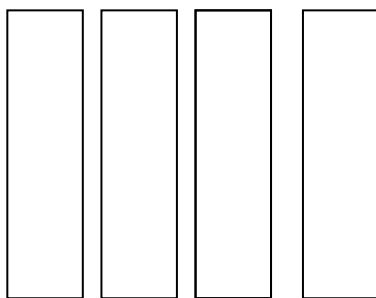
Solve the problem below as a group.



Kevin has 6 cups of flour. It takes $\frac{3}{8}$ cup of flour to make one cake. How many cakes can Kevin make?

- 9 You need to find out how many _____ are in _____.
- 10 Do you think the number of cakes Kevin can make is greater than or less than 6? Why?

- 11 Represent 6 cups with 6 rectangles. 4 rectangles are shown below. Draw 2 more rectangles.



- 12 Circle and count groups of $\frac{3}{8}$ in the model. How many did you circle? _____
- 13 How many $\frac{3}{8}$ -cups of flour are in 6 cups of flour? _____
- 14 $6 \div \frac{3}{8} =$ _____

► Try It Another Way Explore dividing by a unit fraction using a common denominator.

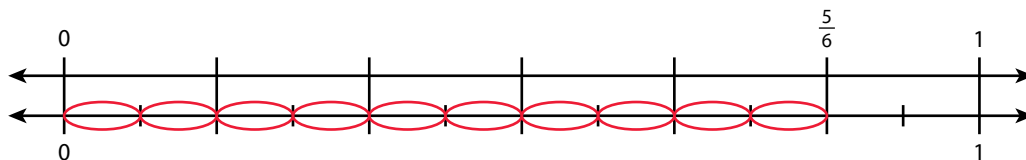
To solve $5 \div \frac{1}{2}$, write 5 as a fraction with a denominator of 2 and think, "How many halves are in ten halves?" $\frac{10}{2} \div \frac{1}{2} = 10$. Use the same reasoning to find $\frac{8}{6} \div \frac{2}{3}$.

- 15 Write $\frac{8}{6}$ as a fraction with a denominator of 3. _____ To solve $\frac{4}{3} \div \frac{2}{3}$, think, "How many two-thirds are in four-thirds"? _____
- 16 Write $\frac{2}{3}$ as a fraction with a denominator of 6. _____ To solve $\frac{8}{6} \div \frac{4}{6}$, think, "How many four-sixths are in eight-sixths"? _____

Dividing by a Fraction

Talk through these problems as a class, then write your answers below.

- 17 Explain** Look at the model below. Write the division equation that the model represents. Explain how to find the quotient using the model.



- 18 Analyze** Sam said that $\frac{3}{2} \div \frac{1}{4}$ equals $\frac{3}{8}$. Draw a model and use words to explain why Sam's statement is not reasonable.

- 19 Justify** Show that $2 \div \frac{4}{6} = 3$ by using a model. Explain why the answer is greater than the number you started with.

Apply**Dividing by a Fraction****20 Put It Together** Use what you have learned to complete this task.

Choose one of the following problems to solve. Circle the problem you choose.

Greg made $\frac{2}{3}$ gallon of lemonade and plans to share it equally among 4 friends.
How much lemonade will each friend get?

Keisha plans to run 4 miles this week. If she runs $\frac{2}{3}$ of a mile each day, how many days will it take her to run 4 miles? Will she be able to run 4 miles in a week?

Part A Write a division expression and draw a model to represent the problem.

Part B Estimate what you think the quotient will be. Will the quotient be greater than or less than the dividend? How do you know?

Part C Use your model to explain how to find the quotient and what the quotient means.



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4 **Reading** ★
INSTRUCTION



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Lesson 2

Understanding Historical Texts



Learning Target



Explaining information in historical texts, including what happened and why, can help you understand the connections among various events and ideas in the text.

- **Read** Writers of **historical texts** often organize **information** to answer the questions “What happened?” and “Why did it happen?” This is sometimes called **cause and effect**. Cause and effect is a relationship in which one thing brings about, or causes, something else to occur. Historical texts don’t just describe several events or ideas. The texts also explain why they happened and why they matter.

Look at the illustrations below. One shows an event that happened. The other shows why it happened. Think about which event is which.



- **Think** Consider what you've learned about causes and effects and why writers use them to organize their writing. Remember, understanding what happened and why helps you understand what happens around you every day.

In the chart below, describe what happened in the first illustration. Then explain why the event happened.

What Happened?	Why?

- **Talk** Share your chart with a partner.
- Based on the events in the illustrations, what do you think the boy will do next?
 - Explain why the boy will do that next.



Academic Talk

Use these words and phrases to talk about the text.

- **cause and effect**
- **information**
- **historical text**

The Model T

by Thomas A. Moore

- 1 When the first cars were produced, only wealthy people could afford them. Henry Ford wanted to build a car that the average working person could afford. In 1908, the Ford Motor Company introduced a new, low-cost car. It was called the Model T and sold for \$825. Although the car was reasonably priced, Ford kept thinking of ways to make it even cheaper. He knew that the lower the price, the more customers he would gain and the more money he would make.
- 2 Ford's early cars were all handcrafted. This meant that each automobile was slightly different from the next. It also meant that each took a long time to make. Ford decided his cars would no longer be handcrafted. They would be put together in exactly the same way, saving time and money. In 1913, Ford began producing cars with the help of a moving assembly line.
- 3 The moving assembly line achieved Ford's goal of turning out a car faster and for increasingly lower prices. In time, Ford's factory was turning out one automobile every 90 minutes. By 1915, the Ford Motor Company was earning record profits. And by 1918, half of all cars in the United States were Model Ts. Almost overnight, the United States became a nation on wheels.



Close Reader Habits

Underline words and phrases that help you figure out why more people began owning cars.

Explore

How did the production of Henry Ford's Model T lead to more people owning cars?



Look for details that answer the questions "What happened?" and "Why?"

Think

- 1 What did the Ford Motor Company do in 1908 and 1913? Why did these events occur? Write the details in the chart.

What Happened?

Why?

1908



1913



Talk

- 2 In 1913, Henry Ford decided his cars would no longer be handcrafted. Discuss how this decision led to a new way of making cars. Write down an idea you talked about with your partner.

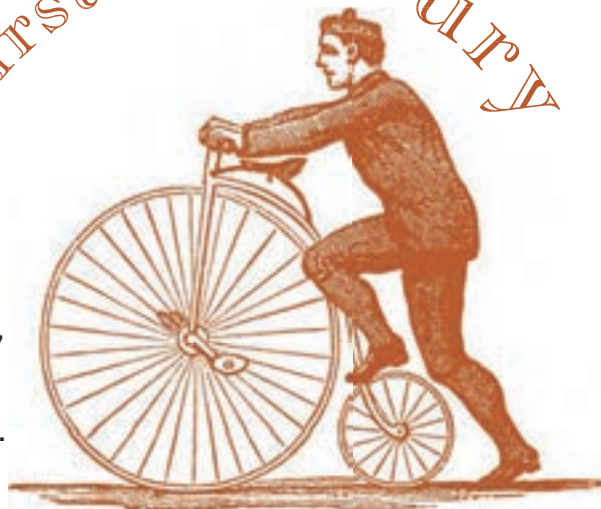
HINT One thing can cause another thing to happen.

Write

- 3 **Short Response** Explain why half of all cars in the United States were Model T's by 1918. Include text details telling what happened and why. Use the space provided on page 30 to write your response.

The Bicycle's First Century

by J. Soo



- 1 Two centuries ago, bicycles did not look like the bikes you know today. Invented by a Frenchman around 1790, the first bicycle had two wheels and a wooden frame. It worked like a scooter. Then, in 1816, a German improved on this design. He connected a bar to the front wheel. This allowed the rider to steer the bicycle. Later, in 1839, a Scottish blacksmith made yet another improvement. He added foot pedals, which let riders put force on the wheels. Now bicycles could move faster.
- 2 In the 1870s, the “high-wheel” bicycle appeared. It was called this because the front wheel was far larger than the rear wheel. The pedals turned the front wheel only, but the size of that wheel meant that each turn of the pedals took the rider a greater distance than before. On the high-wheel bicycle, the rider sat up high, over the front wheel. Consequently, when the large front wheel struck a rut or rock in the road, the rider could be pitched head-first over the front of the bicycle! The high-wheel bicycle wasn’t very safe.
- 3 In 1885, an Englishman made the first “safety” bicycle. The bicycle was now beginning to look more like the modern one you see every day. Its front and rear wheels were the same size, and sprockets and chains linked the two wheels together. In the 1890s, inventors added air-filled rubber tires. Then came a coaster brake and adjustable handlebars. The first hundred years of the bicycle—from 1790 to the 1890s—brought many changes, and the next century would bring even more improvements.

Close Reader Habits

How does each bicycle model improve upon the model before it? Reread the article. **Underline** details that tell *why* each model was an improvement.



History texts often tell how one event caused several other events to occur. This is called a series of events.

Think Use what you learned from reading the article to respond to the following questions.

1 Reread paragraph 1. Choose the **two** statements that **best** tell why the bicycle was a better machine by 1839.

- A** A bar allowed the rider to steer.
- B** A wooden frame meant that the bicycle was lighter.
- C** Foot pedals meant that bicycles could move faster.
- D** The first bicycles could move like a scooter.
- E** The front wheel was larger than the rear wheel.

2 This question has two parts. Answer Part A. Then answer Part B.

Part A

What conclusion can you draw about what happened to many riders of the bicycles described in paragraph 2?

- A** They would be able to see over other bicycle riders.
- B** They were likely to get hurt if they hit a rock.
- C** They could not go as fast using the larger wheels.
- D** They found ways to link the large and small wheels together.

Part B

Which **two** sentences in paragraph 2 **best** support the answer to Part A? **Circle** them in the passage.

Talk

3 Based on information in the text, what changes to bicycle designs came about in the 1800s? What can you conclude about why the designs kept changing?

Write

4 Short Response Explain how the design of the bicycle was improved in the 1800s and why the changes were necessary. Use details from the text to support your answer. Use the space provided on page 31 to write your answer.

HINT Be sure to use words that show why the changes were made, such as *because* and *since*.



Write Use the space below to write your answer to the question on page 27.

The Model T

- 3 Short Response** Explain why half of all cars in the United States were Model T's by 1918. Include text details telling what happened and why.



Don't forget to check your writing.



Use the space below to write your answer to the question on page 29.

The Bicycle's First Century

4 Short Response Explain how the design of the bicycle was improved in the 1800s and why the changes were necessary. Use details from the text to support your answer.

HINT Be sure to use words that show why the changes were made, such as *because* and *since*.

[illegible]

Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Can you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

WORDS TO KNOW

As you read, look inside, around, and beyond these words to figure out what they mean.

- **convinced**
- **folly**
- **revolutionize**



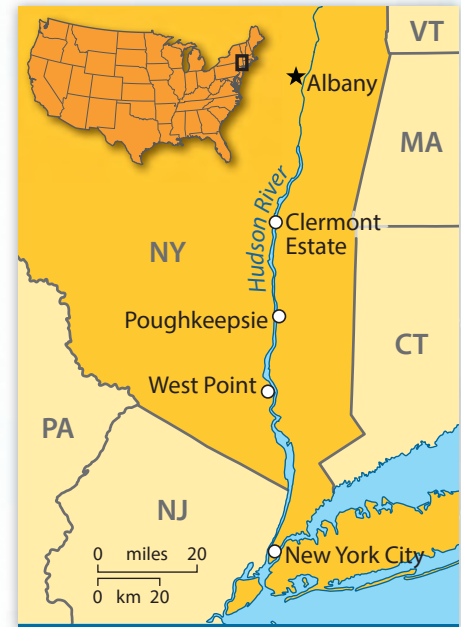
Robert Fulton was the inventor of the steamboat.

from FULTON'S SUCCESS

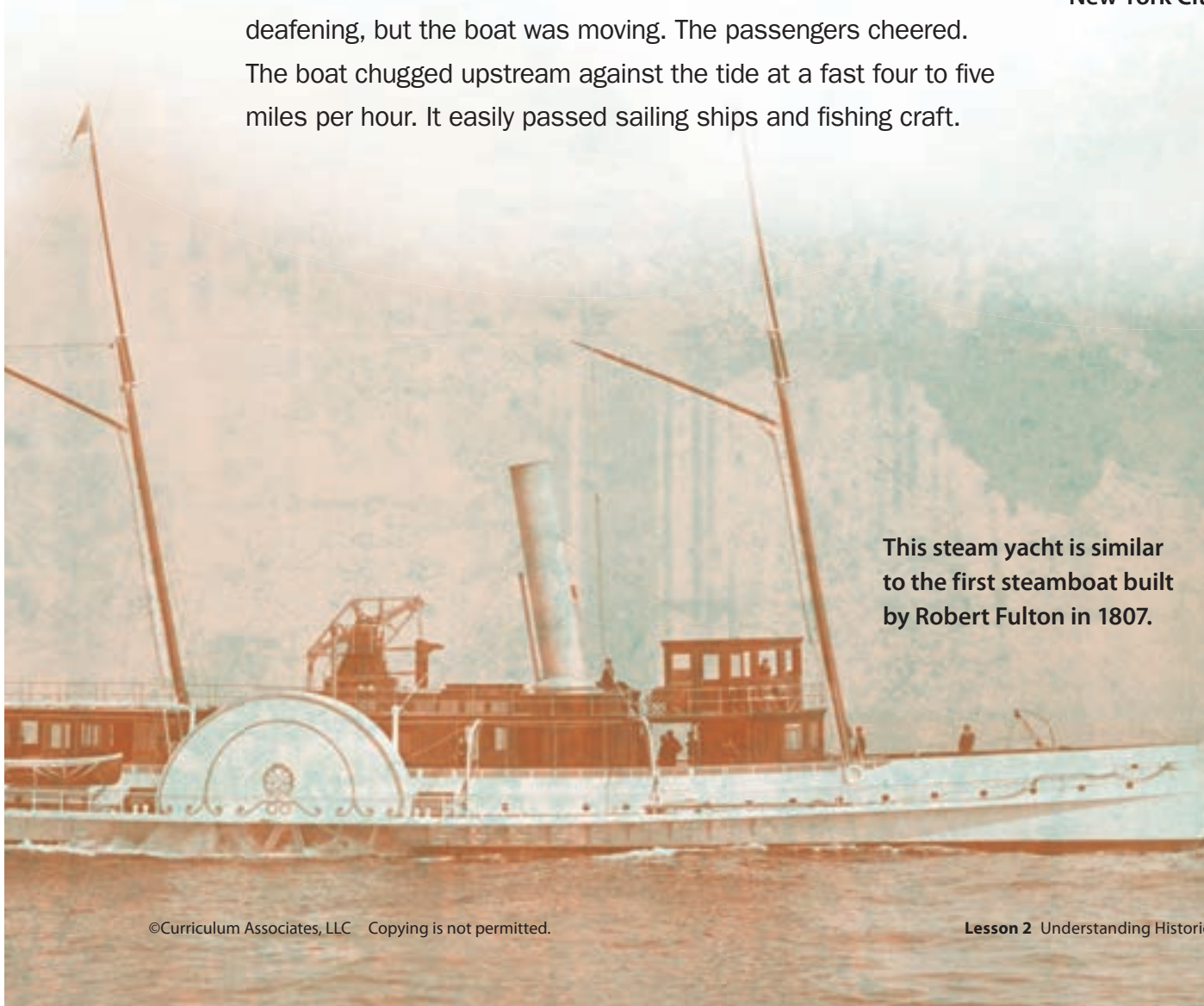
by Lois Miner Huey, *Cobblestone*

- 1 “Fulton’s Folly,” people jeered as they passed Browne’s Shipyard in New York City. It was 1807. Browne’s was the site where inventor Robert Fulton and his partner, Robert R. Livingston, Jr., were building a very strange boat. The two men knew that putting a steam engine onboard a vessel was still new and dangerous. But they ignored the taunts. They were convinced that Fulton’s steamboat ideas, combined with Livingston’s financial backing, would revolutionize transportation in America. And they were right.
- 2 On August 17, after devoting about five months to its construction, Fulton launched a vessel that measured 150 feet long, 13 feet wide, and 9 feet deep.

- 3 Fulton and a group of invited guests prepared to steam up the Hudson River from New York City to Albany. Albany is the state capital. The guests had to put up with primitive conditions. There were no cabins, no beds, and a roaring, uncovered steam engine mounted in the center of the boat. There was also the fear of the engine's exploding!
- 4 They cast off at 1 P.M. The vessel puffed away from the dock and stalled. The passengers' whispering turned into loud mumbles, which eventually gave way to shouts of dismay. Sensing their fear, Fulton promised to return to the dock if he could not fix the problem.
- 5 After a short time, there was a huge blast of smoke. Once again, the boat churned upriver. It was described as looking like a giant teakettle. The vessel's engine let off steam and rained down sparks that sizzled in the water. The noise was deafening, but the boat was moving. The passengers cheered. The boat chugged upstream against the tide at a fast four to five miles per hour. It easily passed sailing ships and fishing craft.



Fulton's route up the Hudson River from New York City to Albany



This steam yacht is similar to the first steamboat built by Robert Fulton in 1807.



A replica of Robert Fulton's steamboat sails the Hudson River in 1909.

- 6 In its wake, the boat's two side paddlewheels left waves of foamy water and lots of terrified onlookers. Nothing like it ever had been seen before. Darkness fell, but the boat continued its journey. With a full moon and warm breezes, the passengers stayed up all night singing songs by candlelight. They had mostly forgotten their fears.
- 7 The next day, the boat docked at Livingston's estate, called Clermont. After spending the night, it continued steaming to Albany the following morning. It pulled into that city at 5 P.M. on August 19. The boat had made the 150-mile trip in 32 hours of travel time. Crowds cheered its arrival. No longer a joke, "Fulton's Folly" had become the first successful steamboat in America.

 **Think**

Use what you learned from reading the history article to respond to the following questions.

- 1** Which sentence from the article tells why Fulton and Livingston kept working on their boat even though others thought they were being foolish?
- A** “The two men knew that putting a steam engine onboard a vessel was still new and dangerous.”
 - B** “They were convinced that Fulton’s steamboat ideas . . . would revolutionize transportation in America.”
 - C** “Fulton and a group of invited guests prepared to steam up the Hudson River from New York City to Albany.”
 - D** “The boat had made the 150-mile trip in 32 hours of travel time.”

- 2** This question has two parts. First, answer Part A. Then answer Part B.

Part A

Read the sentence from paragraph 3 of “Fulton’s Success.”

The guests had to put up with primitive conditions.

What does the word primitive mean as it is used in the sentence?

- A** original and unusual
- B** restful and cozy
- C** natural and ancient
- D** rough and uncomfortable

Part B

Which detail from the article **best** supports your answer to Part A?

- A** “The vessel puffed away from the dock and stalled.”
- B** “Fulton launched a vessel that measured 150 feet long, 13 feet wide, and 9 feet deep.”
- C** “. . . no cabins, no beds, and a roaring, uncovered steam engine . . .”
- D** “. . . also the fear of the engine’s exploding!”

3 This question has two parts. First, answer Part A. Then answer Part B.

Part A

Which statement **best** explains why some people who saw Fulton's boat steaming up the Hudson River were terrified?

- A** They were excited about Fulton's strange new invention.
- B** The new steamboat looked and sounded dangerous.
- C** The people were upset that they were not allowed to ride on the steamboat.
- D** The steamboat was oddly shaped and easily passed the other boats on the river.

Part B

Underline **three** sentences from paragraph 5 that **best** support your answer in Part A.

After a short time, there was a huge blast of smoke. Once again, the boat churned upriver. It was described as looking like a giant teakettle. The vessel's engine let off steam and rained down sparks that sizzled in the water. The noise was deafening, but the boat was moving. The passengers cheered. The boat chugged upstream against the tide at a fast four to five miles per hour. It easily passed sailing ships and fishing craft.



Write

What conclusion can be drawn about why the steamboat was known as "Fulton's Folly" and how it became "Fulton's Success"? Reread the text.

Underline details that show the reasons the steamboat was a success.

4 Plan Your Response First, identify why the steamboat was originally called "Fulton's Folly." Then identify what turned it into a success. Use a chart to help organize your thoughts by explaining "What happened?" and "Why?"

5 Write an Extended Response Use evidence from the text and the information in your chart to describe why the steamboat was called "Fulton's Folly" and how it eventually became "Fulton's Success."

This image shows a blank sheet of white paper with horizontal blue ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins or other markings on the paper.

In this lesson, you learned different ways that historical texts may answer the questions “What happened?” and “Why?” Now explain how this understanding about causes and effects can help you as you read other historical texts.

[illegible]



Ready[®]

3 Writing INSTRUCTION



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Writing

LESSON 1 Writing to Inform: Report 1

Standards

Theme Westward Expansion

Assignment Write about how Sacagawea, a Native American woman, helped Meriwether Lewis and William Clark explore new territories. Explain why Sacagawea was so important to the expedition.

- **Source** Sacagawea’s Journey into History [Magazine Article](#)

W.3.2, W.3.2a, W.3.2b,
W.3.2c, W.3.4, W.3.5, W.3.7,
W.3.8, L.3.1d

LESSON 2 Writing in Response to Literature: Essay 26

Theme Curious Characters

Assignment In “An Earful,” Jacob’s attitude about farm sounds changes from the beginning of the story to the end. Write a response essay that explains how and why his attitude changes.

- **Source** An Earful [Magazine Story](#)

W.3.2, W.3.2a, W.3.2b,
W.3.4, W.3.5, W.3.8, RL3.3,
L.3.1f, L.3.6

LESSON 3 Writing an Opinion: Essay 52

Theme Tales of Wisdom

Assignment Write an essay giving *your* opinion about the badger and the crab in two folktales. Tell whether or not you think the two characters are examples of what a good friend should be.

- **Source 1** from “The Good Fortune Kettle”
[Story from Folktale Connection](#)
- **Source 2** Zel, the Gentle Donkey
[Story from Folktale Connection](#)

W.3.1, W.3.1a, W.3.1b, W.3.1c,
W.3.4, W.3.5, W.3.8, L.3.1h,
L.3.6



LESSON 4 Writing a Narrative: **Folktale** **82**

Standards

Theme Adventures, Real and Imagined

Assignment Write a folktale telling how the giraffe got its long neck. In your story, describe what happened to cause giraffes’ short necks to stretch and become long.

- **Source** Folktales [Online Article](#)

W.3.3, W.3.3a, W.3.3b,
W.3.3c, W.3.4, W.3.5, W.3.8,
L.3.2.c, L3.6

LESSON 5 Writing to Inform: **Article** **110**

Theme Looking at Inventions

Assignment Write an article about how telephones have changed since they were invented.

- **Source 1** Voices on the Telephone [Book Chapter](#)
- **Source 2** Telephones: Past and Present [Timeline](#)

W.3.2, W.3.2a, W.3.2b,
W.3.4, W.3.5, W.3.7, W.3.8,
L.3.1g, L.3.1i

LESSON 6 Writing an Opinion: **Letter** **142**

Theme Inventions That Changed the Way We Live

Assignment Write a letter to your principal. State your opinion on whether it is a good idea to replace print books with e-books in the school library.

- **Source 1** Should School Libraries Use E-Books?
[Newspaper Editorial](#)
- **Source 2** Goodbye, Books? [Magazine Feature Article](#)

W.3.1, W.3.1a, W.3.1b, W.3.4,
W.3.5, W.3.7, W.3.8, L.3.1f,
L.3.3a

In each of the writing lessons, you will move through the following steps.

- | | |
|--------------------------------------|------------------------------------|
| Step 1 Study a Mentor Text | Step 5 Draft |
| Step 2 Unpack Your Assignment | Step 6 Revise: First Read |
| Step 3 Find Text Evidence | Step 7 Revise: Second Read |
| Step 4 Organize Your Evidence | Step 8 Edit for Conventions |

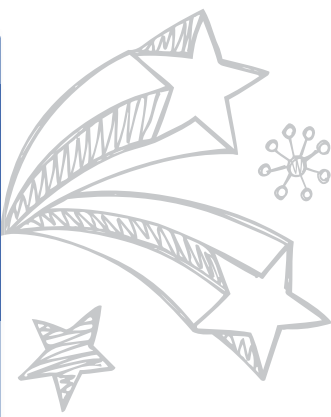


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Lesson 5

Writing to Inform: Article

W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

W.3.7: Conduct short research projects that build knowledge about a topic.

Sharing Information

Jenna was exploring the dusty boxes in her grandpa's attic. She found a box of records and a record player. She turned it on and figured out how to play one of the records. The record was a little scratchy but sounded great! She thought it funny to have to turn over the record to hear the other songs.

Jenna couldn't believe this was how people used to listen to music. She wondered if her friends knew about record players. She decided to write about them on her youth club's website. First, she read all about record players. Then she wrote her article. Part of what Jenna wrote is shown below.

By writing this article, Jenna shared what she had learned about record players. Her friends became curious to hear how a record sounds! So Jenna borrowed her grandpa's record player and spun them some tunes.

The turntable is the main part of a record player. It holds the record in place. When you turn the record player on, the turntable spins, so the record



Me with
Grandpa's
record player

spins, too. An arm on the side of the turntable moves above the record. A needle on the arm touches the spiral grooves in the record. As the record spins, the needle picks up vibrations that turn into sounds.

Today, there are many new ways to listen to music, but some people still prefer records. They claim nothing else sounds as good. . . .

What Is Informational Writing?

Informational writing is a type of text that tells readers about a topic. It uses facts, definitions, and details to answer *Who? What? When? Where? Why?* and *How?* questions about the topic.

KEY FEATURES Informational Writing

- an introduction that states the topic and gets readers ready to learn about it
- important ideas and details that are grouped together in ways that help develop, or explain more about, the topic
- linking words that connect one idea to the next
- a conclusion that sums up important ideas about the topic

Steps for Writing

On the following pages, you'll learn the steps for writing your own article.

Step 1 Study a Mentor Text

Step 2 Unpack Your Assignment

Step 3 Find Text Evidence

Step 4 Organize Your Evidence

Step 5 Draft Your Article

Step 6 Revise: First Read

Step 7 Revise: Second Read

Step 8 Edit for Conventions

The
Research
Path

Step 1 Study a Mentor Text



FOCUS Read as a Writer

Before you write your article, you'll study a model. First, read it to understand what it's about. Then, reread it to understand how it was written.

As you reread the Mentor Text, do the numbered activities. They'll help you to understand the key features of an article.

MENTOR TEXT: Article

Computers Big and Small

by Camila Santos

- 1 Can you imagine a computer the size of a school bus, or one that fills a whole room? The earliest computers looked nothing like today's computers. From their size to the way they are used, computers have gone through many changes. All these changes have happened in less than 100 years.

Early Computers

- 2 The first computers were invented during the 1930s. These early computers were very large. They had thousands of parts. Huge rows of panels filled a space larger than a classroom, and miles of colored wires connected the panels. Vacuum tubes covered each panel. These tubes helped electricity flow, so they got very hot. Unless the tubes were cooled, they would overheat and break.
- 3 Using these early computers was hard work, and only experts could run them. To run a program, people often had to reset wires and switches. They had to write directions, called *commands*. These commands told the computer what to do. The commands were punched on paper cards. The computer read the cards. Then it sent signals that turned tubes on or off. A bit later, the computer printed out the results. Since using these computers was so hard, they were mostly used to solve math problems or to crack secret codes.

1 Introduction In the first paragraph, the writer states the topic of the article. **Draw a dashed line** under the sentence that states the topic.

2 Headings Explain why the writer puts the heading "Early Computers" before paragraph 2.

3 Develop the Topic In paragraph 3, the writer says that using early computers was hard work. **Draw a line** under one detail the writer uses to show this.

Personal Computers

- 4 Over the years, people figured out how to make smaller computers. Computer chips replaced vacuum tubes. The chips stored lots of information in a tiny space. As a result, computers shrank to about the size of a microwave oven. They came with a keyboard, a screen, and a narrow slot for “floppy disks.” These disks stored extra information. By the 1980s, computers could fit on a desk. Soon, people could have personal computers (PCs) in their home and office.
- 5 Using a PC was easier, too. Users could see numbers, words, and pictures on the computer screen. Instead of using punched cards, users clicked a handheld mouse. The mouse sent commands to the computer. Now anyone could write stories, solve math problems, and do other work much faster.

Connecting to the World

- 6 Today’s computers are smaller and lighter than ever. People carry laptops and tablets the size of books. These devices have built-in screens and keyboards. They have cameras and speakers, too. Instead of floppy disks, the computers read CDs and flash drives. Many have touch screens. A user’s fingers can do the work once done by a mouse.
- 7 Now people use computers to learn, teach, draw, and compose music. They can watch movies, listen to songs, and save photos. Thanks to the Internet, people can send e-mails and find pictures and information online.
- 8 Today, computers play a big part in people’s lives. Computers also will be important tools in the future. It’s hard to believe these small devices were once machines as big as a room!

4 Words That Connect Ideas

The writer says that computers got smaller because of computer chips. **Draw a box** around the phrase the writer uses to connect these ideas.

5 Word Choice In paragraph 5, the writer uses the word *commands*. The writer tells the reader the meaning of the word in paragraph 3. **Draw a dashed line** under that definition in paragraph 3.

6 Conclusion In paragraph 8, **draw a dashed line** under a sentence that gives an idea from the introduction. Why do you think the writer included this sentence?





Step 2 Unpack Your Assignment

FOCUS Identify Task, Purpose, and Audience

Before you begin writing your article, read your assignment carefully.

- Look for clues that tell who will be reading your article—your **audience**.
- Remember that the **purpose**, or goal, for writing an article is to explain a topic.
- Find out what kind of facts and details you will need to complete your **task**.
- Think about how you can keep your readers interested in your information.

Modeled Instruction

Camila Santos, who wrote “Computers Big and Small” on pages 112–113, was given this assignment. She read it carefully and marked up some important details.

Read Camila’s assignment. Look at how she marked it. Then read her Think Aloud. It tells how she figured out her task, purpose, and audience.

CAMILA’S Assignment

Your school is holding a science fair. As a member of the computer club, you’ve been assigned to write an article for the fair. The article should tell how computers have changed since the first digital computers were invented in the 1930s.

In your article:

- Describe what computers have looked like at three different times in their history.
- Explain how people have used each type of computer.

Think Aloud

- **Audience** I’m writing for visitors to a science fair. That means my article will be read by people of all ages.
- **Purpose** I have to write an article that informs my readers. I’ll need to find lots of facts and details to help my readers understand the changes.
- **Task** My article needs to tell ways that computers have changed. So, as I read, I’ll need to look for details about computers at three different times in history.
- **Task** For each time in history, I’ll need to look for information that *describes* what the computers looked like and *explains* how people used them.

Guided Practice

Now it's your turn to write an informational article. Read Your Assignment carefully. Then complete the activities. Use the Hints for help.

Your Assignment

You are a writer for *Young Inventors* magazine. It is a magazine for children ages 8 to 10. The next issue is about how inventions change over time. Write an article about how telephones have changed since they were invented.

To get ready to write your article, you will read the following:

- Voices on the Telephone pages 120–125
- Telephones: Past and Present pages 126–127

In your article:

- Describe what phones have looked like at three different times in history.
- Explain how people made calls using each type of phone.



HINT Who reads the magazine you're writing for?

HINT What does the assignment say your article should tell about?

HINT What types of details do you need to provide about each kind of telephone?

1 Audience Who is your audience? **Draw a box** around the words in your assignment that tell who will read your article.

2 Purpose The purpose of your article is to inform, or explain. **Underline** the sentence that tells what you want your readers to understand.

3 Task What two kinds of information will you need to include in your article?



Turn and Talk Discuss why it is important to figure out what your task is. How will that information affect how you write your article?

The Research Path

Writing from Sources

Join me on the path to gather evidence from sources!



Read as a
Reader

Sources

READ Your Sources

Go to pages 120–127

- Voices on the Telephone
- Telephones: Past and Present

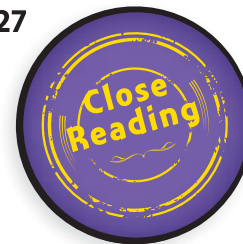
Find out what these sources are about and what you can learn from them.

Reread as a
Writer

REREAD Your Sources

Return to pages 120–127

Use your mark-up strategy to identify important details in the sources.



REVIEW Your Assignment

Return to page 115
Reread your task to identify the types of information you will need to include in your article.



Text Evidence

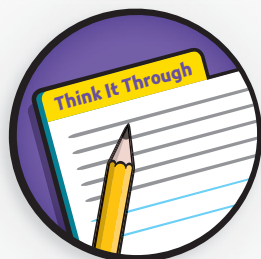
FIND Text Evidence

Go to pages 118–119
Learn how to mark important details so you can find them quickly later on.



THINK It Through

Go to pages 128–129
Complete the activities to help you connect the ideas from the sources to your assignment.



ORGANIZE Your Evidence

Go to pages 130–131
Use a chart to group your ideas with your facts and details so you're ready to write.



Need More Information?

Begin Writing!
Go to pages 132–133

Step 3 Find Text Evidence



FOCUS Gather Information

You've unpacked your assignment. You know what you must do for your article:

- Choose phones from three different times in history.
- Describe what each phone looked like.
- Tell how people used each of the phones to make phone calls.

Your first step will be to reread the sources on pp. 120–127. Then you'll mark facts and details you may be able to use in your article. You can mark details that **describe** the phones with a **D** and details that tell how they **worked** with a **W**.

Modeled Instruction

To gather information for her assignment, Bella underlined facts and marked up the text as she read her first source, "Voices on the Telephone."

Read the text and Bella's Think Aloud. Learn more about the way she marked up the text.

From **"Voices on the Telephone"** page 121

Sarah Cogsworth worked as a telephone operator in New Haven, Connecticut, ...

Q: Miss Cogsworth, you have been a switchboard operator for fourteen years. What's the biggest improvement you've seen in telephones during that time?

A: Oh, the candlestick telephone for certain! **D**
When I first began, a telephone had only one opening as both mouthpiece and earpiece. A caller would speak into the opening, then move it to his ear to listen. It was very awkward. These new candlestick telephones have a separate earpiece one can hold to his ear the whole time. **W**



Think Aloud

- The candlestick phone might be a good choice for my article. I'll put a box around it and star it. I can use the same kind of mark-up for the other phones, too. Marking the names of the phones will make it easier for me to find them again later.
- The fact that the phone is called a candlestick phone gives me an idea of what it looked like—tall and thin. So I'll mark its name with a D, for *description*.
- The last sentence means that users spoke into one part of the candlestick phone but listened by using a different part. I'll put a wavy line under this sentence and label it W. It tells how the phone *worked*.

Guided Practice

Read the following excerpt from “Telephones: Past and Present.”
Then complete the activities, using the Hints for help.

From “Telephones: Past and Present” page 126

1890s

The candlestick telephone was the first telephone that could sit on a desktop. It had two different parts. The caller spoke into a mouthpiece, which was connected to the phone’s base. To listen, the caller held a separate piece up to his or her ear. ^W
An operator had to connect all calls.



- 1 What new information about the candlestick phone can you discover by looking at the photo?

HINT What does the photo show that you didn’t learn in the text?

- 2 Look at the underlined sentence. Why is it marked with a W?

HINT Look back at page 118 to find out what the W stands for.

- 3 The candlestick phone doesn’t have a dial, buttons, or keys. **Draw a wavy line** under the sentence that tells how one person was able to connect to another. **Mark** it with a D or W.

HINT Does the sentence tell how the phone looks or how it works?



Turn and Talk How helpful do you think the mark-up symbols will be? Would you like to change them in any way? Why or why not?

Voices on the Telephone

by Paula Morrow

1 On March 10, 1876, the inventor Alexander Graham Bell made the first successful telephone call. He spoke to his assistant, Thomas A. Watson, in the next room. In his notes, Bell wrote, “I then shouted into M [the mouthpiece] the following sentence: ‘Mr. Watson—come here—I want to see you.’ To my delight he came and declared that he had heard and understood what I said.”

2 That phone call changed the way people communicate. But it was a long time before making a phone call was as simple as it is today. To understand how technology has changed the phones we’ve used over the years, here is a collection of interviews from the past to the present. Each person recalls a different experience.



Alexander
Graham Bell



A model of Bell's 1876 telephone, showing the receiver (left) and the transmitter (right). The caller spoke into the transmitter, and the listener heard the message on the receiver.

Sarah Cogsworth worked as a telephone operator in New Haven, Connecticut, in 1906.

3 **Q:** Miss Cogsworth, is it difficult to operate a switchboard?

4 **A:** Well, sir, I must be alert at all times. I am responsible for connecting callers to each other. Every telephone in town has a wire to my switchboard. When a customer turns the crank on his telephone, my switchboard rings. I answer, and the caller tells me who he wants to speak with. Then I connect his wire with the wire for that person. Then I turn a crank and that telephone rings. I know everyone in town who has a telephone. Without me and other operators like me, no one could complete a call!

5 **Q:** Miss Cogsworth, you have been a switchboard operator for fourteen years. What's the biggest improvement you've seen in telephones during that time?

6 **A:** Oh, the candlestick telephone, for certain! When I first began, a telephone had only one opening as both mouthpiece and earpiece. A caller would speak into the opening, then move it to his ear to listen. It was very awkward. These new candlestick telephones have a separate earpiece one can hold to his ear the whole time. This makes conversations so much easier.



Telephone operators, around 1908



1890s Candlestick Telephone

David Myer grew up in St. Paul, Minnesota. He was eight when his family got their first rotary telephone in 1946. This kind of telephone had a dial that the user turned to make a call.

7 **Q:** What do you remember about getting a telephone?

8 **A:** I remember being very excited! [laughs] When my father came home from World War II, we moved to a neighborhood of newly built houses. There were telephone poles on all the streets. Workmen came and ran wires from the pole to our house. They made a hole in the wall so a wire could run inside. I thought that was really something!

9 **Q:** What did you think of the telephone?

10 **A:** I was fascinated by how it worked. I could put my finger on a number in the dial, turn the dial all the way to the right, and let go. The dial turned back all by itself and made clicking noises. I could tell what number was dialed without looking, just by hearing how long it clicked. I felt pretty smart about that!



Rotary phones first came into use in the 1920s. But they remained in use for many decades after that.

Barbara Powers was a high school student in Miami, Florida, in the mid-1960s, when push-button phones became popular.

- 11 **Q:** What made push-button phones better than rotary phones?
- 12 **A:** You didn't have to turn a dial and wait for it to turn back; you could just push a button. It was instant! The buttons sent a tone instead of a pulse. The tones were different, and my friends and I could play songs on them. Of course, we called a lot of wrong numbers that way, and pretty soon the phone company changed the tones so they weren't real notes anymore.
- 13 **Q:** That was probably a wise thing for the telephone company to do!



This push-button phone is from the 1960s. The first push-button phones did not have the * and # keys that modern phones have.

Kevin Miller bought a cell phone for his daughter in 1993. They live in Chicago, Illinois.

14 **Q:** Why did you decide to buy your daughter a cell phone?

15 **A:** Julie wanted to drive out to the West Coast with a friend that summer. Naturally, I was worried about their safety. What if they had car trouble or ran out of money? It's not always easy to find a pay phone on the highway. I thought with a cell phone, she could call me from wherever she was if she needed me.

16 **Q:** Did that work out for her?

17 **A:** Well, not exactly. Cell phones weren't as fancy or popular back then as the smart phones today. There were areas with no service for miles and miles. If she wasn't in range of a cell tower, she couldn't get a signal. But it was still better than being without a phone. Today she has a smart phone that allows her to connect to the Internet. It has GPS, so she can never get lost. It plays music and takes pictures and does a lot of other things. But it's still a phone, and I'm glad I can always reach her.

1990s Cell Phone



Richard Watson was injured in a diving accident in Honolulu, Hawaii, in 2012. After the accident, he could not move his arms and legs.

18 **Q:** I'm sorry to hear about your accident.

19 **A:** Thank you. When I woke up in the hospital, I couldn't believe my arms and legs wouldn't move anymore. I'll never forget when the phone rang on my bedside stand, and I couldn't answer it. A nurse had to hold the receiver up to my ear.

20 **Q:** How do you use a phone now?

21 **A:** My doctor told me about phones you can use with no hands. They're called voice-activated phones. When the phone rings, I whistle. The phone senses the whistle tone and connects itself. It has a speaker and a microphone, so I can hear the caller and answer by talking normally. The phone recognizes my voice, so if I say a number it will dial for me. Thanks to this technology, my phone keeps me connected to the world.



This voice-controlled phone is a newer model of the one used by Richard Watson. It is controlled completely by voice commands — no whistling!

Telephones:

Past and Present

by Jarel Thomas



1890s

The candlestick telephone was the first telephone that could sit on a desktop. It had two different parts. The caller spoke into a mouthpiece, which was connected to the phone's base. To listen, the caller held a separate piece up to his or her ear. An operator had to connect all calls.

1900

1920

1940



1920s

People could make their own phone calls on the rotary telephone. The phone had a moving part called a dial. Each number had a hole in the dial. The caller put a finger into the hole for the number and turned the dial until it hit a metal stopping point. This phone had one piece for both speaking and listening. Rotary phones came into use in the 1920s, and they continued to be used well into the 1960s.



1980s

Cordless phones let people walk around with the phone. There was no cord attaching the handset to a phone base. People couldn't walk too far away from the phone's base. If they did, the call would disconnect.

1960

1980

2000

1960s

The push-button phone took less time to use than the rotary phone. Callers simply pushed the button for each number to make a call. They did not have to turn a dial.



Today

A modern smartphone lets people do many things besides place phone calls. For example, users can send text messages to other users in an instant. They can take and send photos and play music. They can also use a GPS system to find their way around. Smartphones are truly mobile; they can be used almost anywhere.

Think It Through

Complete the following activities. Use details from both sources.

Source 1: "Voices on the Telephone"

Source 2: "Telephones: Past and Present"

- 1** List three details that tell what a candlestick phone looked like. After each detail, write the number of the source it came from.

Detail: _____

Detail: _____

Detail: _____

- 2** List three details that explain how a candlestick phone worked. After each detail, write the number of the source it came from.

Detail: _____

Detail: _____

Detail: _____

- 3** List one detail that explains how the rotary phone was different from the candlestick phone. Write the number of the source the detail came from.

Detail: _____

HINT Use both the texts and the photos to help you.

HINT Find details telling how callers talked and listened to each other.

HINT What new parts did rotary phones have that candlestick phones did not?

- 4** Explain how the rotary phone was an improvement over the candlestick phone. Write the number of the source the detail came from.

HINT Think about how the new part on the rotary phone made it more useful.

- 5** Look again at details about the rotary phone and the push-button phone. Which phone do you think had improvements that made the biggest difference to users? Tell why you think so.

HINT Which phone first gave people complete control over who they could call?

- 6** Identify three different phones you will write about in your article. Next to each, explain why you chose it.

Phone 1:

Phone 2:

Phone 3:

HINT Choose three phones that look very different and work in different ways.

Step 4 Organize Your Evidence



W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning ...

W.3.8: ... take brief notes on sources and sort evidence ...

FOCUS Plan Your Article

You've found a lot of information in your sources. Now it's time to organize it. You'll be writing about the three kinds of phones you chose on page 129. One good way to organize your article is to tell about one phone at a time. Begin with the oldest, and end with the newest. Be sure to tell when each phone was used, what it looked like, and how it worked. A chart will help you group together your information about each phone.

Modeled Instruction

Bella made the chart below to help her organize ideas for her article. As she added facts and details from both sources, Bella wrote them in her own words.

Look at the chart Bella started. Find in her chart where she added facts and details from the photo and underlined sentence. Then add other details to the chart to explain more about the candlestick phone.

From **"Telephones: Past and Present"** page 126

1890s

The candlestick telephone was the first telephone that could sit on a desktop. It had two different parts. The caller spoke into a mouthpiece, which was connected to the phone's base. To listen, the caller held a separate piece up to his or her ear. An operator had to connect all calls.



Bella's Chart



Telephone and Date	1. Candlestick phone, 1890s
What It Looked Like	<ul style="list-style-type: none"> • mouthpiece attached to base • separate _____
How It Worked	<ul style="list-style-type: none"> • listened in earpiece • spoke into mouthpiece • operator _____
Telephone and Date	2. Rotary phone, 1920s

Guided Practice

Reread the passage from “Voices on the Telephone.” Then help Bella fill in her chart on the push-button phone. Use the Hints for help.



From “Voices on the Telephone” page 123

A: You didn’t have to turn a dial and wait for it to turn back; you could just push a button. It was instant! The buttons sent a tone instead of a pulse. The tones were different, and my friends and I could play songs on them.



Bella’s Chart

Telephone and Date	3. Push-button phone, 1960s
What It Looked Like	<ul style="list-style-type: none"> • Phones had buttons instead of dials. • _____ • _____
How It Worked	<ul style="list-style-type: none"> • Users pushed buttons instead of turning a dial. • _____ • _____

- 1 Read the underlined text. **Draw an arrow** to the matching note in the chart. Then tell why you think Bella put the note in that spot.

HINT Look at the categories in the first column of Bella’s chart.

- 2 Find more details that could be added to Bella’s chart. **Circle** a detail in the photo. **Underline** a detail in the text. Then add each detail to the correct row in the chart.

HINT How is this phone different from a rotary phone?



Turn and Talk Discuss how the organization of your charts will help you plan the organization of your articles.

Write Time

In your own chart, write the details you found in each source. Make sure you include details for each type of phone you will tell about in your article.



Step 5 Draft Your Article

FOCUS Write an Introduction

Read this chart to learn about the main parts of an article. Refer back to this information as you write each part of your draft.

Parts of an Article

INTRODUCTION

Tells the topic of your article and grabs the readers' attention

As you write your introduction, be sure to include a sentence that clearly states the topic of your article. You also need to **"hook"** your readers, or grab their attention. Here are three types of hooks to try:

- **Describe a scene.** This gets readers to use their imaginations to picture what you're describing.
- **Ask a question.** Your readers will want to read on to find the answer.
- **Give an interesting fact.** Your readers will want more!

BODY

Supports and explains the topic of your article

The body of your article should include paragraphs or sections that explain more about your topic.

- Use **facts, definitions, and details** to develop important ideas about your topic.
- **Group** together **related information**. Turn each group into a paragraph.
- Use **linking words and phrases** to connect your ideas and make them easier to follow.

CONCLUSION

Sums up what you have told readers about the topic

Your conclusion is the very end of your article. In it, you should do these two things:

- **Sum up** the important ideas about your topic.
- Leave your readers with an **interesting thought**.

Draft Your INTRODUCTION

Practice writing different kinds of hooks for your introduction. Read each sample hook. Then use it as a model to write a hook for your article.

Describe a Scene	
Sample Text	A scientist writes directions and punches holes in cards. She feeds the cards into a computer and crosses her fingers. Maybe it won't overheat this time!
Your Article	<div></div> <div></div> <div></div> <div></div>

Ask a Question	
Sample Text	Can you imagine a computer the size of a school bus, or one that fills a whole room?
Your Article	<div></div> <div></div>

Give an Interesting Fact	
Sample Text	Computers haven't always been in every office and every home. In the early days, only experts could use them.
Your Article	<div></div> <div></div>



Turn and Talk Talk about why a strong hook is an important part of an introduction. Then listen to each other's hooks. Decide whether each one would grab a reader's attention. Discuss why or why not.

INTRODUCTION

BODY

CONCLUSION

HINT What set of events might get readers interested in how phones worked in earlier times?

HINT What kind of question will help make readers curious?

HINT What surprising facts did you read in your sources?

Write Time



Pick the hook you like best. Use it to begin drafting your introduction. Then begin drafting paragraphs for the body of your article.



Lesson 5 Step 5 Draft Your Article continued

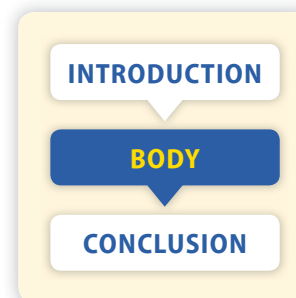
FOCUS Add Supporting Details

Draft Your BODY

As you write your draft, be sure to give each type of phone its own paragraph or section. Also, be sure to include lots of details describing how each phone looked and how it worked.

Remember, you can make ideas in your writing clear by adding:

- a **fact** such as a **date** or **number**
- a **definition** that gives the meaning of a word or phrase
- **details** that describe an object's **size, shape, color, or parts**



Modeled Instruction

Read the excerpt from “Computers Big and Small.” Note the underlined details. Then complete the activities to see how the details help explain ideas.

From MENTOR TEXT page 113

Over the years, people figured out how to make smaller computers. Computer chips replaced vacuum tubes. The chips stored lots of information in a tiny space. As a result, computers shrank to about the size of a microwave oven. They came with a keyboard, a screen, and a narrow slot for “floppy disks.” These disks stored extra information. By the 1980s, computers could fit on a desk. Soon, people could have personal computers (PCs) in their home and office.

Using a PC was easier, too. Users could see numbers, words, and pictures on the computer screen. Instead of using punched cards, users clicked a handheld mouse. The mouse sent commands to the computer. Now anyone could write stories, solve math problems, and do other work much faster.

1 Why did the writer include the first underlined detail?

2 How do these facts help readers understand how computers changed? _____

3 What kind of information do these last details give?

Guided Practice

Here is a draft of one of Bella's paragraphs. Complete the activities to help her add more details about what the candlestick phone looked like and how it worked. Use the Hints for help.

Bella's Chart

Telephone and Date	1. Candlestick phone, 1890s
What It Looked Like	<ul style="list-style-type: none">• mouthpiece attached to base• separate earpiece
How It Worked	<ul style="list-style-type: none">• listened in earpiece• spoke into mouthpiece• operator placed calls

Bella's Draft

One early phone was called the candlestick phone. It was different from phones that came before it. It had two parts instead of one. This made phone calls easier. Users didn't have to speak into the same part that they listened to. That was a big improvement. But people still couldn't just pick up the phone and make a call.



- 4 Read the first underlined sentence. What facts and details can Bella add to help her readers understand her idea? Use the notes in her chart for help.

HINT What facts and details from Bella's notes tells more about what the phone looked like?

- 5 Read the second underlined sentence. **Circle** the details in the chart that could be used to make that sentence clearer.

HINT Why didn't users have to use the same part for both speaking and listening?

- 6 Read the last sentence. How can Bella tell more to make that idea clearer? **Underline** a note in the chart to use. Then rewrite the sentence here.

HINT As you read the last sentence, what question pops into your mind?



Turn and Talk What two things would you tell Bella to help her improve the draft of her article?

Write Time



Finish drafting the body of your article. Then draft a conclusion using the tips from the chart on page 132 for help.

Step 6 Revise: First Read



W.3.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by . . . revising. . .

FOCUS Organization and Elaboration

As you revise, use your Informational Writing Checklist to check your writing. Work through the checklist, one line at a time. Reread the different parts of your article. Then decide whether you did your best possible work for each trait described. In this step, you will practice checking your article for three of the traits in the categories of Organization and Elaboration.

Modeled Instruction

The Mentor Text writer, Camila Santos, used the same checklist to evaluate her draft.

Read her Think Aloud to see how she checks her article.

MENTOR TEXT Draft

Using early computers was hard work. In that sense, early computers were a lot like old cars and radios. To run a program, people often had to reset wires and switches. They had to write directions, called commands. The commands were punched on paper cards. The computer read the cards. Then it sent signals that turned tubes on or off. A bit later, the computer printed out the results.

The first computers were invented during the 1930s. These early computers were very large. They had thousands of parts. Huge rows of panels filled a space larger than a classroom, and miles of colored wires connected the panels. I'm not sure exactly what colors the wires were. Vacuum tubes covered each panel. These tubes helped electricity flow.

Think Aloud

- **Organization** Did I put my ideas in a logical order? First, I told how hard it was to use early computers. Then I described what they looked like. Hmm . . . that order doesn't make sense! If I tell what early computers looked like first, then my readers can understand why using those computers was so hard. I'll rearrange the paragraphs.
- **Elaboration** Do I use facts, definitions, and details to support and explain my ideas? Well, I used the word *commands* here, but my readers need to know what it means. I should add a definition. Then it will be clear that the commands tell a computer what to do.
- **Elaboration** Do all my details tell only about my topic? Not really. In the first paragraph, the sentence about cars and radios doesn't belong. I'll delete it. Then, in my next paragraph, the fact that I don't know the colors of the wires isn't very important. I'll delete that, too.

Guided Practice

Read the excerpt below from Bella's draft of the assignment. Then complete the activities. Use the Hints for help.



Bella's Draft

Phones changed over time. An example of this change is the candlestick phone. It had a mouthpiece for speaking and an earpiece for listening. It was also the first phone that could sit on a desktop. People with important jobs probably needed phones. In 1906, a telephone operator named Sarah Cogsworth said the candlestick phone was the biggest improvement in telephones she had seen.

The earliest phones were even more different than the candlestick phone. They probably were very rare. The earliest phones were too large to hold in one hand. They had cranks to turn. They had just one opening for listening and speaking. To make calls, people had to ask a person called an operator to connect them to people they were calling.

- 1 Organization** Bella's ideas about phones are not in a logical order. Think of an order that would make more sense. Tell how she should revise her draft.

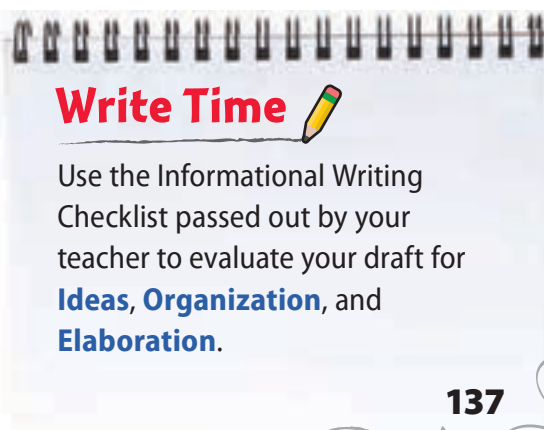
HINT Should Bella put her ideas about phones in time order or by the different ways they worked?


- 2 Elaboration** Do all of Bella's details tell only about the topic of what a telephone looked like and how people made calls? Should some details be deleted? Explain your answer.

HINT Remember, the article needs to focus only on describing what phones looked like and how people made calls.



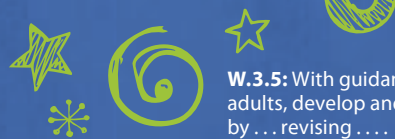
Turn and Talk Discuss ways of figuring out whether or not a detail tells about your topic. Then take turns reading your drafts to each other to identify any details that might need to be deleted.



Write Time 

Use the Informational Writing Checklist passed out by your teacher to evaluate your draft for **Ideas, Organization, and Elaboration.**

Step 7 Revise: Second Read



W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by ... revising ...

L.3.1i: Produce simple, compound, and complex sentences.

FOCUS Vary Sentence Length

You've drafted and revised ideas for your article. Now it's time to make sure your ideas will interest your readers. You can do this by varying, or changing, the length of your sentences. To help make your ideas flow smoothly, use a mix of long and short sentences in each paragraph.

- Too many short, choppy sentences like these can be boring!
My class needs a computer. We need it to learn science. We are raising money for it. Computers cost a lot. We will raise enough money.
- Try varying some of your sentences. Join two short sentences with related ideas into a new, longer sentence.

Use and , or , but , or so .	My class needs a computer, so we are raising money for it.
Use because , unless , or although .	We need a computer because it will help us learn science. Although computers cost a lot, we will raise enough money.

Language Handbook To learn more about varying sentence lengths, turn to pages 202 and 204.

Modeled Instruction

Read an early draft of "Computers Big and Small." Then complete the activities that follow.

MENTOR TEXT Draft

Early computers were larger than a classroom. Each computer had thousands of parts. It had miles of colored wires. The wires connected huge rows of panels. The panels filled the space. Vacuum tubes covered each panel. The tubes helped electricity flow. They got very hot.

1 Read the first underlined sentences. Use the word *and* to make a longer sentence. Rewrite the sentence here.

2 Rewrite the second set of underlined sentences. Use the word *because* to join the ideas to make a longer sentence.



Guided Practice

Read the following paragraph from an early draft of the Mentor Text.
Then use the Hints to complete the activities that follow.

MENTOR TEXT *Draft*

Computers in the 1930s used many large vacuum tubes. These tubes made computers huge. Later, computer chips replaced vacuum tubes. The chips were tiny. Computers became a lot smaller. Floppy disks were invented. These disks stored extra information.

- 3** Join the first two sentences in the paragraph to make one longer sentence. Write the new sentence on the lines below. Be sure you keep the same meaning of each sentence.

HINT How might using the word so help you join the sentences?

- 4** Read these sentences from the draft of the Mentor Text.

The chips were tiny. Computers became a lot smaller.

Which of the following shows the best way to join these sentences?


Circle the correct answer.

- A** Because the chips were tiny, computers became a lot smaller.
- B** The chips were tiny, but computers became a lot smaller.
- C** So the chips were tiny, and computers became a lot smaller.
- D** Although the chips were tiny, computers became a lot smaller.

HINT Which choice tells you how the small chips affected the size of computers?



Turn and Talk Take turns reading aloud paragraphs from your articles. Point out places where you could combine sentences. Discuss how you might use a mix of long and short sentences to make the text flow smoothly.

Write Time 

Use the Informational Writing Checklist passed out by your teacher to evaluate your draft for **Language**.

Step 8 Edit for Conventions



W.3.5: With guidance and support from peers and adults, develop and strengthen writing as needed by ... editing.

L.3.1g: Form and use comparative and superlative adjectives ..., and choose between them depending on what is to be modified.

FOCUS Comparatives and Superlatives

The last step is to make sure that your spelling, grammar, and punctuation are correct. In this step, you'll focus on using adjectives to compare. Then you'll be able to describe how two or more things are alike or different.

With most adjectives of one syllable:

- Add **-er** to compare two people, places, or things.
This new computer is **newer** than the old one.
- Add **-est** to compare three or more people, places, or things.
Of the ten computers, we use the **newest** one.

Usually, for adjectives with two or more syllables:

- Use **more** to compare two people, places, or things.
This computer game is **more exciting** than that one.
- Use **most** to compare three or more people, places, or things.
This is the **most exciting** computer game of them all!

Language Handbook To learn more about adjectives that compare, turn to page 198.

Modeled Instruction

Read the draft of "Computers Big and Small." Complete the activities.

MENTOR TEXT Draft

Early computers were biggest than a school bus. They were huge. Some were more large than the size of a classroom.

Old computers were slower than the complicateder computers we use today. It took early computers much longer to finish. But the fastest human still could not solve problems as quickly as an old computer could.

1 In the first sentence, the word with the wavy line under it is incorrect. **Cross out** the incorrect word. Then **write** the correct comparison word above it.

2 In the third sentence, *more large* should be changed. What word should take the place of *more large*?

3 One sentence in the second paragraph has a mistake. **Draw a wavy line** under it. On the lines below, rewrite the sentence using the correct comparison words.

Guided Practice

Read the following excerpt from a draft of “Computers Big and Small.”
Complete the activities.

MENTOR TEXT *Draft*

The change to computers was the surprisingest of the many changes seen in the last fifty years. The change to their size was the greater change of all. Once they were huge, but they became smallest than a microwave oven.

- 4** Read this sentence from the draft of the Mentor Text.

The change to computers was the surprisingest of the many changes seen in the last fifty years.

On the lines below, rewrite the sentence by correcting the underlined word.

HINT This sentence compares one change with all the other changes.

- 5** Read this sentence from the draft of the Mentor Text.

The change to their size was the greater change of all.

Which of the following should replace the underlined word?

Circle the correct answer.

- A** greaterest
- B** greatest
- C** more great
- D** most great

HINT Did computers change in two ways or more than two ways?

- 6** Rewrite the last sentence to correct the word with the wavy line.

HINT The sentence compares just two sizes of computers.



Turn and Talk Take turns reading aloud two paragraphs from your articles. Listen closely for adjectives that compare. Make sure the correct form is used.

Write Time

Use the Informational Writing Checklist passed out by your teacher to evaluate your draft for **Conventions**.