

Vocabulary in Context



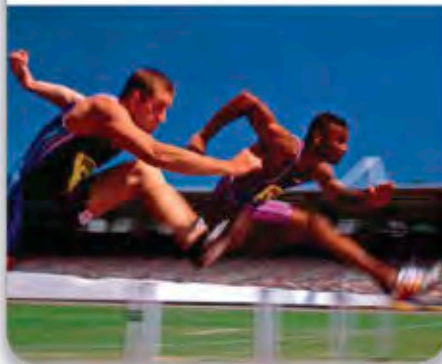
LANGUAGE DETECTIVE

Talk About the Writer's Words

Work with a partner. Use the blue Vocabulary words in new sentences that tell about the photos. Write the sentences.

1 opponents

There must be at least two **opponents**, or rivals, in any competition.



2 brutal

Harsh, or **brutal**, weather can make running on the field very difficult.



3 supposedly

A school is **supposedly**, or thought to be, where children learn about the world.



4 gorgeous

Male parrots have **gorgeous** feathers. The rich colors help them compete for mates.



- ▶ Study each **Context Card**.
- ▶ Use a dictionary or a glossary to help you pronounce the Vocabulary words.

5 **embarrassed**

Don't be **embarrassed** or ashamed if you have tried your best but failed to win.



6 **obvious**

A clear photo of the finish line makes the winner of the race **obvious**.



7 **typically**

Plants compete for light. **Typically**, or usually, those that get more light grow faster.



8 **preliminary**

When strangers meet, shaking hands may be the **preliminary**, or first, thing they do.



9 **sweeping**

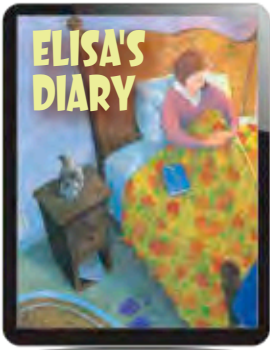
The winner of the election made a broad, **sweeping** gesture to thank her supporters.



10 **officially**

The judges **officially** declared this lamb to be the winner of the first-place blue ribbon.

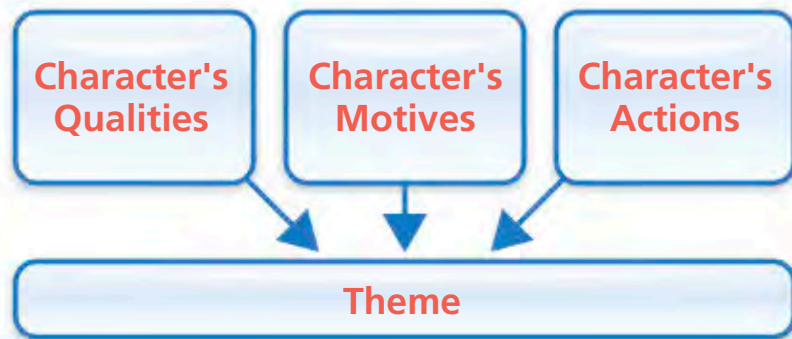




Read and Comprehend

✓ TARGET SKILL

Theme As you read “Elisa’s Diary,” look for the **theme**, or central message, of the story. The main character’s behavior often provides clues to the theme. Use this graphic organizer to record Elisa’s qualities, motives, and actions. These details will help you determine the theme.



✓ TARGET STRATEGY

Visualize When you **visualize**, you use details in the text to form vivid mental pictures of the characters, settings, and events. As you read “Elisa’s Diary,” pause now and then to visualize what is happening. Use your mental pictures to help you understand the story’s meaning.

PREVIEW THE TOPIC

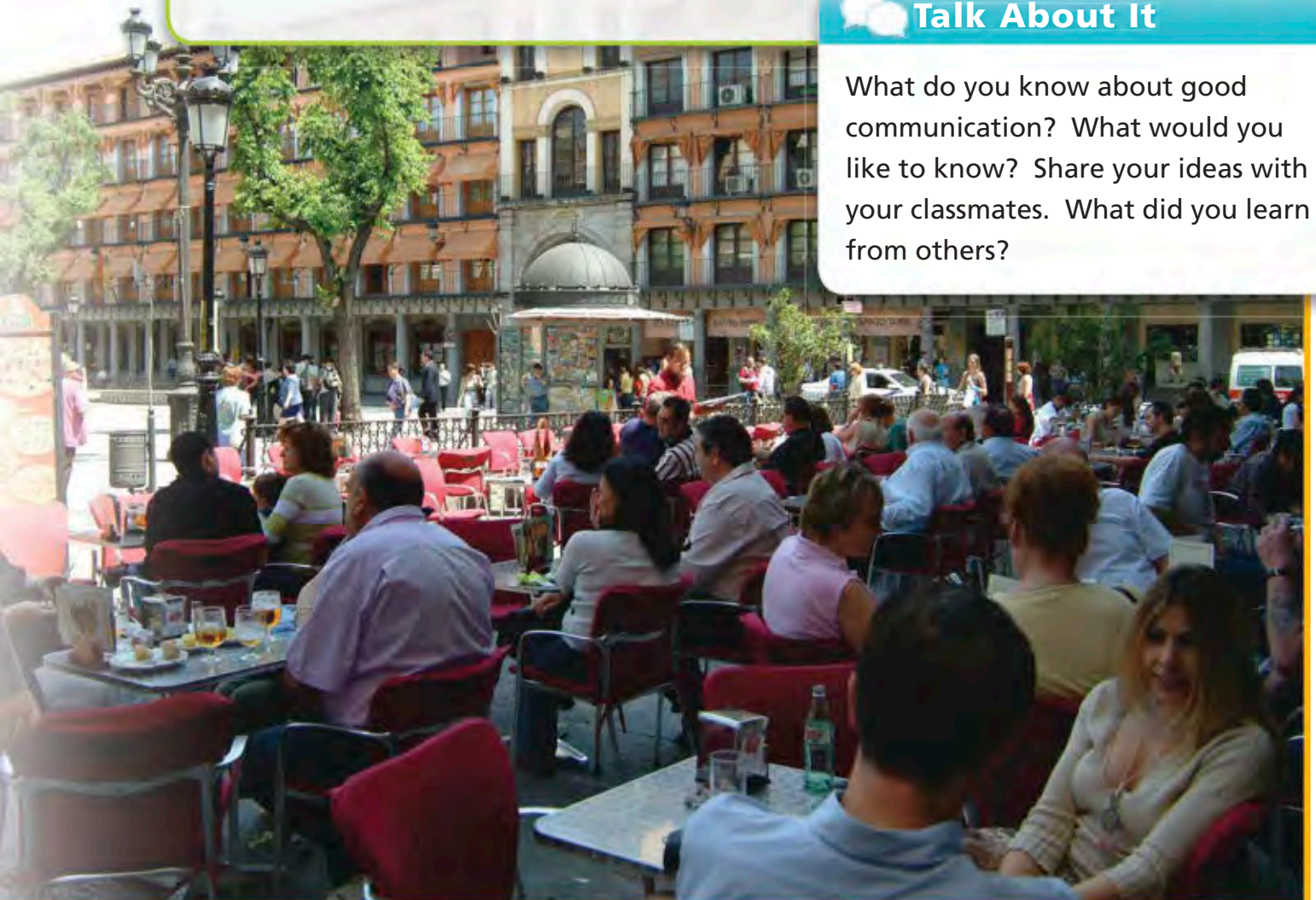
Language and Expression

Language conveys more than just facts. We use words to express our feelings, to share our experiences, and to make our friends laugh. People who speak the same language can get to know each other easily. People who don't may struggle to understand each other.

In the story you are about to read, Elisa has just moved to the United States. She has plenty of thoughts and feelings, but she feels awkward expressing them in English. When she starts school, she must find a way to overcome this language barrier and adjust to her new home.

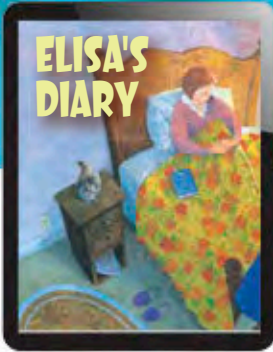
Talk About It

What do you know about good communication? What would you like to know? Share your ideas with your classmates. What did you learn from others?



Lesson 5

ANCHOR TEXT



✓ GENRE

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

- ▶ challenges and conflicts that might happen in real life
- ▶ characters' feelings that seem believable

MEET THE AUTHOR

Doris Luisa Oronoz



After Doris Luisa Oronoz and her family moved from Puerto Rico to the United States, her children went through experiences and feelings very similar to those that Elisa goes through. Oronoz has said that although this story is not based on real events, the emotions of Elisa's character are drawn from her memory. They are a meditation on the joys and difficulties children encounter when they move to a new place.

MEET THE ILLUSTRATOR

Byron Gin

Byron Gin lives near Chicago, Illinois, with his wife and two cats, Bear and Kathe. Born in California, Gin worked as an illustrator and printmaker before becoming a full-time painter. One group of his paintings, *Street Series*, captures people Gin has glimpsed while walking through downtown Chicago.

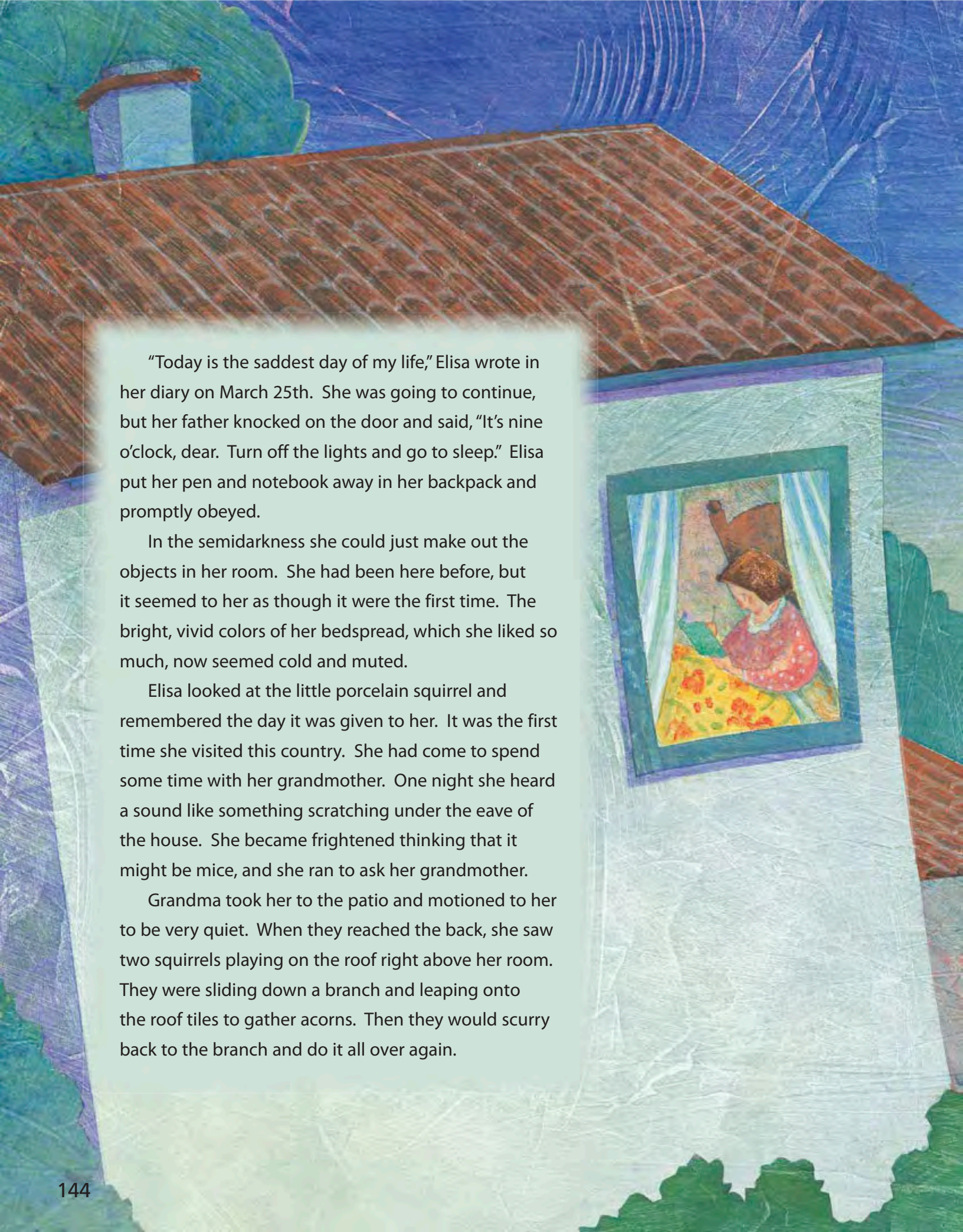


ELISA'S DIARY

by Doris Luisa Oronoz
Illustrated by Byron Gin

ESSENTIAL QUESTION

How can overcoming
a challenge change
someone's life?

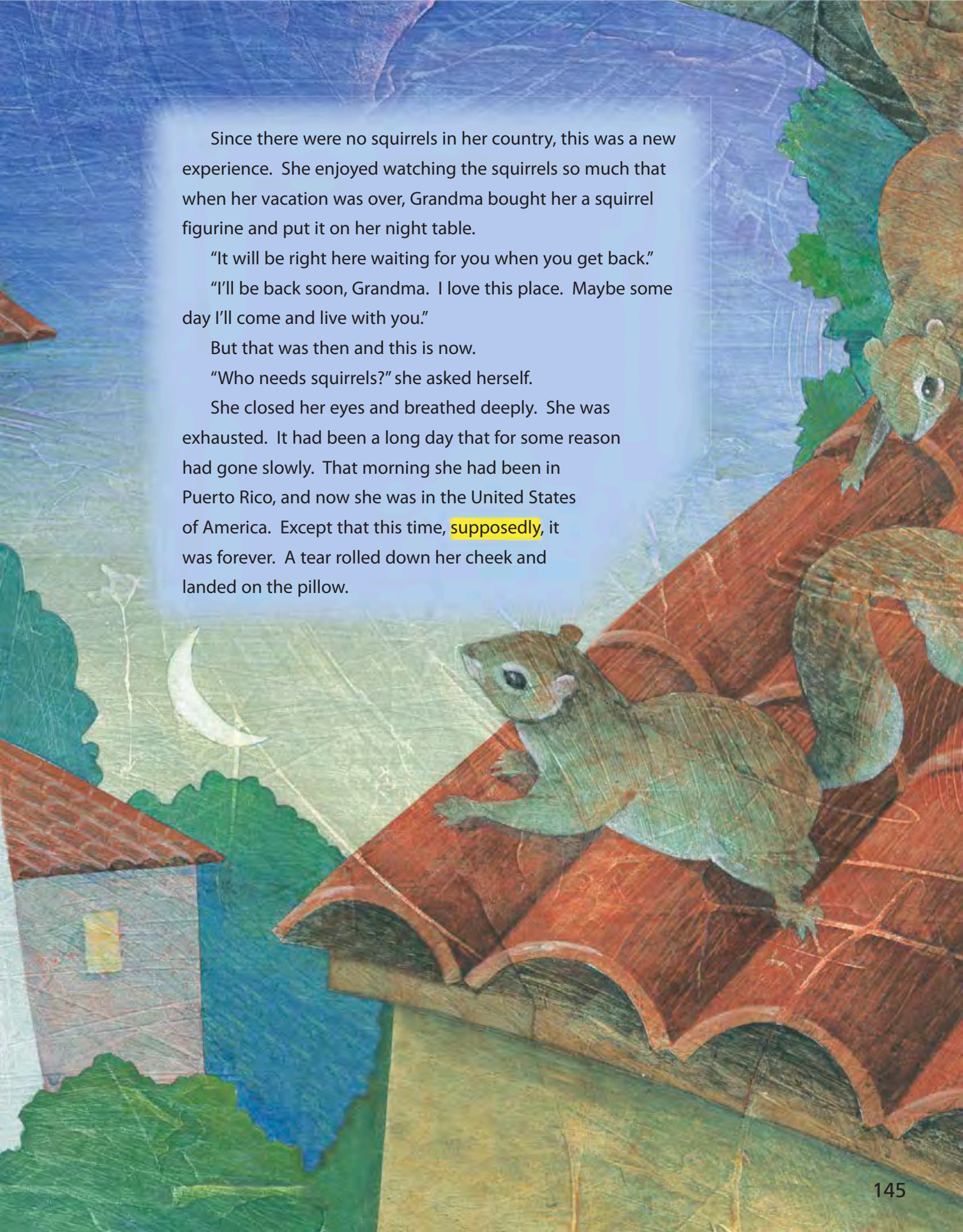


"Today is the saddest day of my life," Elisa wrote in her diary on March 25th. She was going to continue, but her father knocked on the door and said, "It's nine o'clock, dear. Turn off the lights and go to sleep." Elisa put her pen and notebook away in her backpack and promptly obeyed.

In the semidarkness she could just make out the objects in her room. She had been here before, but it seemed to her as though it were the first time. The bright, vivid colors of her bedspread, which she liked so much, now seemed cold and muted.

Elisa looked at the little porcelain squirrel and remembered the day it was given to her. It was the first time she visited this country. She had come to spend some time with her grandmother. One night she heard a sound like something scratching under the eave of the house. She became frightened thinking that it might be mice, and she ran to ask her grandmother.

Grandma took her to the patio and motioned to her to be very quiet. When they reached the back, she saw two squirrels playing on the roof right above her room. They were sliding down a branch and leaping onto the roof tiles to gather acorns. Then they would scurry back to the branch and do it all over again.



Since there were no squirrels in her country, this was a new experience. She enjoyed watching the squirrels so much that when her vacation was over, Grandma bought her a squirrel figurine and put it on her night table.

"It will be right here waiting for you when you get back."

"I'll be back soon, Grandma. I love this place. Maybe some day I'll come and live with you."

But that was then and this is now.

"Who needs squirrels?" she asked herself.

She closed her eyes and breathed deeply. She was exhausted. It had been a long day that for some reason had gone slowly. That morning she had been in Puerto Rico, and now she was in the United States of America. Except that this time, **supposedly**, it was forever. A tear rolled down her cheek and landed on the pillow.

Elisa was ten years old, and her brother Francisco was twelve. At least if they were going to go to the same school, she would have felt protected, but they weren't. And of course, boys at that age typically don't want anything to do with their little sisters anyway.

"He's unbearable," she thought aloud. Just then, her brother came in.

"Who's unbearable?" asked Francisco.

"You," answered Elisa, holding nothing back.

"Oh? Why is that?" asked her brother, surprised.

"Because you leave me alone all day while you're out running around."

"It's obvious that you're afraid to go out," answered her brother. "Look, I've met some neighbors, and they're nice."

"And in what language do you speak to them, huh?"

"Well, in English."

"I can imagine the crazy things you come up with."

"But at least I try," retorted her brother. "What you have to do is make an effort. If they don't understand me, I talk with my hands until something happens."



"I write well in English, and when I read, I understand a lot. But now, when they speak to me, I don't understand a word."

"Listen, the woman who lives in the house on the corner—"

"Which one?" interrupted Elisa.

"The one who gave me two dollars to take care of her cat."

"What about her?"

"She told me that she used to listen to the news on the radio and got used to hearing English that way. Then, little by little, she understood English better and better."

"I don't like the radio," declared Elisa.

"Turn on the TV, then, but not to those lovey-dovey soaps in Spanish and all that silly stuff you like."

"What do you want me to watch, then?"

"Things from here, like baseball, football . . ."

"Football is **brutal**. I despise sports!"

"Oh well, if you'd rather be ignorant . . ."

"O.K., forget it."

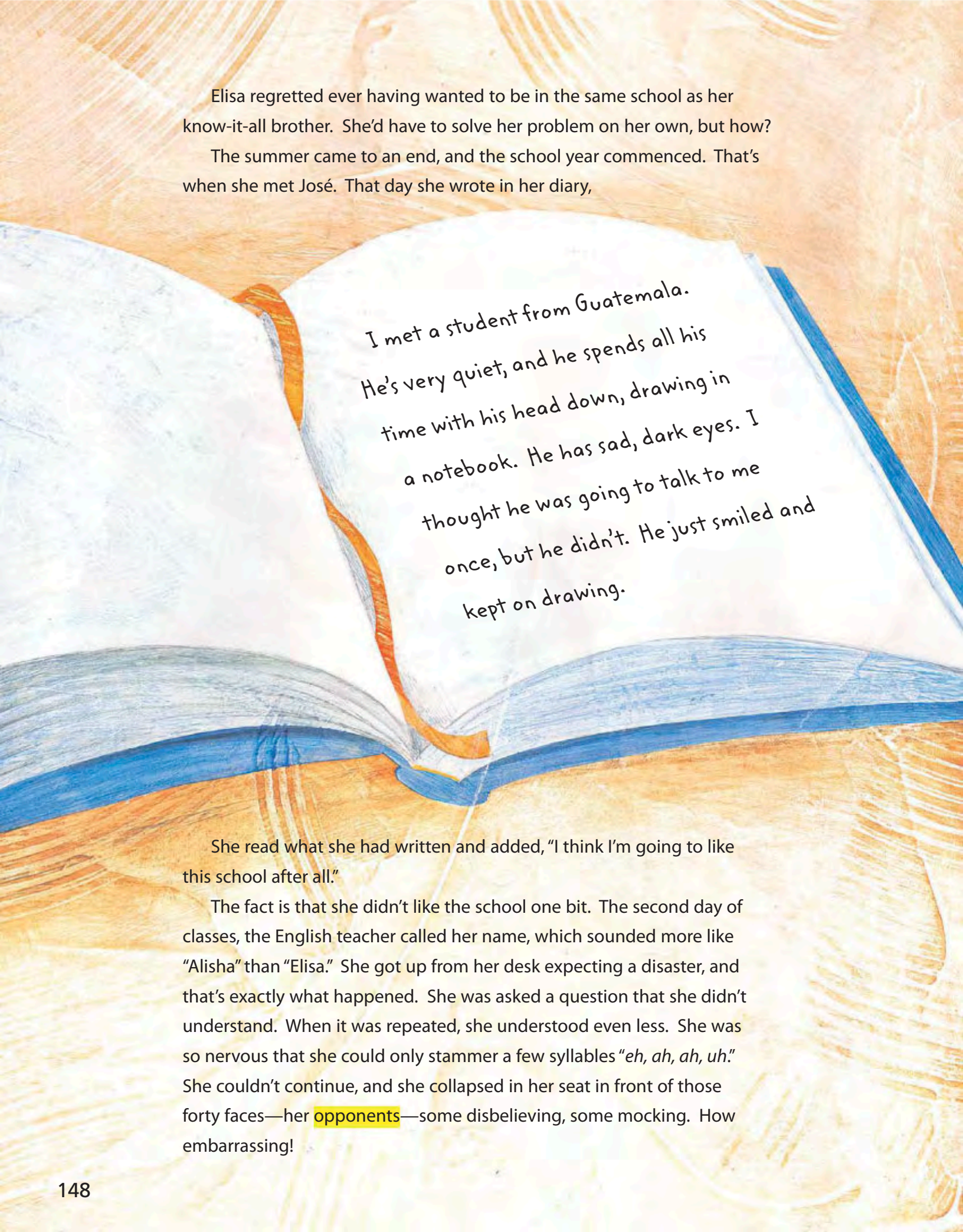
ANALYZE THE TEXT

Dialogue What does the dialogue between Elisa and Francisco reveal about each character? What makes it realistic?



Elisa regretted ever having wanted to be in the same school as her know-it-all brother. She'd have to solve her problem on her own, but how?

The summer came to an end, and the school year commenced. That's when she met José. That day she wrote in her diary,



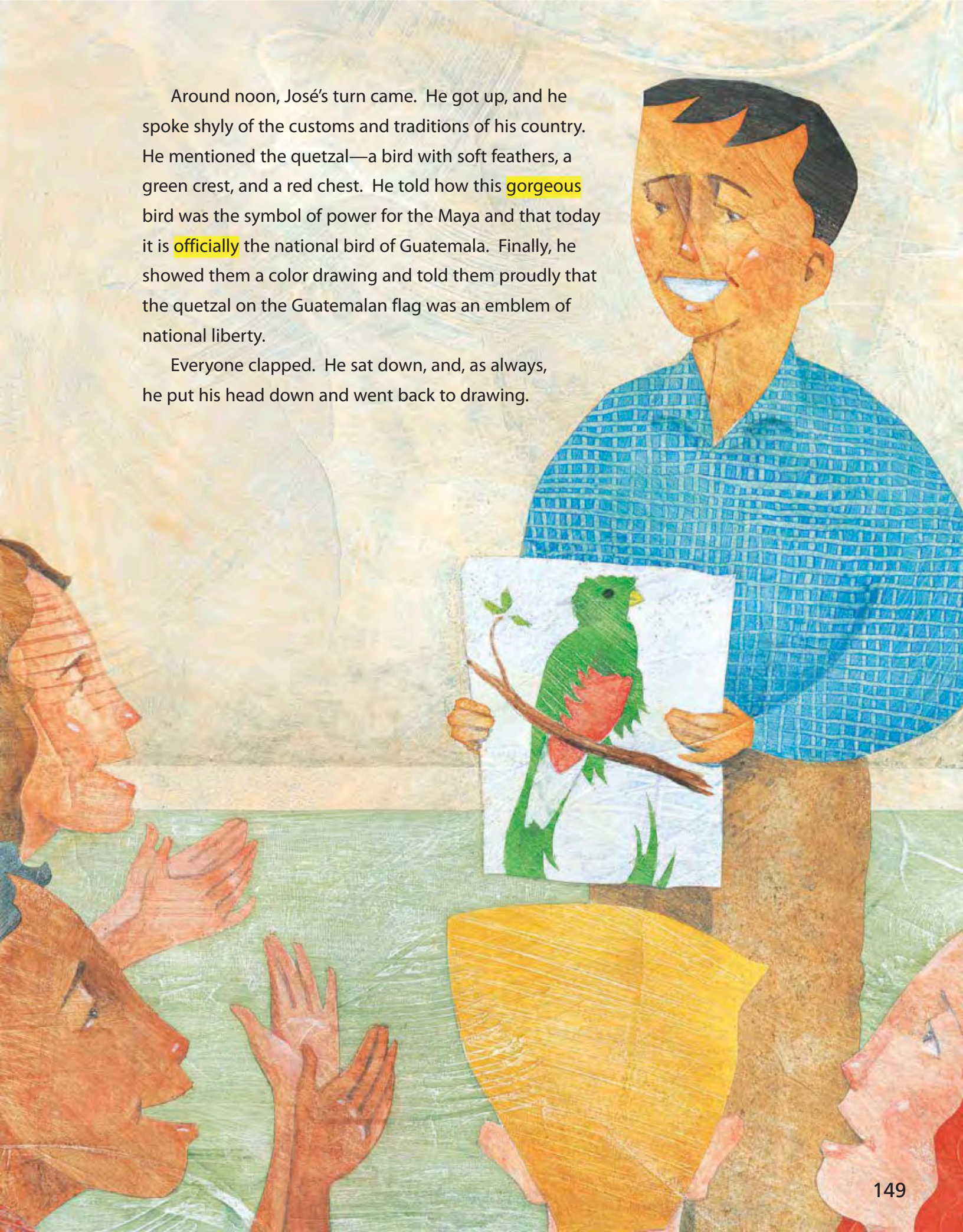
I met a student from Guatemala. He's very quiet, and he spends all his time with his head down, drawing in a notebook. He has sad, dark eyes. I thought he was going to talk to me once, but he didn't. He just smiled and kept on drawing.

She read what she had written and added, "I think I'm going to like this school after all."

The fact is that she didn't like the school one bit. The second day of classes, the English teacher called her name, which sounded more like "Alisha" than "Elisa." She got up from her desk expecting a disaster, and that's exactly what happened. She was asked a question that she didn't understand. When it was repeated, she understood even less. She was so nervous that she could only stammer a few syllables "eh, ah, ah, uh." She couldn't continue, and she collapsed in her seat in front of those forty faces—her **opponents**—some disbelieving, some mocking. How embarrassing!

Around noon, José's turn came. He got up, and he spoke shyly of the customs and traditions of his country. He mentioned the quetzal—a bird with soft feathers, a green crest, and a red chest. He told how this **gorgeous** bird was the symbol of power for the Maya and that today it is **officially** the national bird of Guatemala. Finally, he showed them a color drawing and told them proudly that the quetzal on the Guatemalan flag was an emblem of national liberty.

Everyone clapped. He sat down, and, as always, he put his head down and went back to drawing.





In the afternoon each student wrote a composition. Elisa wrote about her home, Puerto Rico. Like José, she described its customs and traditions and explained the symbolism of Puerto Rico's shield—a lamb, the emblem of peace and fraternity, appears in the green center. Above the lamb is a bundle of arrows, symbols of the creative force, and above the arrows is a yoke, which represents the joining of forces necessary to attain success. She thought it turned out pretty well, but writing was one thing and talking was another.

That night she didn't open her diary because she was tired of complaining, even if it was only to her diary.

The next morning Elisa smiled for the first time since classes had started. She got a good grade on her composition. She wanted to show it to everyone so that they'd see that she wasn't so dumb, but she didn't do it. Maybe she'd show it to José, though. Yes, to him. So during recess she called to him and proudly showed him her paper. He looked at it and, lowering his eyes, he said with a brief smile, "Congratulations."

"Thanks," said Elisa. "And how did you do?"

"O.K."

"No doubt you got an A and you don't want me to be embarrassed."

"No, it's not that, Elisa. It's that...I picked up English by listening. You know, 'on the street.' I never took English in school. I write it like I hear it, and everything comes out wrong."

Elisa read the paper that he handed her, and in one sweeping glance, she saw what he meant. She didn't know what to say.

"But you speak it very well," Elisa tried to console him.

"Speaking is one thing and writing is another."

"And vice-versa," said Elisa.

"And the opposite."

"And the other way around."

They laughed so hard that the rest of the kids came over to see what was so humorous, but they didn't tell anyone their secret. That afternoon, they made a deal. She would assist him with writing, and he, in turn, would help her with pronunciation.

Twelve years later, Elisa was getting ready for work. She pulled down a box of shoes from the top shelf of her closet. In the rush, several things fell on top of her. One of them was her old diary. It fell open to the last page. She picked it up and read.

*Today I received my high school diploma.
When I looked at myself in the mirror with
my cap and gown and my gold honors tassels,
I remembered the little girl who arrived here
confused, scared, and sad. I'm happy now.*

ANALYZE THE TEXT

Theme What is the theme of the story? How does Elisa's change over the course of the story support the theme?

She put away the notebook, got dressed, and headed for work. When she entered the classroom, her students looked at her—some shy, some confused, some scared. She saw those sad, **preliminary**, first-day-of-school looks that she knew so well.

She opened her lesson planner, thought a moment, and then shut it. She stood up and wrote on the board, “The joining of forces.”

Then she said, “I’m going to tell you the story of a quetzal that came down to the plain with the gentleness of a lamb, and a lamb that soared to great heights on the wings of a quetzal.”

ANALYZE THE TEXT

Sequence of Events Why does the author end the story by jumping ahead in time to show Elisa as a teacher? What impact does this change in sequence have on the story?





Dig Deeper

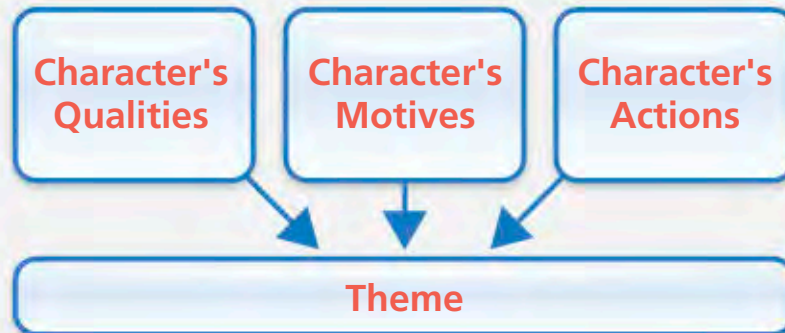
Use Clues to Analyze the Text

Use these pages to learn about Theme, Dialogue, and Sequence of Events. Then read “Elisa’s Diary” again to apply what you learned.

Theme

Short stories such as “Elisa’s Diary” convey a **theme**, or a message or lesson that the author wants readers to know. This message is often revealed through the main character’s actions—especially how he or she reacts to conflict.

In “Elisa’s Diary,” the main character, Elisa, faces a conflict. The beginning of the story shows her first attempt at handling her problem. By the end of the story, she has a completely different response. How do her actions show her change of heart? How does this change reveal the theme of the story?



Dialogue

Authors use **dialogue**, or the words characters say, to show what characters are like. The dialogue on page 147 includes dashes and ellipses. Dashes (—) signal that one character is interrupting another one. Ellipses (...) indicate that a character's voice is fading away, often before a thought is completed. This punctuation helps make the characters' speech sound more realistic.



Sequence of Events

On page 151, the story's setting moves ahead twelve years from the time when the main action takes place. This jump in **sequence**, or the order of events, allows the author to show a scene with Elisa as an adult, teaching her own classroom of students. By providing this ending to the story, the author affirms that Elisa's conflict has been resolved. The story's overall structure is completed.



Your Turn

RETURN TO THE ESSENTIAL QUESTION

Turn and Talk

With a partner, review the selection to prepare to discuss this question: *How can overcoming a challenge change someone's life?* Share your ideas with other pairs of students. Support your ideas using text evidence.



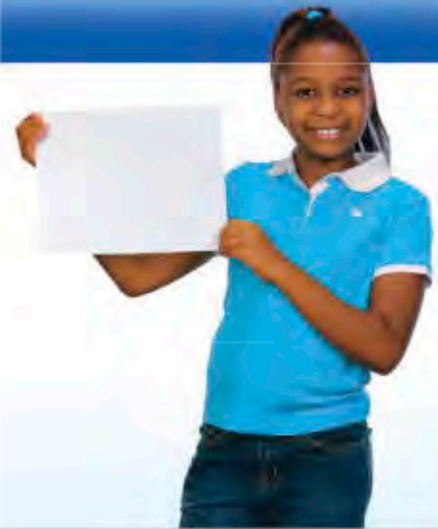
Classroom Conversation

Continue your discussion of “Elisa’s Diary” by explaining your answers to these questions:

- 1 Is Elisa a believable character? Why or why not? What text evidence supports your opinion?
- 2 What do you think is the hardest part of learning a new language?
- 3 What does the end of the story show about Elisa’s character?

COMPARE STORY SETTINGS

Discuss It In “Elisa’s Diary,” readers see Elisa in two settings, at home and at school. With a partner, use the details in the story to compare and contrast these two settings. Then discuss how Elisa acts, feels, and thinks in each place. Share what you learn about Elisa’s character from the differences and similarities you find.

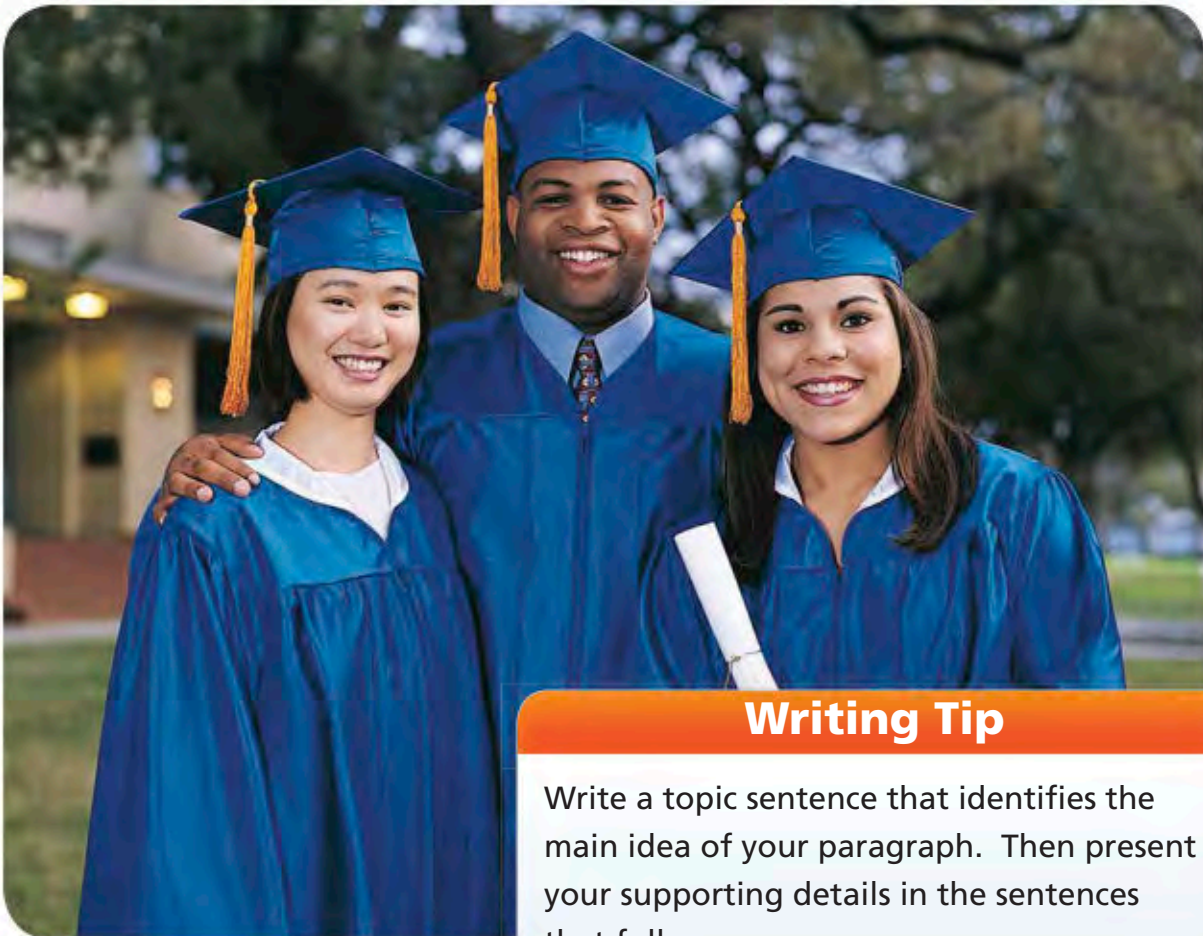


Performance Task

WRITE ABOUT READING



Response A conflict in a character's past may affect his or her future. Write a paragraph explaining the conflict that Elisa faces in the story. Tell how she overcomes it. Also include your opinion about how this conflict may have influenced Elisa's choice of career. Support your points with quotations, details, and other text evidence.



Writing Tip

Write a topic sentence that identifies the main idea of your paragraph. Then present your supporting details in the sentences that follow.

Lesson 5

POETRY



✓ GENRE

Poetry uses sensory language and the sounds and rhythms of words to express feelings in a variety of forms.

✓ TEXT FOCUS


Imagery is the use of sensory words and details to create images in readers' minds. Poets use imagery to help readers see, hear, smell, taste, and feel elements written about in poems.

WORDS FREE AS CONFETTI

BY PAT MORA
ILLUSTRATED BY ALESSANDRA
CIMATORIBUS

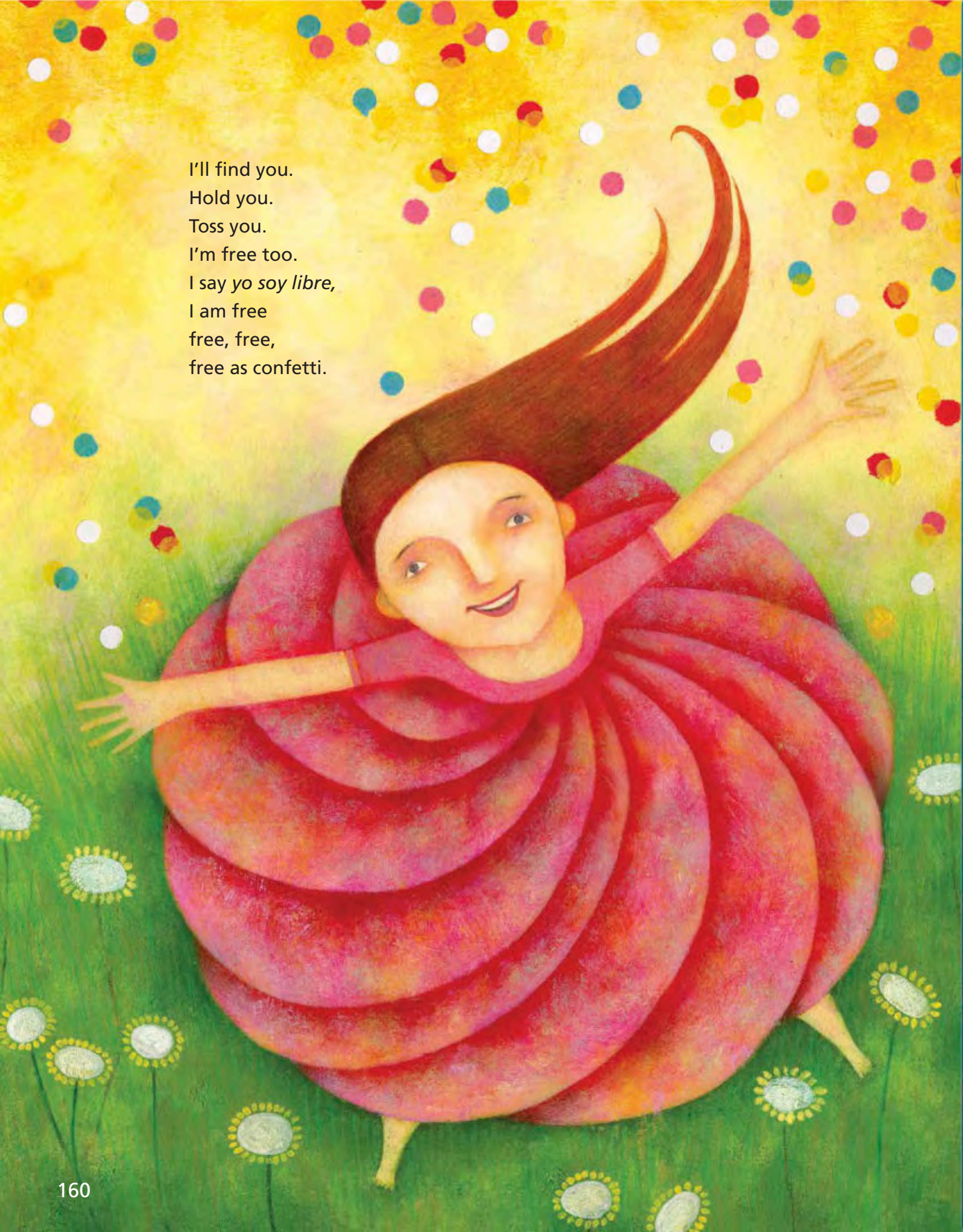
Come, words, come in your every color.
I'll toss you in a storm or breeze.
I'll say, say, say you,
taste you sweet as plump plums,
bitter as old lemons.
I'll sniff you, words, warm
as almonds or tart as apple-red,
feel you green

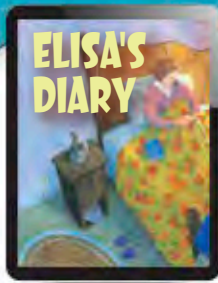
and soft as new grass,
lightwhite as dandelion plumes,
or thorngray as cactus,
heavy as black cement,
cold as blue icicles,
warm as *abuelita's* yellowlap.
I'll hear you, words, loud as searoar's
purple crash, hushed



as *gatitos* curled in sleep,
as the last goldlullaby.
I'll see you long and dark as tunnels,
bright as rainbows,
playful as chestnutwind.
I'll watch you, words, rise and dance and spin.
I'll say, say, say you
in English,
in Spanish,

I'll find you.
Hold you.
Toss you.
I'm free too.
I say *yo soy libre*,
I am free
free, free,
free as confetti.





Compare Texts

TEXT TO TEXT

Compare Texts About Language “Elisa’s Diary” and “Words Free as Confetti” share the topic of language. With a partner, discuss how the views of language are the same or different in each text. Make a list of quotes and examples from the texts to support your thoughts. Then share a summary of your key points with the class.



TEXT TO SELF

Write About a Challenge In “Elisa’s Diary,” the main character overcomes a challenge in order to be successful. Think of a challenge you have overcome. Write a short composition describing the challenge, your feelings about it, and what you learned.



TEXT TO WORLD

Compare Themes Find the poem's theme by thinking about its title and the reason the poet compares words to confetti. What is confetti like? What images does the poet create with words? Then use what you’ve learned to state the poem’s theme. Compare that theme to the message “Elisa’s Diary” conveys. Explain how these messages can be useful around the world.



Grammar

How Are Plural Nouns Formed? A noun that names only one person, place, or thing is a **singular noun**. A noun that names more than one person, place, or thing is a **plural noun**. Most plural nouns are formed by adding -s or -es. Some are formed in other ways and need to be memorized.

Singular Nouns	Plural Nouns
Robin made one shot in the first half.	She made a total of five shots in both halves.
The coach spoke at a rally.	The coaches spoke at rallies.
The man runs like a deer.	The men run like deer.

A **collective noun** names a group of people, animals, or things that act as a unit. A collective noun is treated as a singular noun, unless it names more than one group or collection.

singular collective noun
Our local team wins the tough games.

plural collective noun
Our local teams win the tough games.

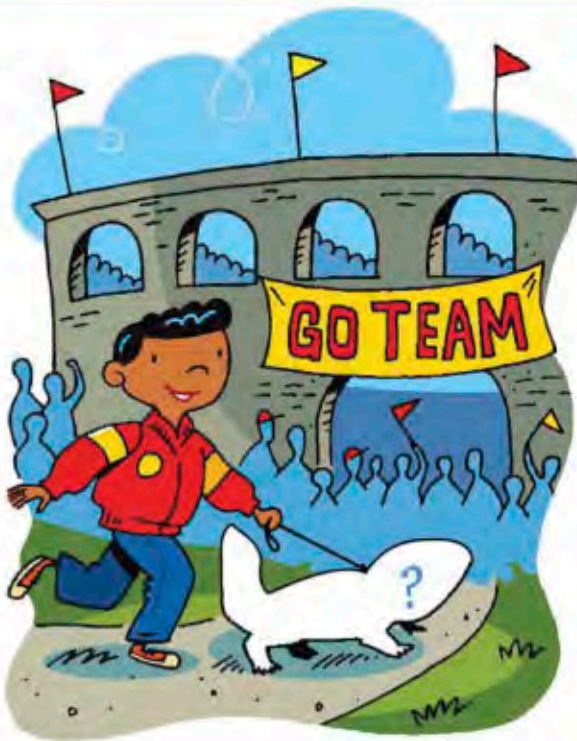
Try This!

Copy each sentence onto a sheet of paper. Change the underlined singular nouns to plural nouns.

- 1 The new student greeted the teachers.
- 2 During recess, friends sat on the bench.
- 3 The frisky squirrel gathered acorns.
- 4 The new books are on the shelf.

You have learned how to use singular and plural nouns to show exactly what you mean. Using exact nouns in your writing will create clear pictures for your readers. It also will help make your writing interesting and easy to understand.

Less Exact Noun



A fan brought his pet to the track meet.

More Exact Noun



A fan brought his iguana to the track meet.

Connect Grammar to Writing

As you revise your fictional narrative, add exact nouns that will make your descriptions easy for readers to understand. Remember that exact nouns can be singular or plural. They create clear pictures in your writing.

- ▶ Writing as a Process: Revise and Edit
- ▶ Writing Narratives: Dialogue and Description



Reading-Writing Workshop: Revise

Narrative Writing

✓ Conventions When you revise a **fictional narrative**, use dialogue to give characters their own distinct voices and personalities. Use varied sentence types and end punctuation to add expression to the things your characters say. Set off each speaker's dialogue with quotation marks so readers can follow conversations in your story.

Chermaine drafted her story using the story map she had made. Later, as she revised the story, she added dialogue to bring her characters to life and make her story more realistic.

Revised Draft

"I can't believe those losers won," Ike
moaned. He looked stunned.

~~When Mrs. Mack's class won the Grade 5~~

~~Basketball Playoff, the other team looked~~
He and his team

~~stunned. They had never fought so hard in~~

their lives. With only two minutes left in

the game, the score had been tied. Ike was

dribbling the ball when elly managed to steal

and shoot
~~it. She turned and shot~~ from the middle of the

court—a three-point shot!

Writing Process Checklist

Prewrite

Draft

▶ Revise

- Did I create distinctive voices for my narrator and each character?
- Did I include only events that are important to my plot?
- Did I use natural-sounding dialogue and exact details?
- Did I use transitions to show my sequence of events?
- Did I pace my narrative effectively?
- Did I provide a strong conclusion?

Edit

Publish and Share

Beating the Basketball Bullies

by Chermaine Jones

"I can't believe those losers won," Ike moaned. He looked stunned. He and his team had never fought so hard in their lives. With only two minutes left in the game, the score had been tied. Ike was dribbling the ball when Elly managed to steal it and shoot from the middle of the court—a three-point shot! From that moment on, it was no contest. Elly's team won the Grade 5 Basketball Playoff, and the crowd went wild.

It was not the outcome the students in the stands had expected. They knew Ike and his team had hogged the practice court at recess every day and tried to intimidate the other fifth-grade team.

"Practice won't help you guys, anyway," Ike had sneered at the other team.

But Elly and her players hadn't been discouraged. They had practiced at the city gym every evening instead, and they had kept their spirits up. As the winning team walked off the court, Elly grinned. "Hey, Ike," she yelled. "Better luck next year!"

Reading as a Writer

What did you learn about the characters from the dialogue?
Where can you add dialogue to give your characters a voice?

In my final story, I added dialogue to give my characters a voice. I also capitalized proper nouns.



Write a Story

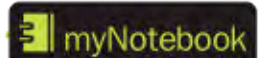
TASK In the essay “Consider This” at the end of *Off and Running*, you read about some of the requirements for running for school office and pursuing a career in politics. In *Vote for Me*, you read tips for using election advertisements to run a successful campaign for school office.

Reread these two texts and look for important details about running for office in a school election. Now, write a story about what might happen if you were to run for class president. Use ideas from “Consider This” and *Vote for Me* in your story. Remember that the audience for your story is your teacher and your classmates and, perhaps, your family.

Make sure your story

- includes characters, a conflict, and a setting.
- contains a logical sequence of events within the plot.
- contains dialogue and vivid language that develop your characters.

PLAN



Use the annotation tools in your eBook to gather evidence to support your ideas.

Gather Information What are some qualities a student might need in order to run for school office? What can a candidate do to gain support and votes? What would make a good platform for a campaign? Revisit the texts as necessary and choose information from them that you can use in your story.

Characters	Setting
Plot Events	

Write Your Story Now begin working on your story. Use the flow chart and what you have already learned about writing a story to create your draft.

Write your rough draft in *myWriteSmart*. Focus on getting your ideas down rather than perfecting your word choices.

BEGINNING

Write the **beginning** of your story. Introduce your **characters** and your **setting** in a way that will grab readers' attention. Include descriptions of the characters and setting, using **sensory and concrete words and details**. Tell readers about the **conflict** your main character will have to **resolve**, or overcome.

MIDDLE

Develop the **middle** part of your story by telling about the events that happen as characters work on resolving the conflict. Use **dialogue** and **vivid descriptions** that express what the characters feel and think. Remember to use **transitions** to connect events so readers can see the order in which things happen.

ENDING

In your **ending**, tell how the conflict is resolved. Explain how your characters feel about the outcome. Be sure you provide readers with a **satisfying and memorable conclusion**.

REVISE



Review Your Draft Remember that the revision and editing steps give you a chance to look carefully at your writing and make changes. Work with a partner to determine whether your story includes clear descriptions of the characters, setting, and conflict and how that conflict is resolved through a logical sequence of events.

Have your partner review your story in *myWriteSmart* and note where the story is not clear. Discuss how to make improvements.

Purpose and Organization

- Will the start of my story grab readers' attention?
- Does my story's beginning introduce characters, a setting, and a conflict?
- Does my story have a plot that contains events that happen in a logical order?
- Does my story have a strong and memorable conclusion?

Development and Elaboration

- Have I used dialogue to show how my characters feel and act?
- Did I use transitions to show the order of events?
- Have I included sensory and concrete words and details?
- Have I used vivid descriptions?

Conventions

- Does my story include a variety of complete sentences?
- Did I use quotation marks to show when each character starts and stops speaking?
- Is my spelling, punctuation, and capitalization correct?

PRESENT

Create a Finished Copy Write or type a final copy of your story. You may want to include illustrations. Choose a way to share your story with your classmates. Consider these options.

1. Read your story aloud to your classmates, using appropriate tone and expression.
2. Publish your story on a school website or self-publishing website and ask for feedback from readers.
3. Collect the stories and bind them together in an anthology for your classroom library.