

Lesson

3



LANGUAGE DETECTIVE

Talk About the Writer's Words

Work with a partner. Choose one of the Vocabulary words. Add words to the sentence below it to explain more details about the photo.

Vocabulary in Context

1 debate

This class held a **debate** to discuss which project helps their school the most.



2 prodded

No one needed to be **prodded**, or pushed, to buy an item at this class bake sale.



3 gradually

The graph shows that **gradually**, or little by little, the class will get funds for a field trip.



4 decorated

Students **decorated** this room with crepe paper and balloons for the graduation ceremony.



- ▶ Study each **Context Card**.
- ▶ Break the longer words into syllables.
Use a dictionary to check your work.

5 **beckoned**

The cheerleaders **beckoned**, or signaled, the fans to join them in a cheer for the team.

6 **scanned**

This library aide **scanned** the shelves, looking carefully for a certain book.

7 **inflated**

This student **inflated** balloons to decorate the classroom for a party.

8 **stalled**

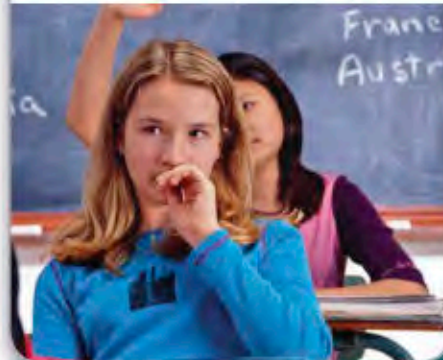
When traffic in the halls has **stalled**, a hall monitor may need to move people along.

9 **shaken**

Although **shaken** by the height of the microphone, this boy gave a good speech.

10 **hesitated**

This student **hesitated**, or hung back, before she tried to answer her teacher's question.

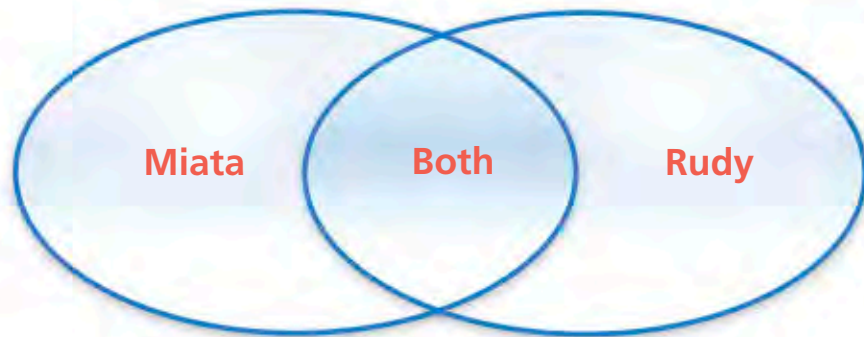




Read and Comprehend

✓ TARGET SKILL

Compare and Contrast When you **compare**, you find similarities. When you **contrast**, you identify differences. In the story “Off and Running,” Miata and Rudy, the two main characters, are alike in some ways and different in others. As you read the story, compare and contrast their behaviors and thoughts. Use a graphic organizer like this one to help you.



✓ TARGET STRATEGY

Infer/Predict When you **infer**, you understand something that is not stated directly. When you **predict**, you use clues to make logical guesses about what might happen in the future. As you read “Off and Running,” use details from the text to infer what the characters think and feel and to predict their future actions.

PREVIEW THE TOPIC

Politics

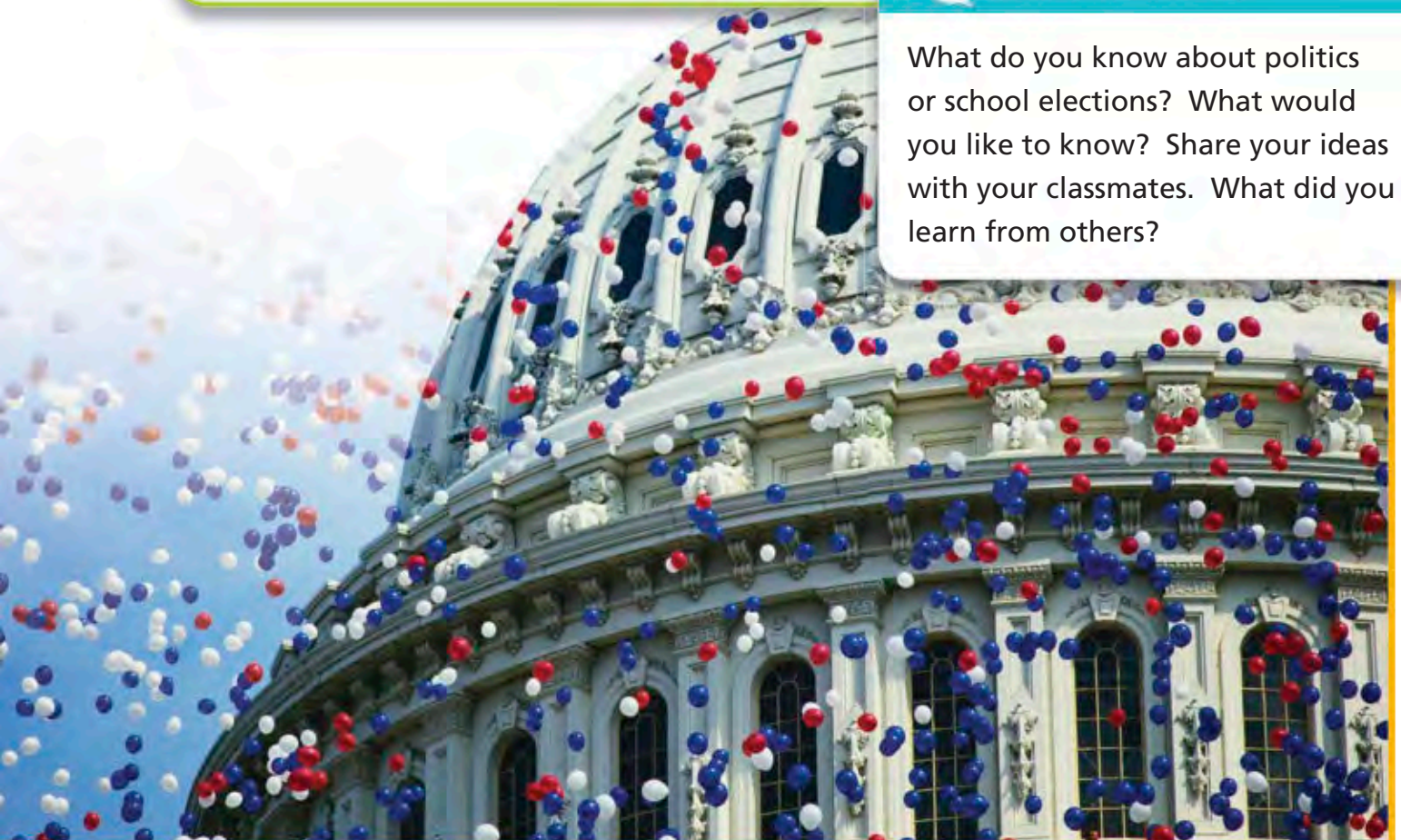
Every two years, American voters choose people to represent them in local, state, or federal government. The candidates who want these positions first run a campaign. They make speeches, debate with other candidates, and get to know as many people as possible. If they win, they help pass laws and make decisions that affect the lives of American citizens.

In “Off and Running,” the characters Miata and Rudy want to take part in student government. They want to influence how their school is run and what the students do. Each of them has specific ideas and a unique personal style. Their classmates must decide who will make the best leader.



Talk About It

What do you know about politics or school elections? What would you like to know? Share your ideas with your classmates. What did you learn from others?



Lesson 3

ANCHOR TEXT



✓ GENRE

Realistic fiction includes characters and events that are like people and events in real life. As you read, look for:

- ▶ realistic characters and events
- ▶ characters' feelings that seem believable
- ▶ challenges and conflicts that might exist in real life

MEET THE AUTHOR

Gary Soto

When Gary Soto was a boy, living in Fresno, California, he thought he would grow up to study dinosaurs, but instead, when he was in college, he discovered poetry and started writing poems of his own; he has been a writer ever since. He decided to write for young people in his first collection of short stories, *Baseball in April*, because he recognized a need to give young Mexican Americans stories about their culture and their neighborhoods. Mr. Soto gets ideas for his poems and stories from his own experiences, his Mexican American heritage, and his vivid imagination.



MEET THE ILLUSTRATOR

Eric Velasquez

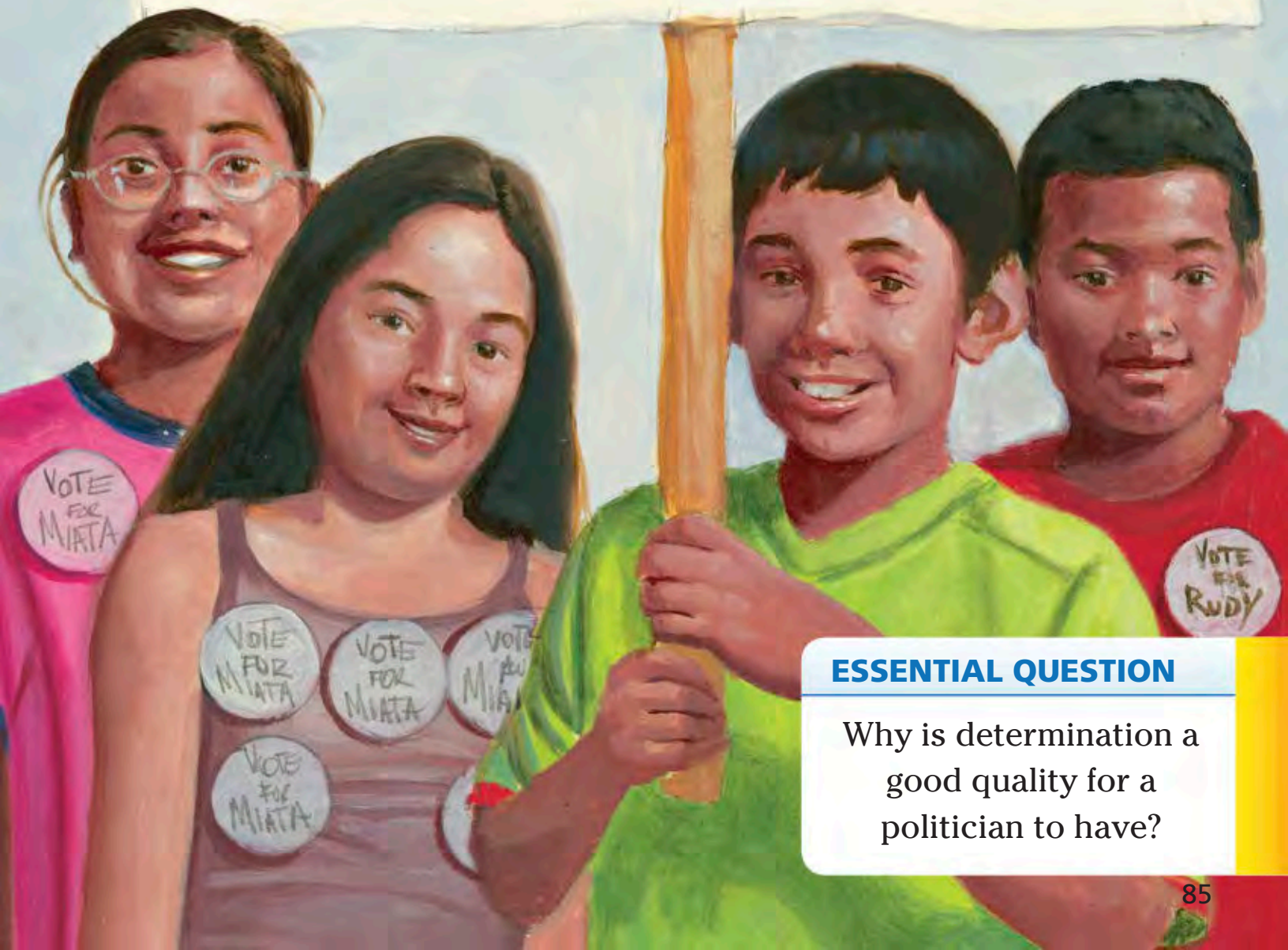
Growing up in Harlem, a New York City neighborhood, Eric Velasquez loved taking art classes and remembers being influenced by the culture around him and encouraged by his mother, who recognized his love for drawing. He advises young people who would like to become artists to “draw, draw, draw, paint, paint, paint, read, read, read.” He also loves old movies, which have inspired many of his illustrations.



Off and Running


by Gary Soto

selection illustrated by Eric Velasquez



ESSENTIAL QUESTION

Why is determination a good quality for a politician to have?



Miata Ramirez is running for fifth-grade class president with her best friend, Ana, as her running mate; also running is Rudy Herrera with his friend Alex. Miata has good ideas to improve the school, but Rudy is funny and popular; it will be a close race, and both students try to convince their classmates to vote for them when election speeches are held in front of the entire class.

Miata scanned the audience sitting on the floor in the multipurpose room, which was still decorated with banners for the sixteenth of September, Mexican Independence Day. The heads of the fifth-graders wagged like apples on a branch. Miata was nervous about the debate. But this was her big chance to tell the students why they should vote for her and not for Rudy.

Miata looked at Rudy sitting next to her. She could see that he was chewing gum, which was against school rules. He was smacking his lips and waving to the boys in the audience.

Blowing a bubble, Rudy turned to Miata. The bubble grew as large as a fist and popped like a fist in a baseball glove. He laughed and asked, "You want some gum?"

"No, it's against school rules," Miata said. "I'm not going to get in trouble just before elections."

"Oh yeah, that's right," Rudy said. He swallowed the bubble gum and opened his mouth like an alligator's. His throat blared "Ahhhhhhhhhh." He closed his mouth and said, "See, it's all gone."

“That’s ugly, Rudy.” Miata grimaced.

Rudy shrugged his shoulders. He turned his attention to the audience. Someone was yelling at Rudy to ask if he wanted to exchange his sandwich for a burrito during lunch. Rudy gave him a thumbs-up response.

Miata’s nervous knees shivered, and the lines on her palms ran with sticky sweat. She looked down at the five MIATA AND ANA badges on the front of her blouse. Earlier they had seemed so neat, but now they just got in her way.

“People—fifth-graders—let’s settle down,” Mrs. Castillo, the vice principal, yelled above the noise. She repeated her command and **gradually** the bobbing heads stopped moving.

“Yeah, let’s knock it off,” Rudy yelled, getting to his feet. His gaze locked on two boys who were pushing each other. “Carlos, leave Jaime (HI meh) alone. Save it for the playground.”

Carlos stopped shoving his friend and sat up as straight as an angel, which he was not.

“That’s better,” Rudy said. He then returned to his seat.

“Thank you, Rudy,” Mrs. Castillo said.

“No problem,” he said.

Mrs. Castillo turned to Miata and, with a smile, said sweetly, “We’re going to hear from Miata first. She’s in room six. Let’s hear what she has to say.”

ANALYZE THE TEXT

Idioms Find the idiom Rudy uses when he speaks to the students. What does it mean?





There was light applause as Miata rose from her chair and approached the podium. She climbed onto a box that was set there for her. She adjusted the microphone.

“Good morning,” Miata said.

“It’s almost afternoon,” Carlos yelled.

Miata looked at the clock on the wall and then at Carlos. She decided to ignore him. She continued with a bright chime in her voice. “I’m seeking your votes next Tuesday. I want to be your president.”

“President of the United States?” Carlos yelled through the funnel of his hands.

With that, Mrs. Castillo, now stern faced, shook a finger at him. He returned to sitting as straight as an angel.

Miata breathed in as she gathered strength. She **inflated** her lungs and boomed, “If elected, I plan to beautify the school grounds. I want to get rid of all that *cholo* graffiti and put some flowers in by our fifth-grade rooms.”

Some of the students, mostly girls, applauded.

“I’m sure you’re tired of a *cochino*¹-looking (koh CHEE noh) school,” Miata boomed even louder.

There was more applause, but not enough to make Miata confident. She eyed Ana in the audience. Ana hadn’t clapped that hard. Miata clicked her tongue and thought, Come on, Ana, let’s get with it.

¹ *cochino*: dirty



“Those are good ideas,” Ana remarked, not too bravely. She looked around at the audience. No one was applauding.

Miata paused, somewhat **shaken**. She had practiced with Ana on the school grounds, but now behind the podium the words didn’t seem as powerful.

“I plan to get parents involved,” Miata continued. “I want them to help with the cleanup.”

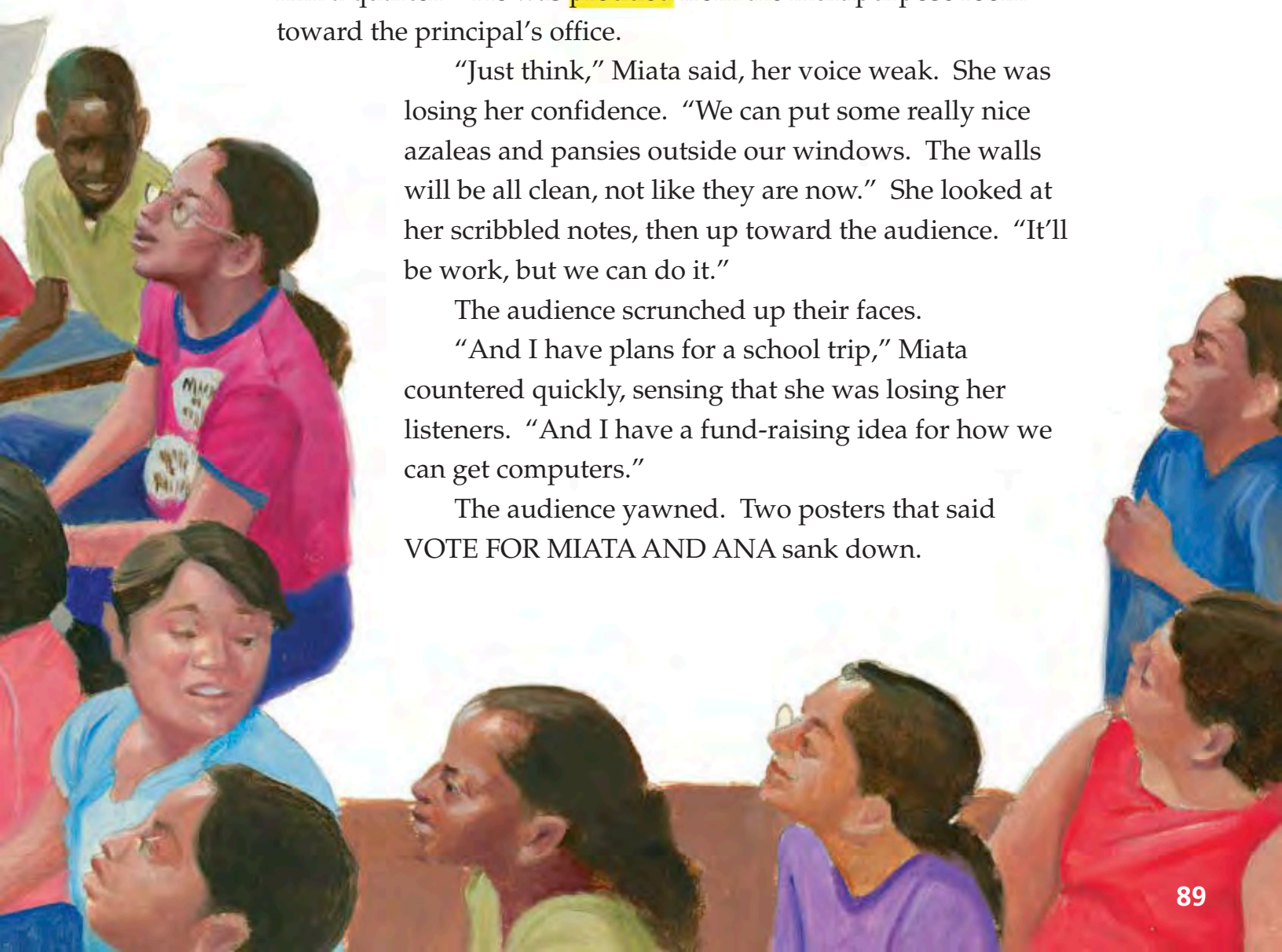
Only one student applauded. It was Carlos. He was applauding as hard as rain on a car roof. He wouldn’t stop until Mrs. Castillo **beckoned** him with a finger. He was being called out of the room. He rose to his feet and said, “I’ll vote for you, Miata. You’re nicer.” Then, looking at Rudy, Carlos stepped over his classmates sitting on the floor. “Nah, I better vote for Rudy. I owe him a quarter.” He was **prodded** from the multipurpose room toward the principal’s office.

“Just think,” Miata said, her voice weak. She was losing her confidence. “We can put some really nice azaleas and pansies outside our windows. The walls will be all clean, not like they are now.” She looked at her scribbled notes, then up toward the audience. “It’ll be work, but we can do it.”

The audience scrunched up their faces.

“And I have plans for a school trip,” Miata countered quickly, sensing that she was losing her listeners. “And I have a fund-raising idea for how we can get computers.”

The audience yawned. Two posters that said VOTE FOR MIATA AND ANA sank down.



"I have a question," a boy said, his hand as tall as a spear.

"Yes."

"Are we gonna get paid to work?" His face was lit with a grin. He knew he was being silly.

"No, we're not getting paid. It's for our school."

The students muttered but applauded lightly. A few of the posters went up again in a rattle but quickly sank down.

"Please think of me when you vote on Tuesday," Miata said. Her voice was now as faint as a baby bird's chirp.

She sat down, exhausted. She wanted to shake her head in defeat but knew that she had to sit up bravely. She waved at the audience, but only a few students waved back. Not one of them was a boy.

Then Rudy stood up. He approached the podium and leaped up onto the box.

"Hey, I like this," he laughed. As he held on to the podium, he wobbled the box and said, "It's like a skateboard!"

The audience laughed. From where she sat, Miata could see that more than one boy was chewing bubble gum.

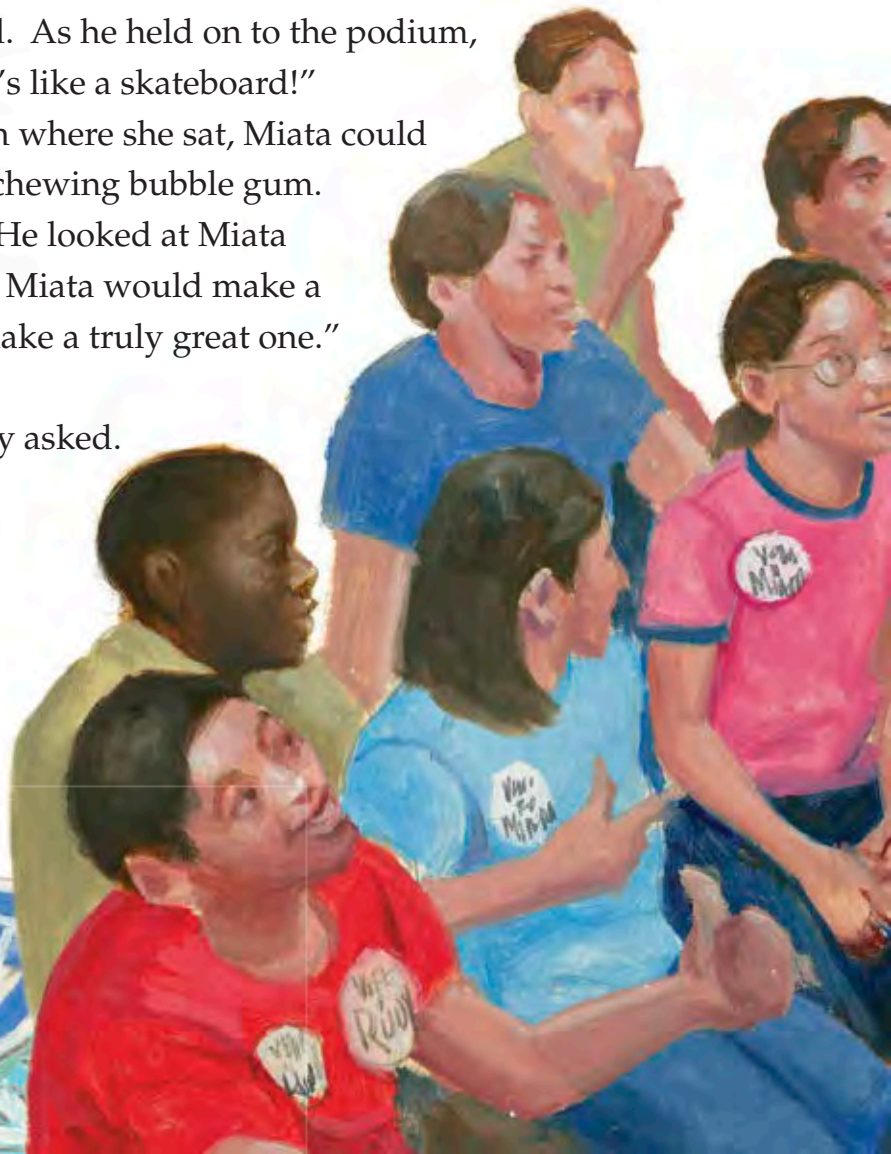
Rudy then became serious. He looked at Miata and said, "She's got some ideas. Miata would make a good prez, but I think I would make a truly great one."

The audience laughed.

"And you know why?" Rudy asked.

ANALYZE THE TEXT

Compare and Contrast How is the audience's reaction to Rudy different from its reaction to Miata? Use details from the text to support your answer.



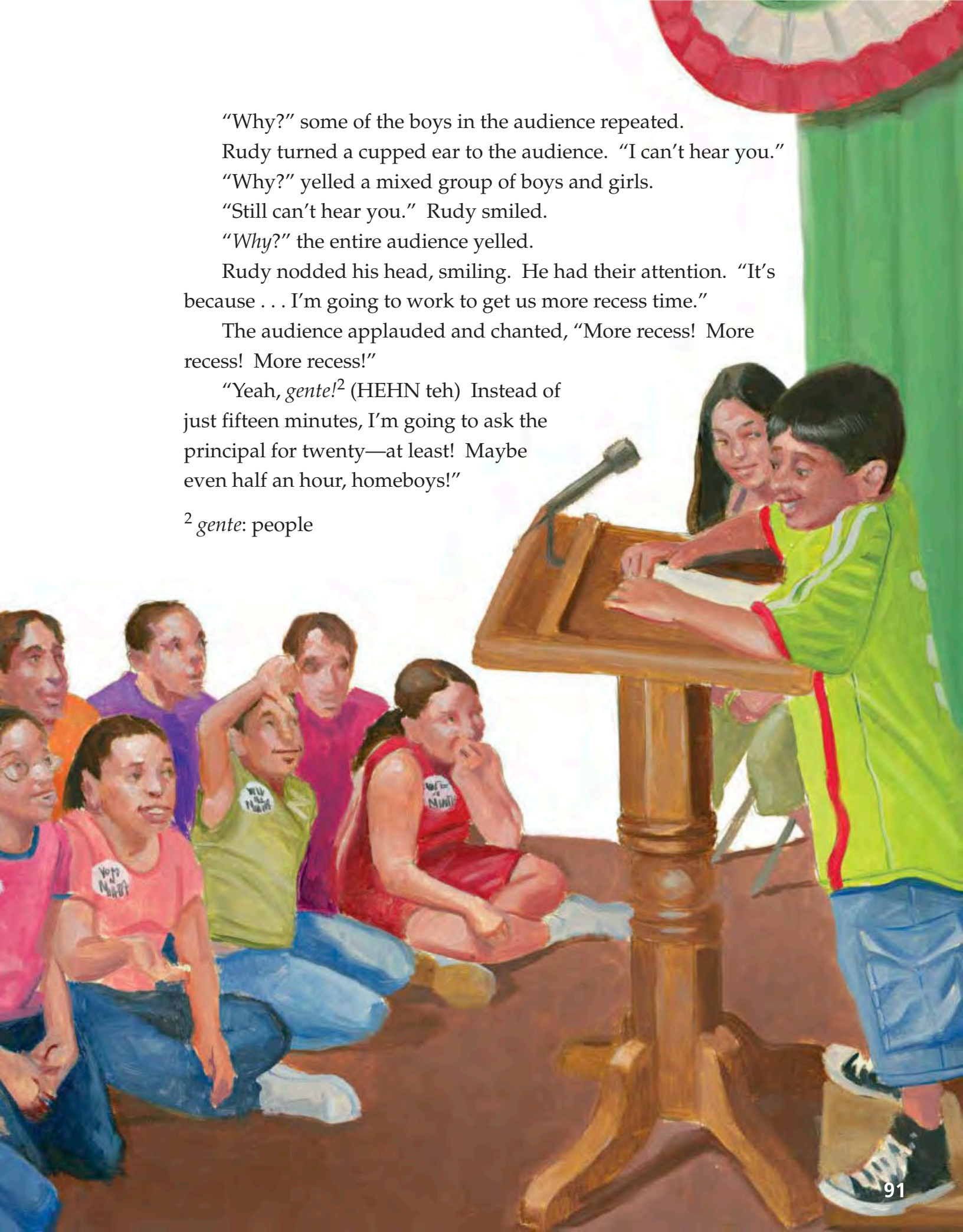
“Why?” some of the boys in the audience repeated.
Rudy turned a cupped ear to the audience. “I can’t hear you.”
“Why?” yelled a mixed group of boys and girls.
“Still can’t hear you.” Rudy smiled.
“Why?” the entire audience yelled.

Rudy nodded his head, smiling. He had their attention. “It’s because . . . I’m going to work to get us more recess time.”

The audience applauded and chanted, “More recess! More recess! More recess!”

“Yeah, *gente!*² (HEHN teh) Instead of just fifteen minutes, I’m going to ask the principal for twenty—at least! Maybe even half an hour, homeboys!”

² *gente*: people





“Why not an hour?” someone yelled from the audience.

“We can’t push our luck, dude,” Rudy responded.

Miata wanted to cover her face. It was obvious that the audience was siding with Rudy.

Rudy raised his hands and asked for silence.

“Plus,” he continued as he slowly scanned the audience. “Plus I’m going to ask for Ice Cream Day every day. Not just on Fridays.”

The audience roared as Rudy wobbled the box and then jumped off. He returned to his seat, pushing a fresh piece of bubble gum into his mouth.



“You got good ideas,” Rudy said with confidence. “Good luck. *Buena suerte.*” (BWEH nah SWER teh) He extended a hand.


“Yeah, thanks. I’ll need it,” Miata said in a whisper as she stood up and shook Rudy’s hand, which was as cool as a lizard’s. “Good luck to you, too, Rudy.”

After the debate, the students returned to their classrooms. Miata tried to put on a good face. Most of the girls knew that Rudy was a joker. They knew he could never get that extra five minutes of recess or Ice Cream Day five days a week. But the boys might believe him. Miata needed a new strategy.

ANALYZE THE TEXT

Formal and Informal Language

Does Miata speak formally or informally in her speech? How is her way of speaking different from Rudy’s?



After school, she returned home and started her homework behind the closed door of her bedroom. But her mind stalled. She kept looking at the photo of herself taken in Mexico when she was five years old. She was on a pony. Her smile was big and her eyes lit with happiness.

“That was fun,” she whispered as she remembered how her Uncle Jorge led her around the yard. At the time she had thought that she was going really fast, but now she knew that it must have been slower than a trot.

Miata put down her homework and looked in her scrapbook at her dad’s family in Mexico—her grandparents and uncles and aunts. They all lived north of Guadalajara, on a *rancho*.³

Then toward dark, she heard her father come home. She heard the screen door slam and his heavy trudge to the kitchen. She heard the groan of the faucet and then her father calling, “Miata! ¡Ven acá!”⁴ (VEHN ah KAH)

Miata let the pencil roll from her hand. She was tired of doing her math problems.

“¡Sí!”⁵ Miata yelled as she scooted back her chair. She hurried into the living room. “What’s up, Papi?”

“I found something at work.”

“What?”

“A most unusual thing.”

“What is it? Tell me.”

He was holding a small white box in his hand.

“It scared me when I found it.” Her father’s face was dark with worry and dust from his long hours at work.

Miata furrowed her brow. She was curious.

Slowly her father lifted the lid from the box.

Miata peeked in, standing on her tiptoes. In it stood an adult index finger that was as gnarled as a root. She eyed her father and clicked her tongue.

“Where do you think it came from, *mi’ja*⁶ (ME hah)?” her father asked seriously. He petted the finger with his free hand.

“From your left hand, Papi,” Miata answered, hands on her hips. “That’s where it came from.”

A sudden smile brightened his face. He wiggled the finger in the box and screamed, “*Ay*,⁷ (EYE) it’s coming alive. I better put it down the garbage disposal.” He ran into the kitchen laughing, and Miata followed her father. But he only got himself another glass of water.

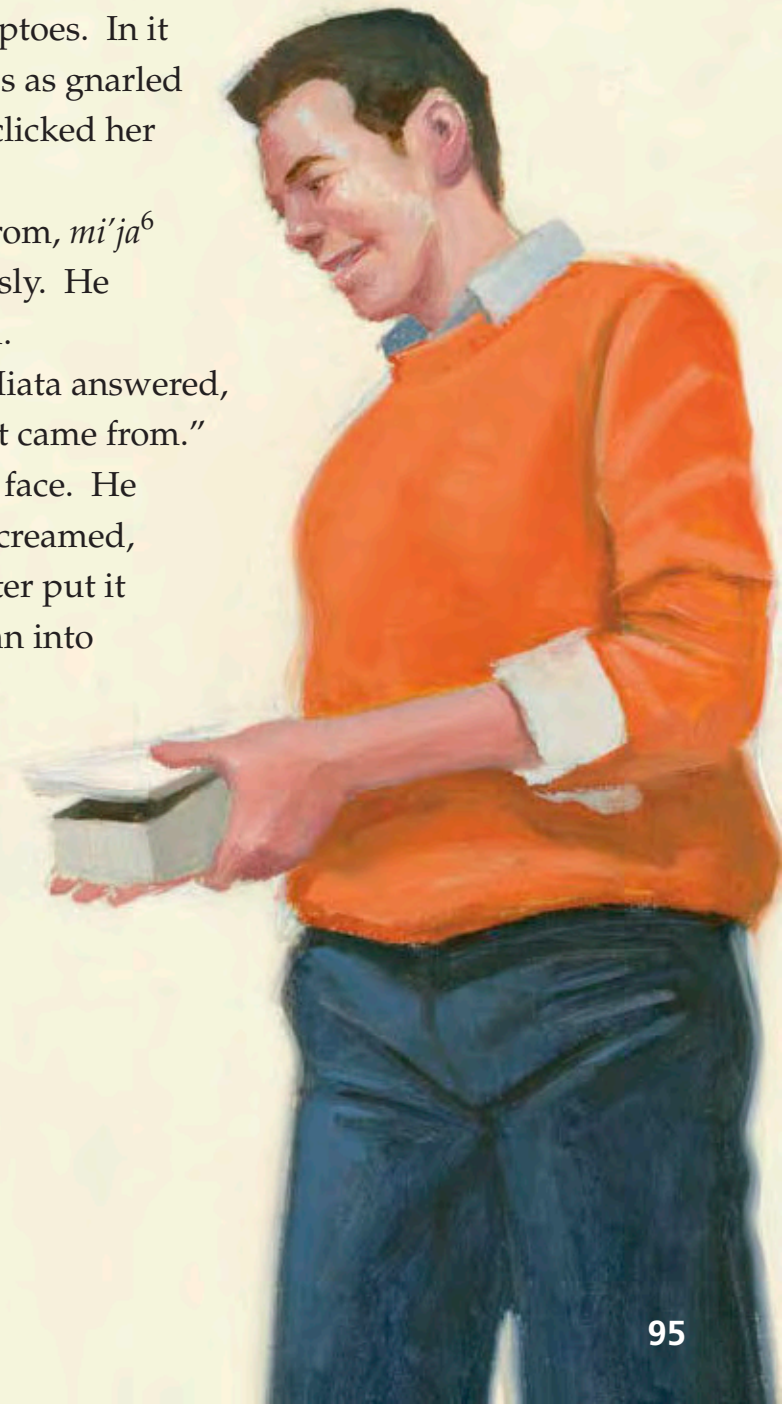
³ *rancho*: ranch or large farm

⁴ *¡Ven acá!*: Come here!

⁵ *¡Sí!*: Yes!

⁶ *mi’ja*: my dear; my daughter

⁷ *Ay*: Uh-oh



“Dad?” Miata asked, taking his large work-stained hand into hers.

“Yeah, *mi’ja*.” He wiped his mouth with the back of his free hand.

“Do you think I should run for office?” She **hesitated** and then continued. “I mean, I’m not as popular as Rudy or his friend Alex.”

“Well, popularity is one thing, but service is another. *¿Entiendes?*”⁸ (ehn TYEHN dehs)

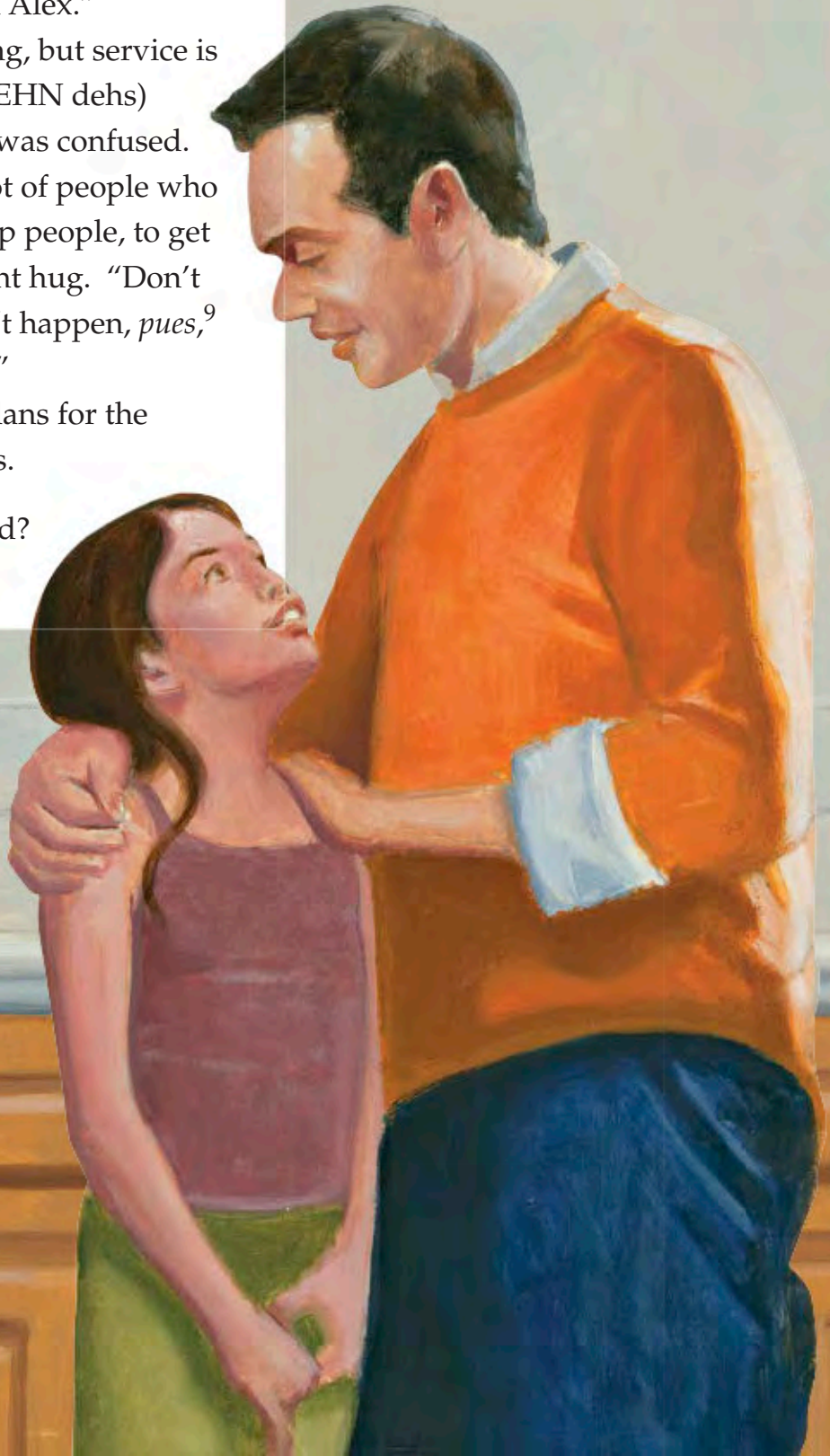
Miata shook her head. She was confused.

“I mean, it’s OK to have a lot of people who like you, but it’s far better to help people, to get things done.” He gave her a light hug. “Don’t worry. Just go for it. If it doesn’t happen, *pues*,⁹ (PWEHS) you can still do good.”

Miata liked that. She had plans for the school, and they were good ones.

⁸ *¿Entiendes?*: Do you understand?

⁹ *pues*: then



Consider This

Like the characters Miata and Rudy in “Off and Running,” some students decide to run for office in school elections, and some students like it so much that they decide to follow a career in politics when they grow up. Why not participate in a school election and see if you have what it takes to be a successful politician?

Running for office in a school election has many of the same elements of city, state, or national elections, just on a smaller scale. School elections can also be a good way to see if your strengths are a good fit for the expectations of a campaign and a career in public service. Above all else, you need to have a passion for working with people and a strong desire to make your community a better place to live and work.

In a school election you will develop a platform, or important items that you will accomplish once you are elected to office; this is something to make final before your campaign begins because changing your platform mid-campaign might confuse your classmates. If you are voted into office, students will be watching to see if you follow through on your platform promises.

To run a successful campaign, you will need volunteers to help carry out your campaign strategy, which is your plan for promoting yourself and your platform. The following questions can be useful when developing a campaign strategy: Will you make campaign buttons, banners, or posters? What will your campaign slogan be? Where and when will you give speeches? Will you debate your opponent? If you anticipate a debate, get friends and volunteers to help you practice by playing the roles of audience members and your opponent.

Finally, a school election can help you consider your strengths and whether they are a good fit for a political career. Running for office will be easier if you like interacting with people and you are comfortable speaking in front of a crowd. Candidates also need to have good listening skills so they can respond to questions effectively; once in office, strong speaking and listening skills will help you listen to many points of view and share your opinions and decisions with others.

Participating in a school election can help you realize that you have the skills and the desire to make a difference in people’s lives. Will your next campaign be for city mayor? It could happen sooner than you think; check your local laws to be sure, but many towns allow citizens to run for office when they are 17. As long as you are 18 by the date of the general election, and you receive the most votes, you could be mayor while you are still in high school!





Dig Deeper

Use Clues to Analyze the Text

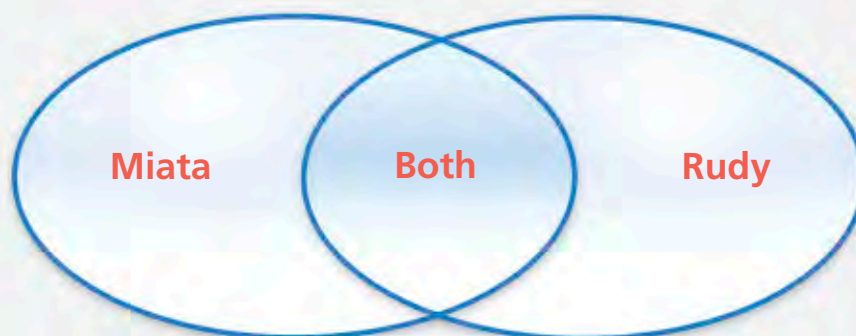
Use these pages to learn about Compare and Contrast, Idioms, and Formal and Informal Language. Then read “Off and Running” again to apply what you learned.

Compare and Contrast

In the story “Off and Running,” Miata and Rudy are realistic characters who approach the same goal in different ways. Their personalities are shown through what they say and do.

When you **compare and contrast**, you look for details that show how characters or ideas in a text are the same and different. To compare characters, think about what the characters say, what they do, and how they feel. Comparing and contrasting characters helps you understand their unique traits and motivations.

Look back through the story to find text evidence about Miata and Rudy. What similarities and differences between the two characters do you discover?



Idioms

To make dialogue more realistic and lively, authors may include **idioms**, or phrases with meanings that differ from the literal meanings of the words. Look back at page 92. Rudy says, “We can’t push our luck, dude.” Real fifth graders might use this idiom when talking to each other. It means “We can’t be too greedy, or we won’t get anything.”



Formal and Informal Language

Miata’s speech includes **formal** phrases, such as *I’m seeking your votes* and *I plan to beautify the school grounds*. In contrast, Rudy uses **informal** slang words, such as *dude* and *homeboys*. What differences between Miata and Rudy are revealed through their dialogue? What does their use of some Spanish terms tell you about both characters?



Your Turn

RETURN TO THE ESSENTIAL QUESTION

Turn and Talk

Review the selection to prepare to discuss this question: *Why is determination a good quality for a politician to have? As you discuss, take turns reviewing and explaining each other's key ideas. Use text evidence to support your opinion.*



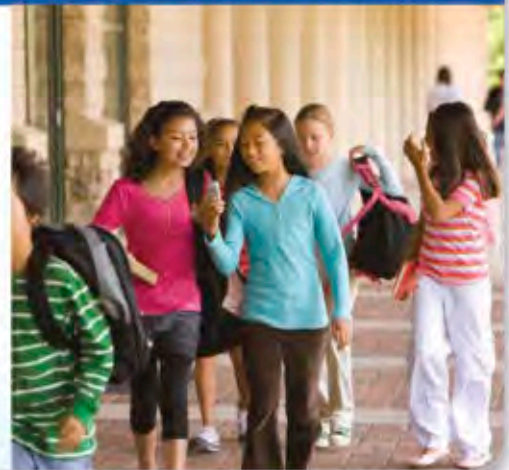
Classroom Conversation

Continue your discussion of “Off and Running” by explaining your answers to these questions:

- 1 How does Miata show determination in the story?
- 2 How are some of the obstacles that Miata faces similar to those faced by real politicians?
- 3 Do you agree with the advice Miata's father gives her? Why?

ANALYZE DIALOGUE

Make a List Authors include dialogue in their stories for many reasons. In “Off and Running,” the dialogue makes the characters sound like real fifth graders. Gary Soto also uses what characters say in order to show some of their feelings. List examples of good dialogue from the story. Explain how each example makes the speaker seem realistic or shows what he or she is feeling.



Performance Task

WRITE ABOUT READING



Response Think about what Miata and Rudy say in their speeches. If you were a member of the fifth-grade class in “Off and Running,” which candidate would you vote for? Why? Write a paragraph in which you compare and contrast the two characters and state your choice for class president. Include an explanation of why you would vote for this student. Support your reasons with details and quotations from the story.

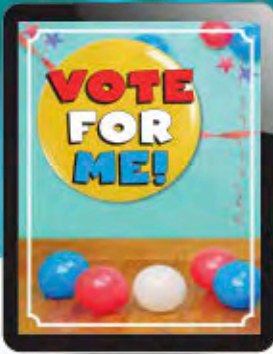
Writing Tip

State your opinion at the beginning of your response. Organize your reasons by presenting the strongest ones first. Support each with details and evidence from the story. Remember to end your paragraph with a strong concluding statement.



Lesson 3

PERSUASIVE TEXT



✓ GENRE

Persuasive text, such as these campaign advertisements, seeks to convince the reader to think or act in a certain way.

✓ TEXT FOCUS

Persuasive techniques are techniques an author uses to try to convince readers to think or act in a certain way. They might include using strong wording, catch phrases, promises, and emotional appeals.

A large, bright yellow balloon is the central focus. It has the words 'VOTE FOR ME!' written on it in large, bold, block letters. 'VOTE' is in red, 'FOR' is in white with a black outline, and 'ME!' is in blue. The balloon is set against a light blue background with other balloons and streamers visible in the periphery.

VOTE FOR ME!

by Pamela Zarn

A class election debate is not the only method candidates have to convince other students to vote for them. If you have hesitated to run for office because public speaking leaves you feeling shaken, or if you feel your campaign efforts have stalled, try creating election advertisements to catch people's interest.

Posters are a great way to advertise your strengths. Use short sentences and bold, clear lettering so that your message can be easily scanned by students as they pass on the way to class. Posters are also a great way to reach those students who may need to be beckoned or prodded into going to the polls to vote.

Read the campaign posters below and on page 104. Think about how the candidates' posters persuade you to vote for them. How do the techniques differ from a commercial on television?

The candidate provides a call to action. It is short and punchy. A few words are better than a paragraph.

The poster is decorated with an eye-catching image of a pizza, which helps to associate the candidate with something kids like.

She makes a promise. You should ask yourself if it is an exaggerated promise.

**IF YOU LIKE PIZZA,
VOTE NATASHA!**

She makes a generalization.

She asks a question with emotional appeal. Most ads want you to feel before you think.

Everybody loves pizza!
Wouldn't you like pizza
for lunch EVERY day?

If you vote for Natasha,
our cafeteria will never be
without pizza again!

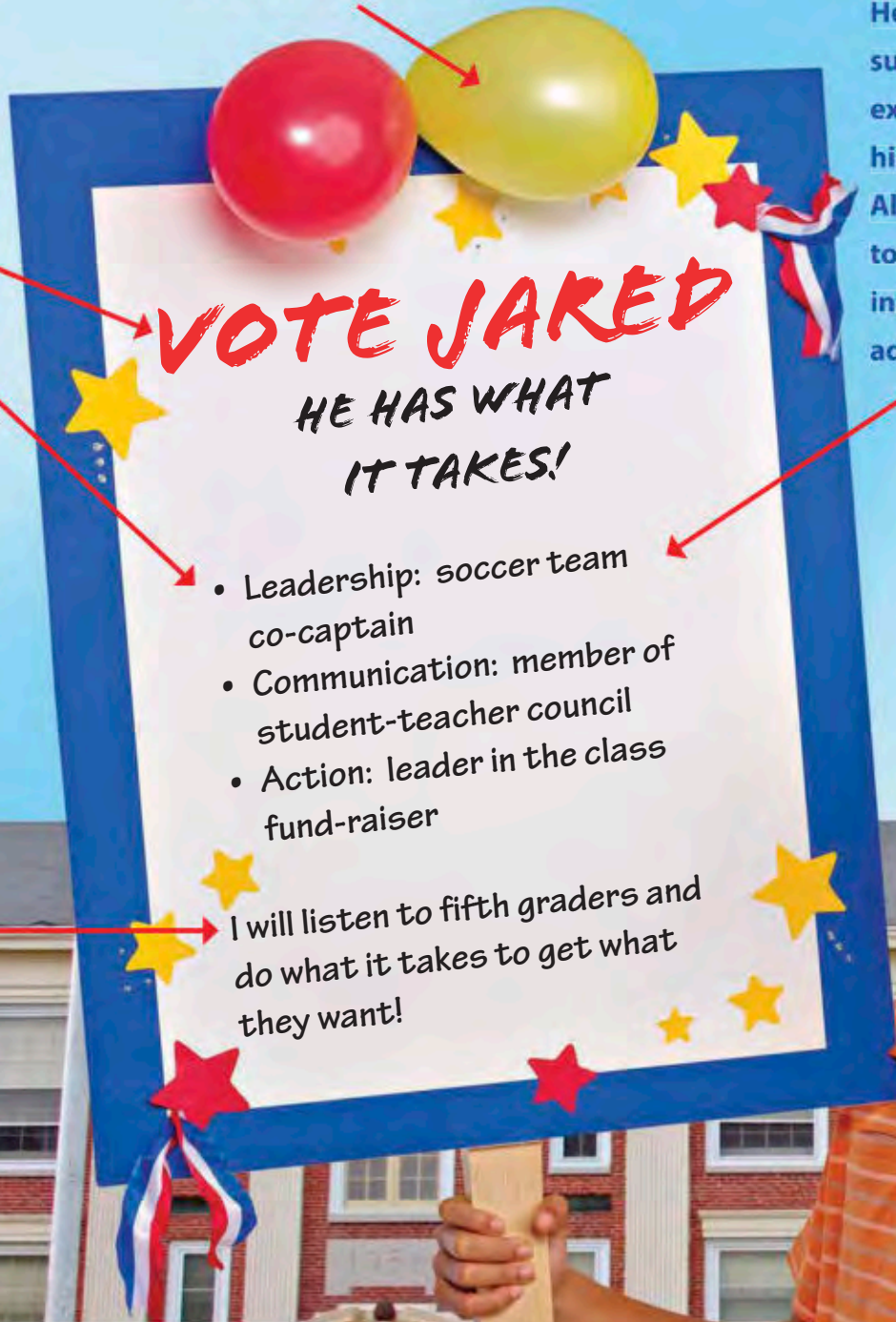
He begins with a short, eye-catching campaign slogan. The easier it is to remember, the better.

He lists his strengths.

He makes a promise. His promise is one that will make students feel good about him.

The candidate's poster includes inflated balloons in the school colors for emotional appeal.

He gives supporting examples of his strengths. Always check to see if the information in ads is true.



Whom would you vote for?

Did one of these posters catch your eye right away, or did you gradually decide which candidate you favor?



Compare Texts

TEXT TO TEXT

Compare Messages With a partner, determine the theme of “Off and Running” and the main idea of “Vote for Me!” Talk about the points both authors make about campaigning and true leadership. Then discuss how each author conveys his or her thoughts about how to be a good political candidate.



TEXT TO SELF

Recognize Exaggerated Statements Many candidates running for office exaggerate what they will do when elected. In “Off and Running,” which candidate exaggerates what he or she will do? Write a brief campaign speech for class president, telling what you would do if elected and why classmates should vote for you. Deliver your speech to a small group. Speak clearly, at an understandable pace. Remember to use formal language when making your points.

TEXT TO WORLD

Research Political Leaders The candidates in “Off and Running” want to take a leadership role in their school. With a partner, use print and digital sources to gather information about two important political leaders. Then compare and contrast examples of their leadership.



Grammar

What Is a Compound Sentence? A **compound sentence** is a sentence made up of two shorter sentences joined by a comma and the **conjunction** *and*, *but*, or *or*. Each part of a compound sentence has its own **complete subject** and **complete predicate**.



Compound Sentences

complete subject complete predicate complete subject complete predicate

Miata sits quietly, but her opponent yells to the crowd.

In each part of a compound sentence, a present-tense verb and its subject must agree in number. This agreement is known as subject-verb agreement.

plural subject plural form of verb singular subject singular form of verb

Two boys scuffle, and Rudy hollers at them.

Try This!

Find the errors in these compound sentences.

Which do not contain proper subject-verb agreement? Where should commas be placed? Write the sentences correctly on another sheet of paper.

- 1 Miata presents her plan and students clap.
- 2 Ana and Carlos disappoints Miata and she feels sad.
- 3 Some boys chew gum but no one stop them.

In your writing, you might find pairs of sentences that are related in some way. Try combining the sentences using a comma and the conjunction *and*, *but*, or *or*.

Related Sentences



Several girls supported Jeanne.



Eddie was popular with almost everyone.

Compound Sentence




Several girls supported Jeanne, but Eddie was popular with almost everyone.

Connect Grammar to Writing

As you revise your dialogue piece this week, look for related sentences that you can rewrite as compound sentences, using a comma and the conjunction *and*, *but*, or *or*. Be sure to use proper subject-verb agreement.

Narrative Writing

 **Elaboration** Good **dialogue** in a narrative sounds natural and expresses the personalities and feelings of the characters who are speaking. Dialogue can make your narrative more realistic.

Brad drafted a narrative in which two or more characters provoke a reaction in each other. Later, he changed some words to make the dialogue sound more natural. Use the Writing Checklist below as you revise your writing.

Revised Draft

"Writing history skits is a blast!"

~~"You will enjoy writing skits,"~~ said Ms. Ghose,

the fifth-grade social studies teacher.

"In your dreams,"

~~"I don't think I will like it much,"~~ muttered

Evan as he sat down with his group. He could see that he would have to be the leader.

Writing Checklist

 **Elaboration**

Did I choose words that make events and feelings clear?

 **Development**

Does the dialogue have a natural flow?

Do the speakers' words reveal their traits?

 **Purpose**

Does the dialogue reveal a problem or conflict?

 **Organization**

Do the words of one speaker cause a reaction in another?

 **Conventions**

Did I use correct spelling, grammar, and punctuation?