

UNIT 4

The Power of Storytelling 477

Lesson

16

TOPIC: Visual Arts

Vocabulary in Context 478

Read and Comprehend: Author's Purpose • Monitor/Clarify 480

Lunch Money REALISTIC FICTION 482

by Andrew Clements • illustrated by Adam Gustavson

Dig Deeper 494

Your Turn 496

Zap! Pow! A History of the Comics

INFORMATIONAL TEXT 498

Compare Texts 501

Grammar/Narrative Writing 502



Lesson

17

TOPIC: Creative Inventions

Vocabulary in Context 506

Read and Comprehend: Story Structure • Infer/Predict 508

LAFF SCIENCE FICTION 510

by Lensey Namioka • illustrated by Hiromitsu Yokota

Dig Deeper 526

Your Turn 528

From Dreams to Reality INFORMATIONAL TEXT 530

Compare Texts 533

Grammar/Narrative Writing 534



Lesson

18

TOPIC: Creative Writing

Vocabulary in Context 538

Read and Comprehend: Fact and Opinion • Analyze/Evaluate 540

The Dog Newspaper AUTOBIOGRAPHY 542

by Peg Kehret • illustrated by Tim Jessell

Dig Deeper 552

Your Turn 554

Poetry About Poetry POETRY 556

Compare Texts 559

Grammar/Narrative Writing 560



Lesson

19

TOPIC: Community Involvement

Vocabulary in Context 564

Read and Comprehend: Author's Purpose • Summarize 566

Darnell Rock Reporting REALISTIC FICTION 568

by Walter Dean Myers • illustrated by Jérôme Lagarrigue

Dig Deeper 582

Your Turn 584

Volunteer! PERSUASIVE TEXT 586

Compare Texts 589

Grammar/Narrative Writing 590



Lesson

20

TOPIC: Human-Animal Interaction

Vocabulary in Context 594

Read and Comprehend: Story Structure • Question 596

The Black Stallion ADVENTURE 598

by Walter Farley • illustrated by Robert Barret

Dig Deeper 614

Your Turn 616

Horse Power INFORMATIONAL TEXT 618

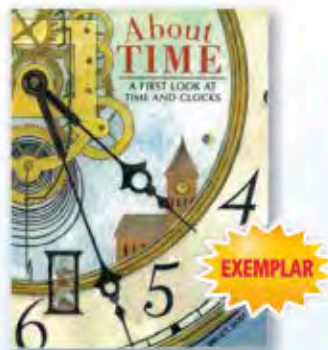
Compare Texts 621

Grammar/Narrative Writing 622



Performance Task

Write a Literary Analysis 626



About Time: A First Look at Time and Clocks

INFORMATIONAL TEXT

by Bruce Koscielniak



Lesson

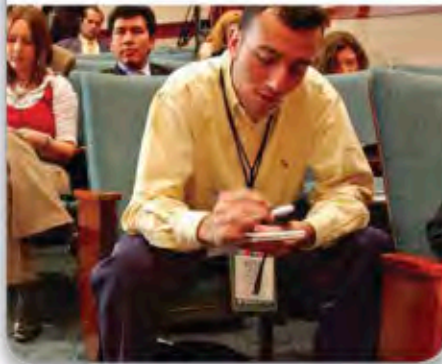
18



Vocabulary in Context

1 career

The **career**, or chosen work, of a journalist involves carefully gathering the facts.



2 publication

A news **publication** might take the form of a newspaper, news magazine, or website.



LANGUAGE DETECTIVE

Talk About the Writer's Words

Nouns are words that name people, places, animals, or things. Work with a partner. Find the blue Vocabulary words that are nouns. What clues did you use? Use the nouns in new sentences.

3 background

Years of experience as reporters often give TV newscasters their needed **background**.



4 household

This boy delivers newspapers to nearly every **household** in his neighborhood.



- ▶ Study each **Context Card**.
- ▶ Break each Vocabulary word into syllables. Use a dictionary to verify your answers.

5 **insights**

During interviews, reporters hear the **insights** and opinions of other people.



6 **required**

TV cameras are often **required**, or needed, to record all the action at a sports event.



7 **uneventful**

This meteorologist predicts an **uneventful** week. The weather won't change much.



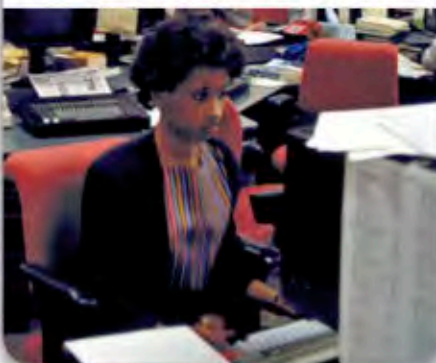
8 **edition**

A special **edition**, or version, of a newspaper might be published after a huge news event.



9 **formula**

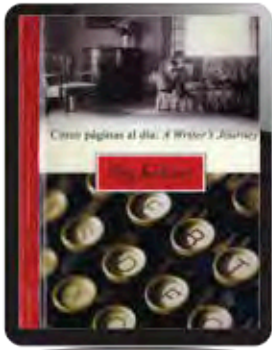
Use this **formula**, or rule, in all news articles: tell *who*, *what*, *when*, *where*, *why*, and *how*.



10 **destruction**

Papers reported that the **destruction** caused by the hurricane left some people homeless.





Read and Comprehend

✓ TARGET SKILL

Fact and Opinion “The Dog Newspaper” contains both facts and opinions. **Facts** are statements that can be proven true or false. **Opinions** express someone’s thoughts, feelings, or beliefs. They often begin with phrases such as *I think* or *It seems*. As you read the selection, use this graphic organizer to record quotes and details from the text that include important facts and opinions.

Facts	Opinions

✓ TARGET STRATEGY

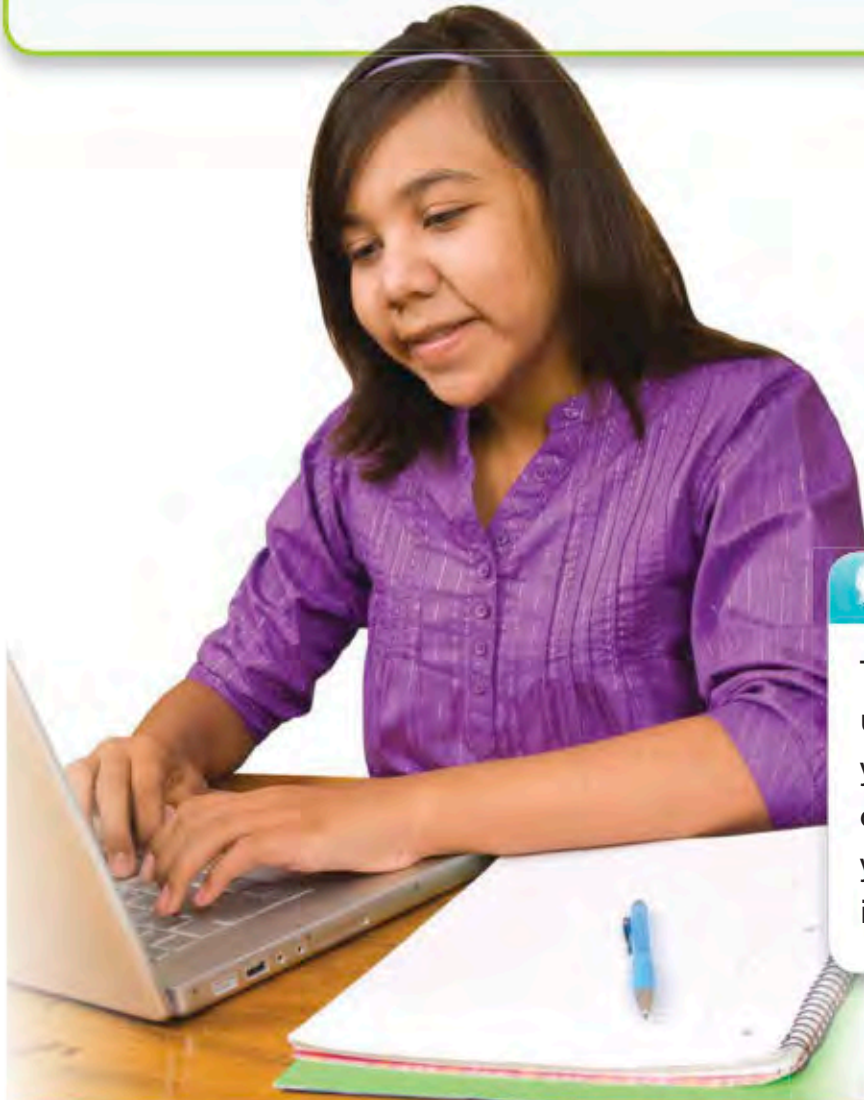
Analyze/Evaluate As you read “The Dog Newspaper,” **analyze**, or look closely at, the facts and opinions the author presents. **Evaluate**, or judge, how well the author uses reasons and evidence to support her opinions and key points.

PREVIEW THE TOPIC

Creative Writing

Have you ever expressed your ideas imaginatively in a poem, a short story, or even an e-mail? If so, then you have practiced creative writing. You can use creative writing to invent new stories or to describe real people, places, and events.

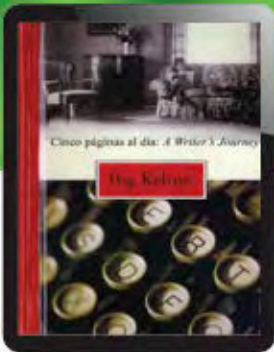
In “The Dog Newspaper,” the author tells a true story about publishing a newspaper when she was a child. Her writing is lively and creative. However, her newspaper about dogs was not very creative, so it did not last long!



Talk About It

Think about a time when you used creative writing to express your feelings or ideas or to communicate with others. Write your answer. Then share your ideas with your classmates.

ANCHOR TEXT



✓ GENRE

An **autobiography** is a person's account of his or her own life. As you read, look for:

- ▶ first-person point of view
- ▶ the author's personal thoughts and feelings
- ▶ information about the author's life



MEET THE AUTHOR

Peg Kehret

B.J. may have been the first animal to inspire Peg Kehret's writing, but he certainly was not the last. The author loves animals and lives with several adopted pets. She has written both fiction and nonfiction, including *Shelter Dogs: Amazing Stories of Adopted Strays*.



MEET THE ILLUSTRATOR

Tim Jessell

Tim Jessell calls his digital illustration style realistic "with a twist." He used to be a drummer for a rock band, but now he spends most of his time either with his three children or practicing the sport of falconry with his bird, Spike.

The Dog

Newspaper


from **Five Pages a Day**

by Peg Kehret • selection illustrated by Tim Jessell



ESSENTIAL QUESTION

What do facts and opinions contribute to a story?



I began my writing **career** at the age of ten when I wrote and sold the *Dog Newspaper*. This weekly **publication**, which cost five cents a copy, reported on the local dogs.

I interviewed every neighbor who had a dog. “What exciting thing has your dog done?” I asked.

People responded, “All Fluffy does is eat, sleep, and bark at the mailman.” Or, “Max’s only excitement is his daily walk on the leash.” Such answers did not lead to important news stories.

I didn’t give up. “If your dog could talk,” I asked, “what do you think he would say?”

“Feed me,” was the most common answer, followed by, “Let’s play.”

What could a writer do with such boring material? The solution sat at my feet, wagging his tail.

The first issue of the *Dog Newspaper* featured my dog, B.J., on the entire front page. Although his life at that time was as **uneventful** as the lives of the other neighborhood dogs, B.J. had a unique **background**.



Uncle Bill, my mother's younger brother, was a soldier in the U.S. Army during World War II. While in Germany, his unit went into a town that had recently been bombed. As they searched for survivors in a destroyed building, they came across a mother dog and her litter of puppies. The mother dog was dead. So were all the puppies except one.

The soldiers, who had seen far too much of death and **destruction**, carefully lifted that little brown dog from his littermates. One soldier tucked the puppy inside his jacket to keep him warm. The men fed him from their own food supplies, shared water from their canteens, and decided to keep him as the company mascot.

From then on, wherever Uncle Bill and his comrades went, the dog went, too. They named him B.J. because he was a Big Job to take care of, especially when they were fighting a war.

B.J. grew bigger and stronger as he traveled with the soldiers, tagging along on every mission and somehow surviving even when the men were too busy to pay attention to him.

As the soldiers fought to protect the free world, B.J. did his duty, too. He slept with them in foxholes; he trudged long miles across burned and barren land; he helped search rubble for signs of life. Most of all, he offered love and laughter to a group of lonely, weary men who were far from home.

When the war ended, the soldiers rejoiced. Soon they would be going home to their loved ones. But what about B.J.? They knew they could not leave him in Germany. The German people were faced with the task of rebuilding their cities and their lives; no one wanted to bother with a dog, especially a dog who belonged to the Americans.

The men decided to chip in enough money to fly B.J. back to the United States. Then they had a drawing to see who got to keep him. Each soldier wrote his name on a slip of paper and put the paper in a helmet. The winning name was drawn: Bill Showers! My uncle.

Uncle Bill lived with my family, so B.J. was flown from Germany to Minneapolis, where my parents picked him up at the airport and drove him to our home in Austin, Minnesota.

I was nine years old and delighted by the addition of this wire-haired schnauzer (at least, we thought he might be a schnauzer) to our household.

According to Uncle Bill, B.J. understood many commands in both English and German. Since none of us spoke German, we had no way to prove this claim.

B.J. quickly became my dog. Although B.J. was overjoyed when my uncle arrived home after his discharge, Uncle Bill did not stay in Austin long. He got married and headed to the University of Minnesota, where dogs were not allowed in student housing. B.J. stayed with my family.

I showered him with loving attention. I brushed him, tied ribbons on his collar, took him for walks, and read aloud to him. B.J. seemed especially fond of the Raggedy Ann and Andy stories, which were favorites of mine as well.

ANALYZE THE TEXT

Main Ideas and Details What main ideas has the author included so far? How are they supported by details? Explain how these details help you relate to the author's life.



B.J. had lived with us for a year when I launched the *Dog Newspaper*. He was a fascinating front-page subject, and the first **edition** of the *Dog Newspaper* sold twelve copies.

Even though my lead story **required** little research, this sixty cents was not easy money. All those interviews about the neighbor dogs took time. Also, I grew up before there were copy machines, so I couldn't just go to the local copy center and run off twelve copies of the paper. Using a pencil, I wrote every word twelve times. Then I delivered my newspapers and collected my pay.

B.J. and I became famous on our block. Neighbors were enthralled by the story, and I gobbled up congratulations on my writing the way B.J. ate his dinner. All of my customers agreed to purchase the next issue of the *Dog Newspaper*.

Giddy with success, I immediately began writing the second issue. The neighborhood dogs were still every bit as boring as they had been a week earlier, so I decided to repeat my winning **formula** and use B.J. as the main article again. Since I had already told the only unusual thing about my dog, this time I wrote a story called "B.J.'s Gingerbread House."



Our new washing machine had arrived in a large cardboard box. I kept the box to create a special house for B.J., who slept in the basement every night.

I spent hours decorating the box, copying a picture of a gingerbread house that was in one of my books. I colored curlicues; I blistered my hands cutting designs in the cardboard; I painted flowers on the sides. The gingerbread house was absolutely breathtaking.

At bedtime that night, I took B.J. down to the basement and put his blanket in the beautiful gingerbread house. I petted him and kissed him and told him I knew he would sleep well.

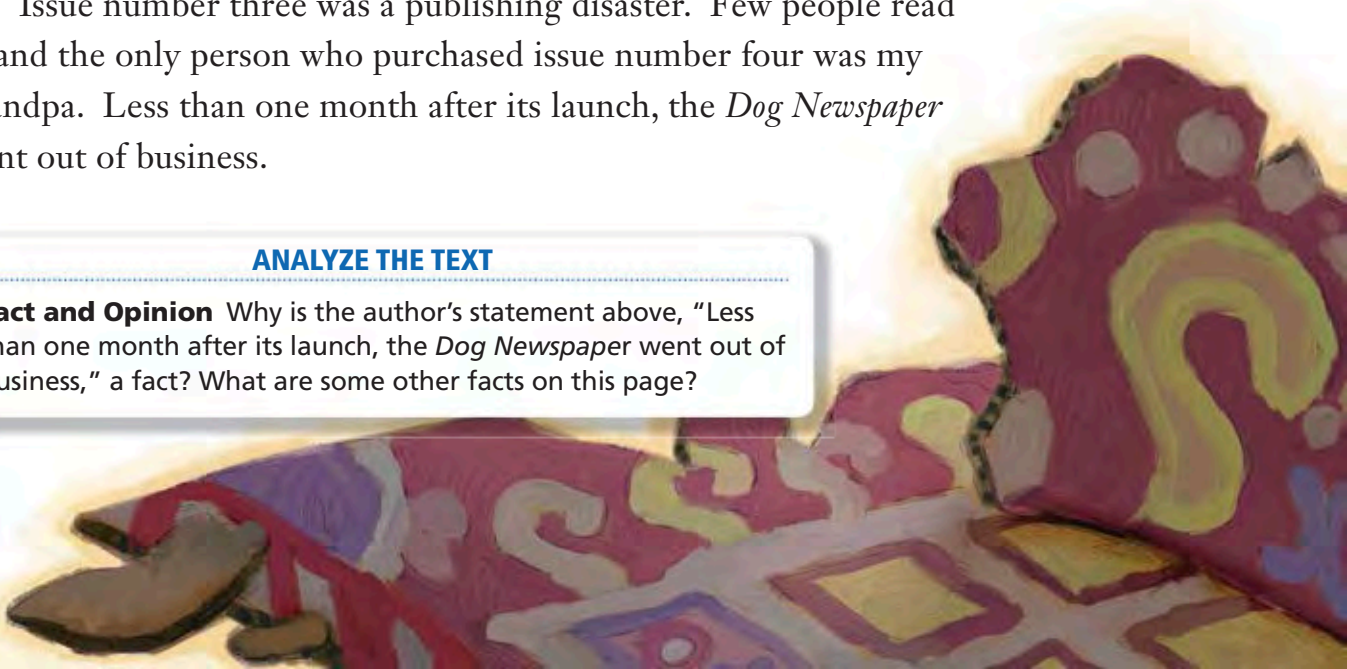
The next morning, I couldn't believe my eyes. B.J. had licked the glue from the cardboard, creating a sticky mess in his beard, and had chewed the house into dozens of pieces. He pranced toward me through the wreckage that littered the floor.

This story was quite a bit shorter than the story of B.J.'s rescue from a bombed-out house in Germany—and far less interesting. I filled the rest of issue number two of the *Dog Newspaper* with stirring reports such as “Rusty Knocks over Garbage Can” and “Cleo Chases Cat.” After I delivered my papers, I eagerly waited for more compliments on my exciting journalism. None came. The next issue was even worse. Since B.J. still had done nothing newsworthy, I used the front page to describe what a beautiful and great dog he was. The other dogs, as always, got brief mention on the back page. Desperate to fill the space, I even wrote a story titled “Skippy Gets a Bath.”

Issue number three was a publishing disaster. Few people read it, and the only person who purchased issue number four was my grandpa. Less than one month after its launch, the *Dog Newspaper* went out of business.

ANALYZE THE TEXT

Fact and Opinion Why is the author's statement above, “Less than one month after its launch, the *Dog Newspaper* went out of business,” a fact? What are some other facts on this page?





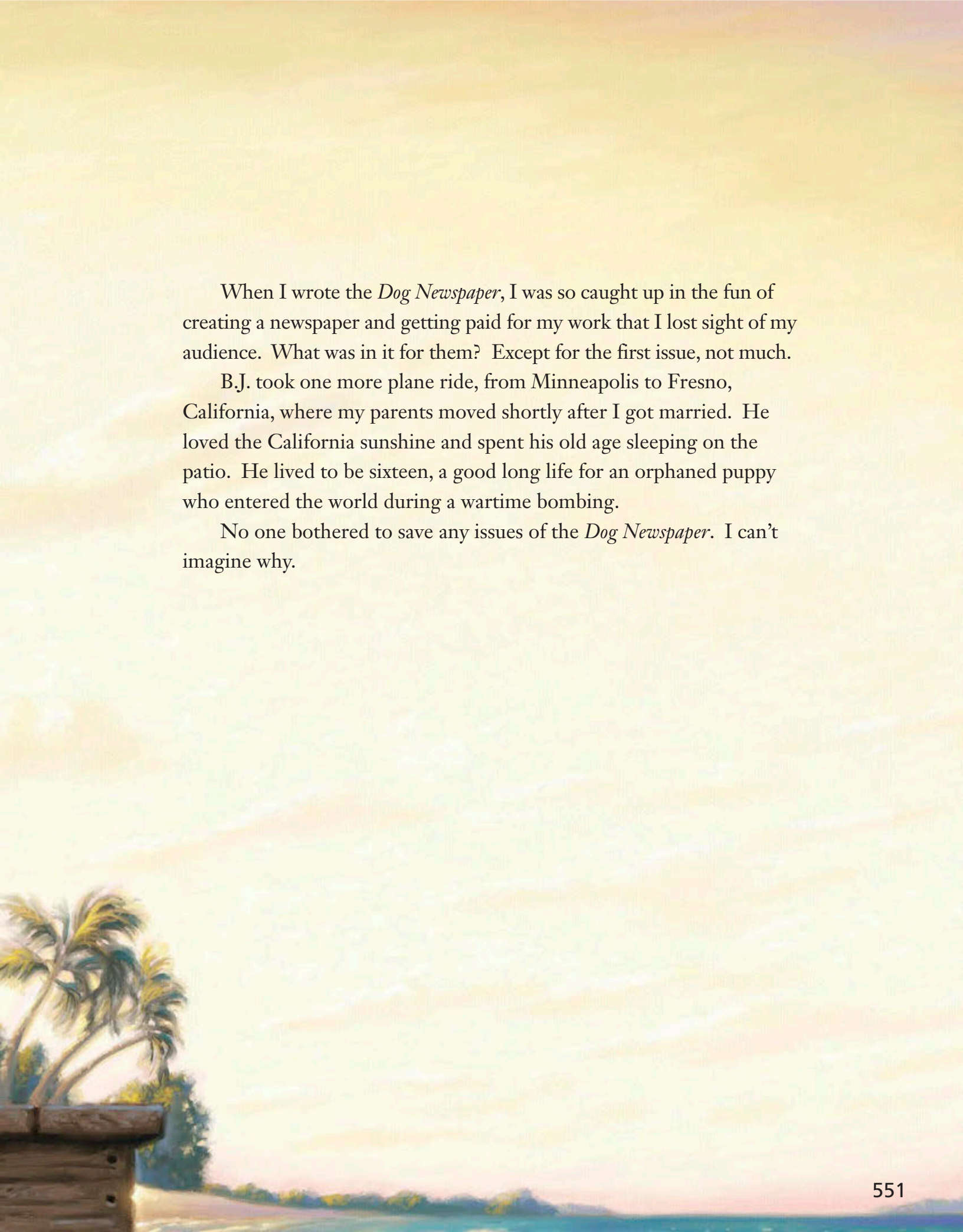
I believed my writing career was over. My mistake, I thought then, was always putting my own dog on the front page. Now I realize that having dull material was an even bigger error. Would the *Dog Newspaper* have succeeded if I had featured Rusty or Fluffy or Cleo? Probably not, because Rusty, Fluffy, Cleo, and all the other neighborhood dogs hadn't done anything special.

If Fluffy had gotten lost and been returned home in a police car, or if Cleo had won a prize in a dog show, or if Rusty had given birth to puppies, then perhaps the neighbors would have wanted to read my articles.

Now I know that if I want people to read what I write, I must write something that they find interesting. I need exciting plots, unique information, and fresh **insights**.

ANALYZE THE TEXT

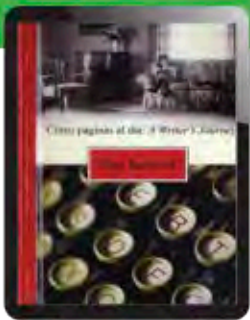
Narrative Pacing At what points in the story does the author speed up or slow down the narrative? What techniques does she use to do so?



When I wrote the *Dog Newspaper*, I was so caught up in the fun of creating a newspaper and getting paid for my work that I lost sight of my audience. What was in it for them? Except for the first issue, not much.

B.J. took one more plane ride, from Minneapolis to Fresno, California, where my parents moved shortly after I got married. He loved the California sunshine and spent his old age sleeping on the patio. He lived to be sixteen, a good long life for an orphaned puppy who entered the world during a wartime bombing.

No one bothered to save any issues of the *Dog Newspaper*. I can't imagine why.



Dig Deeper

Use Clues to Analyze the Text

Use these pages to learn about Fact and Opinion, Main Ideas and Details, and Narrative Pacing. Then read “The Dog Newspaper” again to apply what you learned.

Fact and Opinion

Authors of autobiographies use both facts and opinions to tell the stories of their lives. **Facts** are pieces of information that can be proved true or false. For example, the statement “That dog is a miniature schnauzer” is a fact. A veterinarian or a dog breeder could tell you whether the statement is accurate. **Opinions** are statements that tell thoughts, feelings, or beliefs. Someone might have the opinion that miniature schnauzers are great pets. Another person might say they are too fierce.

In “The Dog Newspaper,” look for facts about the author’s life and also about her dog B.J. Find reasons and evidence that support the author’s opinions and key points. Record details and accurate quotes from the text as you identify facts and opinions.

Facts	Opinions

Main Ideas and Details

Shorter texts often focus on developing only one **main idea**. The main idea is what the text is mostly about. The **details** that the author includes support this central idea. In “The Dog Newspaper,” the author conveys to readers an important idea about writing. She develops her main idea by describing her experiences and by sharing her thoughts and opinions.

MAIN IDEA



Narrative Pacing

Although autobiographies are nonfiction, authors may use some of the same techniques that fiction writers do to keep their readers' attention. One technique is to vary the **pacing**, or the speed at which the narrative moves along. For example, an author may slow the narrative by adding description or pausing to share thoughts about an event. A **flashback** can keep the narrative moving by telling about earlier events in a brief and interesting way.



Your Turn

RETURN TO THE ESSENTIAL QUESTION



Review the selection to prepare to discuss this question: *What do facts and opinions contribute to a story?* Take turns quoting examples of facts and opinions from the selection as text evidence to support your ideas.



Classroom Conversation

Continue your discussion of “The Dog Newspaper” by explaining your answers to these questions:

- 1 What details make the author’s story interesting to readers?
- 2 How could the author have made her newspaper more interesting?
- 3 If the author were to write a dog newspaper today, what resources would she have that she lacked years ago?

ANALYZE AUTHOR’S PURPOSE

A Different Outlook At the end of the selection, the author reflects on her early writing efforts. She offers facts and opinions about her newspaper. With a partner, analyze her reasons for including this information. Discuss what these details reveal about the author’s outlook and how it has changed since she created the newspaper. Use text evidence to support your thoughts.



Performance Task

WRITE ABOUT READING



Response The author of “The Dog Newspaper” believes that writers attract readers by writing about interesting topics. Do you agree? Does the author thoroughly support her view in the text? Write a paragraph to explain why you agree or disagree with her claim. Examine the author’s reasons and evidence, and include your own supporting details from the text.

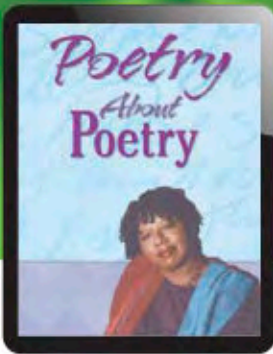


Writing Tip

State your opinion clearly at the beginning of the paragraph. Include a conclusion that summarizes or restates the main idea you want your readers to understand.

Lesson 18

POETRY



✓ GENRE

Poetry uses the sound and rhythm of words to suggest images and express feelings in a variety of forms.

✓ TEXT FOCUS

Form Poets may use different line shapes, line lengths, and groupings of lines called *stanzas* to create rhythm, to focus a reader's attention on certain images, or to reinforce meaning.

Poetry About Poetry

Poetry lovers agree that a really great poem can turn an uneventful afternoon into an exciting one for the reader. The poets on these pages write about their love of poetry or about poetry itself. Think about what you like most about poetry. Is it the rhythm of the language, the images it creates, or the way it makes you feel?

To Write Poetry/ Para escribir poesía

by Francisco X. Alarcón

To write poetry
we must
first touch
smell and taste
every word

Para escribir poesía
debemos
primero tocar
oler y saborear
cada palabra

Nikki Grimes

Genius

by Nikki Grimes

“Sis! Wake up!” I whisper
in the middle of the night.

Urgently, I shake her
till she switches on the light.

The spiral notebook in my hand
provides her quick relief.

It tells her there’s no danger
of a break-in by a thief.

“Okay,” she says, then props herself
up vertically in bed.

She nods for me to read my work.
I cough, then forge ahead.

The last verse of my poem leaves
her silent as a mouse.

I worry till she says, “We have
a genius in the house.”



How would you feel if you suddenly discovered your sister or brother was a poet? Nikki Grimes writes about this in her poem “Genius.” In it, she uses insights from her own background.

Grimes had always wanted a career as a poet and writer. Her first poem was accepted for publication while she was in high school and was printed in an edition of a poetry journal. She was always close to members of her household, especially her sister. As you read “Genius,” think about how Grimes shows the sisters’ feelings for each other.



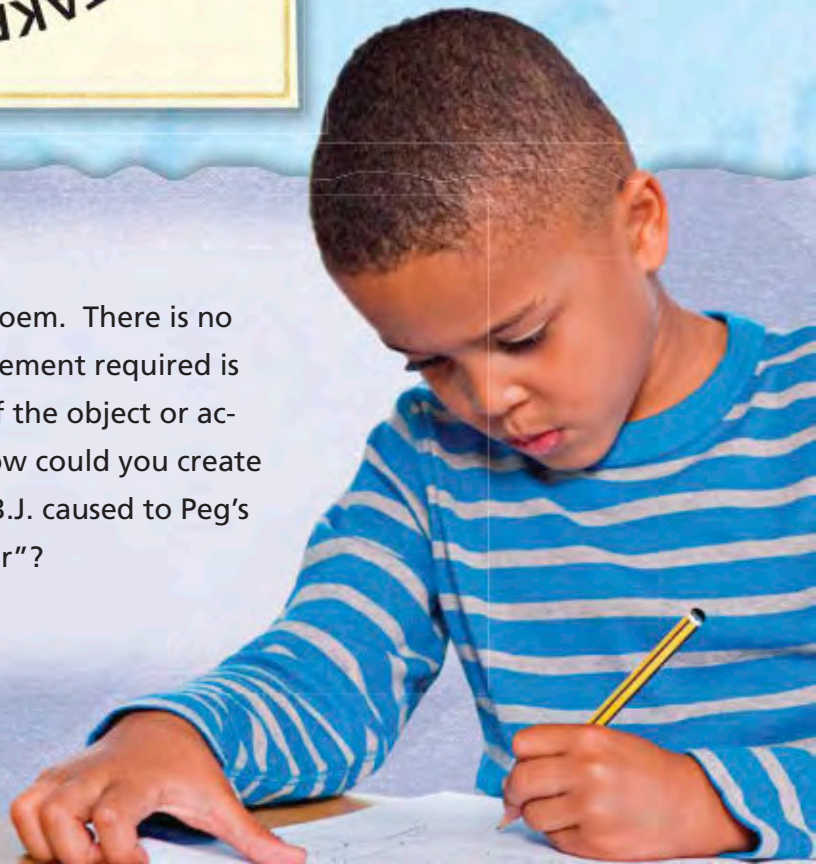
A Seeing Poem

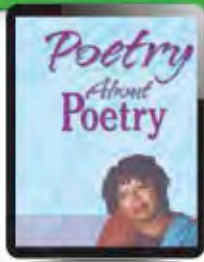
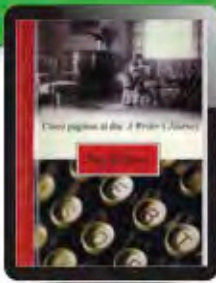
by Robert Froman

TURN THEM TO ON A LIGHT IN SOMEONE'S MIND
A SEEING POEM HAPPENS WHEN WORDS TAKE A SHAPE THAT HELPS THEM TO

Write a Concrete Poem

Write your own concrete, or seeing, poem. There is no exact formula for writing one. The only element required is that the words you use create the shape of the object or action your poem describes. For instance, how could you create a concrete poem to show the destruction B.J. caused to Peg's gingerbread house in "The Dog Newspaper"?





Compare Texts

TEXT TO TEXT

Compare Narrator and Speakers The author of an autobiography narrates his or her own story. Poets use a speaker to communicate the message of a poem. With a partner, use text evidence to identify the theme or message about writing in “The Dog Newspaper” and in each of the three poems in “Poetry About Poetry.” Then discuss how the narrator or speaker in each text communicates the theme. What techniques does each writer use to convey the message?



TEXT TO SELF

Write About Yourself Think about how the author of “The Dog Newspaper” tells the story of her creation of the first issue of her neighborhood paper. What language and devices does she use to help readers relate to her experience? Write a short paragraph about an interesting project you have worked on. Present your information in ways that will help readers relate to you and your experience.

TEXT TO WORLD

Research Rescue Dogs Revisit the flashback about B.J. on pages 545–546. Think about how B.J.’s rescue and experiences helped him survive his time in Germany. Then work with a group to find information, either in print or online, about rescue dogs. Discuss whether you think B.J. would have made a good rescue dog and why.



Grammar

Prepositions and Prepositional Phrases **Prepositions** are words that show relationships between other words in a sentence. Some common prepositions are *above, after, at, during, for, through, in, of, to,* and *with*. Prepositions convey location, time, or direction. **Prepositional phrases** begin with a preposition and end with a noun or pronoun. They add meaning and details to sentences.

Prepositions and Prepositional Phrases	
Direction	A dog walker was moving <u>toward</u> the park.
Time	She had been walking three dogs <u>for an hour</u> .
Location	She stopped <u>at</u> the smallest dog's home.
Additional Details	A woman <u>with red hair</u> happily patted her dog.

Try This!

Copy these sentences onto a sheet of paper. Circle each preposition. Then underline each prepositional phrase and explain whether its function is to convey location, time, or direction, or to provide details.

- 1 I am the dog walker for our family's dog.
- 2 We always walk to the southern part of town.
- 3 We visit the park on Seventh Street.
- 4 We play fetch the stick until five o'clock.
- 5 I write entries in my dog walker's diary.

In your writing, you can combine two short sentences by using a prepositional phrase. If two sentences tell about one subject, you can combine them by moving a prepositional phrase from one sentence to the other.

Short Sentences



Our dog Growler chased a cat.



Growler ran into Mr. Hernandez's garden.

Combined Sentence



Our dog Growler chased a cat into Mr. Hernandez's garden.

Connect Grammar to Writing

As you revise your autobiography, look for short sentences that you can combine by moving a prepositional phrase from one sentence to the other. Using a variety of sentence lengths will make your writing more interesting to read.

Narrative Writing

Development The author of “The Dog Newspaper” makes her feelings clear when she says she was “giddy with success.” When you revise an autobiography, add words that express your own thoughts and feelings, and include details that help your readers picture the event in your life that you are writing about.

Amanda drafted an autobiography about a special summer in her life. Later, she revised it to express her feelings more clearly and to improve her sentence fluency.

Use the Writing Checklist below as you revise your writing.

Revised Draft

Writing Checklist

Development

Does my narrative reveal my inner thoughts and feelings?

Organization

Did I establish a sequence of events and provide a strong conclusion?

Purpose

Will my beginning grab my readers' attention?

Elaboration

Did I use concrete words and sensory details?

Conventions

Did I combine sentences for better flow?

Did I use correct spelling, grammar, and punctuation?

couldn't wait

I ~~wanted~~ to show him to my best friend,

Ana. I called her and let her know that I

had a surprise, and we agreed to meet.

at the

~~There was a~~ neighborhood park. The real

surprise was that when I got ~~there~~ ^{to the swing set}, I saw

her holding a new puppy, too. Both of our

families had adopted puppies!

Final Copy

Puppy Pals

by Amanda West

Two years ago, I experienced the best summer of my life. My family adopted a sweet little shelter puppy, and I fell instantly in love. We named him Max, after my grandpa, and he fit into our household instantly. I was in love from the first time I saw him!

I couldn't wait to show him to my best friend, Ana. I called her and let her know that I had a surprise, and we agreed to meet at the neighborhood park. The real surprise was that when I got to the swing set, I saw her holding a new puppy, too. Both of our families had adopted puppies!

One rainy day, when we were stuck indoors, I had a brilliant idea. I invited Ana and her puppy over for a puppy party. I put out little doggy toys and treats, but as soon as Ana arrived, the puppies started chasing each other around the house. A potted plant spilled out all over the rug. The pups grabbed a sock and played tug-of-war until it was ruined. The mess was a bit difficult to clean up, but the day was wonderful. Ana and I and our puppies were inseparable for that entire summer. Our dogs have become great friends, and they have allowed Ana and me to become even closer friends, as well.

Reading as a Writer

What thoughts or feelings does Amanda express in her autobiography? How can you make your thoughts and feelings clear in your writing?

In my final paper, I added words and details to show my voice and to paint a clear picture for readers. I also used prepositional phrases to combine sentences.

