Did you know that a red-eyed tree frog flashes its red eyes and neon orange and green body when it is scared? Even if tests make you nervous, Performance Coach will help you do your best on them. You won’t even have to turn colors!
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Historical Texts  Student Edition pages 86–99

LESSON OVERVIEW

Objectives
Students will:
• read, identify, and analyze different types of historical texts.
• identify main ideas and details in a historical text.
• analyze text structures.
• examine the purposes of graphic features used in historical texts.
• apply vocabulary strategies to determine the meanings of domain-specific words.

Discussion Questions
▷ What can you learn from reading a historical text?
▷ What do historical texts have in common with other nonfiction texts?
▷ Why is identifying the organization of a historical text important to understanding its content?

Differentiation

Lesson Support  Guide students who have difficulty identifying main idea and supporting details to draw an organizer by tracing their hand on a sheet of paper. Using the paragraph about Neil Armstrong on Student Edition page 87, have students write the main idea in the “palm” of the hand and supporting details in each “finger.” Discuss how the hand makes a good model because the palm holds the most important idea while the fingers provide separate, supporting details.

Students may have trouble identifying cause-and-effect relationships. Provide additional practice by writing sentence strips for students to circle the cause, underline the effect, and explain their work. For example:
• The snow was heavy, so many roads were closed.
• Since it was cold, we wore heavy coats.
• My sister is in bed because she has a cold.

Lesson Extension  Based on pictures and descriptions from the passages and other print and online resources, have students create a diorama of a scene from the Oregon Trail. They can then write a description of the diorama or make a presentation to the class.

Standards
RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, L.3.6

Key Terms
cause cause and effect domain-specific vocabulary
effect graphic feature historical text illustration
main idea map photograph sequence supporting detail timeline
Historical Texts
The two historical texts in this lesson describe aspects of travel on the Oregon Trail. As you review this lesson with students, help them identify elements of each text, such as main idea and details, text structures, and graphic features, so they can make connections across the texts.

Have students page through their social studies textbooks for pictures of how people lived long ago. Discuss how the text accompanying the pictures represents an example of historical text because it describes how people lived and how the past connects to life today. Refer to the examples during the lesson as you develop the purpose of historical texts.

Types of Historical Texts
Review the types of historical texts in the chart on Student Edition page 86—speech, document, nonfiction book, and biography. Provide examples of each, such as a biography of inventor Thomas Edison, a speech by a U.S. president, or the Declaration of Independence. Then ask students to classify the following items by text type: birth certificate (document), Abraham Lincoln: A Life (biography), The Pilgrims: A Talk (speech).

Main Idea and Details
Review main idea and supporting details using the paragraph about Neil Armstrong on Student Edition page 87. Have students read the paragraph and follow the instructions. They should circle the main idea (“Neil Armstrong’s love of flight”) and underline the supporting details (“began when he was six,” “flew model airplanes,” “learned to fly a real plane,” “was a Navy pilot, an airplane designer, and an astronaut,” “flew...on a trip to the moon”).

Text Structure
To illustrate cause and effect, give this example: It started to rain, so I opened my umbrella. Ask students which event is the cause and why (the rain; it makes something happen) and which event is the effect (“I opened my umbrella”). Then have students read the sample sentences at the bottom of Student Edition page 87. Ask:

- “What is the cause? That is, what makes something else happen? Underline it.” (The Declaration of Independence was signed.)
- “What is the effect? In other words, what happened because the Declaration of Independence was signed? Circle it.” (We celebrate Independence Day on July 4.)
- “What signal words show that cause-and-effect relationship?” (As a result) Have students draw a box around those words.

Common Errors
Students might think that a cause always comes before an effect in a text. While it is true that the cause happens before the effect, the text might state the effect before the cause. In the sentence “We turned back because the trail ended,” the cause (“the trail ended”) follows the effect (“We turned back”).

After reviewing sequence structure, have students read the paragraph at the top of Student Edition page 88 and circle the time-order words (“On January 24, 1848,” “At first,” “Then,” “Soon,” “By the end of 1849”). To confirm understanding, have students number the key events in the paragraph. (1. Gold was discovered. 2. A newspaper printed the story. 3. People rushed to California. 4. The number of settlers grew.)

Graphic Features
Ask questions to develop understanding of the graphic features that can appear in historical texts. Explain that a map sometimes has a title, caption, or other clue to indicate what it shows. Ask, “What place is shown on this map? How do you know?” (Missouri; the state name is shown in bold print on the map)

Point out that most timelines read from left to right, like the text in a book, but some read from top to bottom. Ask, “Where would you find the first event on this timeline? the last?” (on the left; on the right)

Ask students to compare and contrast a photograph and an illustration. Explain that both are pictures and can include captions (point out the brief caption below the illustration of the wagon). A photograph, however, shows a person, place, or event as it actually was. An illustration is a drawing that shows an artist’s version of what something looks like. Ask students to find examples of each kind of graphic feature posted around the classroom or in a newspaper, magazine, or social studies textbook.
Language Spotlight • Domain-Specific Vocabulary

Have students use what they know about domain-specific vocabulary to underline examples of Native Indian homes. In general, unfamiliar words preceded by context clues about shelters, such as “dome-shaped” and “covered with sheets of tree bark,” clue students that a word should be underlined. (Students should underline wigwams, longhouse, and tepees.) Remind students to look for domain-specific vocabulary in their reading and to use context clues and reference materials to learn what the words mean.

Journal Prompt  Which historical topic would you like to read more about: astronaut Neil Armstrong, the signing of the Declaration of Independence, or the California Gold Rush? Write a few sentences explaining your choice.

COACHED EXAMPLE

Using the Passage

Students will read a historical text about the Oregon Trail. Encourage students to draw on what they learned in Getting the Idea to identify main ideas and details, and to determine causes and effects.

Text Complexity Details

“Wagons West”

Qualitative

LOW  MIDDLE LOW  MIDDLE HIGH  HIGH

Implied purpose but can be inferred; the graphic is important to understanding of text; uses somewhat complex language that is domain specific; requires moderate levels of domain-specific content knowledge

Quantitative  580L

Reader-Text-Task  Students might find the abundance of dates, place names, and numerical information overwhelming, as well as the domain-specific vocabulary. Students will need to identify cause-and-effect relationships and cite supporting evidence for main ideas.

Answers

1. Students should match causes with their effects.
   A–3; B–1; C–2

   Students should be able to infer each cause and its effect from information in the text. For example, relating to choice A, the second and third sentences in paragraph 1 say, “It was the only settled part of our country. As a result, the area was crowded.”

ELL Support  To help students deal with the many place names in the passage, remind them that place names are proper nouns that begin with capital letters. Write and preview the following words from the passage “Wagons West” on the board: East Coast, Oregon Territory, Oregon Trail, Oregon Valley, and Independence, Missouri. Have students underline these words in the passage or label them with self-stick notes on the accompanying map, and read each one aloud. Remind students to look for these names in their reading, recall that these names are places, and refer to the map as necessary while reading.
2. This item has two parts. Students should identify the main idea and then the details that support it.
   **Part A** B
   Several paragraphs in the passage describe the work that families did to prepare for the trip.
   **Part B** B; D; E
   Each selected fact describes a specific need that families addressed as they packed, such as food, bedding, clothing, and farming equipment.

3. Students should underline a context clue for the meaning of *pioneers*.
   *First settlers* is a context clue for *pioneers*.
   Students should underline the words *first settlers* in sentence 2. The word *These* preceding *first settlers* indicates that the subject of this sentence (first settlers) is the same as that of the one before it (pioneers), and therefore functions as a synonym.

4. This item has two parts. Students should tell where the Oregon Trail ended and identify how they know this information.
   **Part A** D
   **Part B** Possible response: The text explains that the Oregon Trail followed a path west, so it makes sense that the trail ends in Oregon. The map shows that the western end of the trail ends in Oregon City.
   Students should review where the pioneers started their journey (Independence, Missouri), and then follow the map from this point on.

---

### LESSON PRACTICE

#### Using the Passage
Students will complete the Lesson Practice independently. The Reading Guide helps students monitor their comprehension while they read and apply the skills and strategies they learned in this lesson. Students can take notes in the margins or mark up the text as they read.

#### Text Complexity Details
"Children on the Oregon Trail"

**Qualitative**

<table>
<thead>
<tr>
<th>LOW</th>
<th>MIDDLE LOW</th>
<th>MIDDLE HIGH</th>
<th>HIGH</th>
</tr>
</thead>
<tbody>
<tr>
<td>Implied purpose but easy to identify based on context; largely explicit connections between ideas; simple graphic that supplements understanding of the text; uses some domain-specific language</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Quantitative** 570L

**Reader-Text-Task** Students may have little prior knowledge about the topic, yet they will grasp the main idea. Students will need to identify text structures and use details from the text and the photograph to summarize the text.

**Answers**

1. **Part A** Possible response: The passage uses a sequence text structure.
A historical text tells about real events, real people, or real places from long ago. Historical texts can tell:

- how people lived.
- when and where events took place.
- where places were and what they looked like.
- how the past and the present connect.

The purpose of a historical text may be to inform or persuade readers. When the purpose is to inform, most authors present the facts and details without sharing their point of view. When the purpose is to persuade, authors try to encourage readers to think a certain way or to do something.

**Types of Historical Texts**

Different types of historical texts give different information. Read the chart below.

<table>
<thead>
<tr>
<th>Historical Text</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>speech</td>
<td>a spoken opinion or report about a topic</td>
</tr>
<tr>
<td>document</td>
<td>an official paper about a law or an agreement</td>
</tr>
<tr>
<td>nonfiction book</td>
<td>a text that gives facts and details about a topic from history</td>
</tr>
<tr>
<td>biography</td>
<td>a book that tells the true story of a person’s life</td>
</tr>
</tbody>
</table>
Main Idea and Details
Like other nonfiction texts, the main idea of a historical text is what the text is mostly about. Supporting details give important information about the main idea. They help readers understand the main idea by backing it up with evidence.

Read this paragraph. Circle the main idea and underline the supporting details.

Neil Armstrong’s love of flight began with an airplane ride when he was six. From then on, he wanted to fly higher and faster. He flew model airplanes and learned to fly a real plane before he could drive a car. As an adult, Armstrong was a Navy pilot, an airplane designer, and an astronaut. He flew his highest and fastest on a trip to the moon. On July 20, 1968, Neil Armstrong became the first person to walk on the moon.

Text Structure
Text structure is how a text is organized. The most common structures in historical texts are cause-and-effect and sequence.

A cause-and-effect structure explains why different things happen. It shows how events are connected. A cause is the event that happens first. The effect is what happens as a result of the cause. Authors use signal words to show cause and effect. These include because, for this reason, due to, and as a result.

Read these sentences. Underline the cause and circle the effect. Draw a box around cause-and-effect signal words.

The Declaration of Independence was signed on July 4, 1776. As a result, we celebrate Independence Day every year on the fourth of July.

A sequence structure tells events in order. Dates and time-order words help identify the sequence of events. Time-order words include first, then, before, after, and finally.
Circle the words that show sequence in this paragraph.

On January 24, 1848, gold was discovered in California. At first, the discovery was a secret. Then, a newspaper printed a story about the gold. Soon many people were traveling to California to look for gold. By the end of 1849, the number of settlers living in California had grown from 1,000 to 100,000.

**Graphic Features**

Graphic features, such as diagrams and maps, are visual aids that help explain the text or give extra information. Here are some examples of graphic features in historical texts.

- **A map** is a drawing that shows where places or things are located.

  ![Map of Missouri and the Missouri River](image)

  - **A timeline** shows when events happened. The dates and events are shown in time order along a line or bar.

  **Oregon Trail Events**

<table>
<thead>
<tr>
<th>Year</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1841</td>
<td>Nearly 1,000 people leave from Elm Grove, Missouri.</td>
</tr>
<tr>
<td>1843</td>
<td>First wagon train leaves from Independence, Missouri, carrying 47 people.</td>
</tr>
<tr>
<td>1845</td>
<td>Nearly 5,000 travelers leave from Independence and Westport, Missouri.</td>
</tr>
<tr>
<td>1847</td>
<td>Mormon settlers leave Illinois and settle in Utah.</td>
</tr>
</tbody>
</table>

Strand 2: Working with Informational Texts
• A **photograph** is a picture that shows an event as it really happened. This photograph shows President Theodore Roosevelt making a speech many years ago.

[Image of President Theodore Roosevelt speaking]

• An **illustration** is a drawing that shows what something looks like. A **caption** gives more information about it.

[Image of a covered wagon pulled by oxen labeled “Covered wagon pulled by oxen”]

**Language Spotlight • Domain-Specific Vocabulary**

In historical texts, you may see **domain-specific vocabulary**, or words that relate to a certain topic. These words may be unfamiliar because they are not used in everyday language. Context clues, a glossary, or a dictionary can help you learn what the words mean. Read the paragraph. Circle the words that name Native American homes.

Native Americans built many different kinds of homes. Some lived in dome-shaped wigwams covered with sheets of tree bark. Several Iroquois families could live in one longhouse, which looked like a long, wide wigwam. Plains Indians lived in tentlike structures called tepees.
Wagons West

In the 1830s and 1840s, most Americans lived on the East Coast. It was the only settled part of our country. As a result, the area was crowded. Land was hard to find.

Many traders, though, had been out west. They returned with exciting stories. The Oregon Territory had plenty of open land. It had great soil for crops. This news excited many people. Some Americans wanted new opportunity. Adventurers wanted excitement. So, thousands of families decided to move west. They packed up their belongings and traveled along the Oregon Trail, a two thousand-mile route between Missouri and the Oregon Valley.

The pioneers began their trip in early spring. These first settlers wanted to reach Oregon before winter. But they had to wait for grass to grow. The animals needed the grass to eat along the trail. Most people left from Independence, Missouri. Others joined from smaller towns along the way.
The trip was difficult. The only way to go was by wagon train, a group of wagons pulled by horses, mules, or oxen. Each wagon could hold about five people. A trip could last five months.

Moving west was a big decision because it cost so much money. Families spent around $1,000 for their food supply and wagon. This was a huge amount of money for families long ago, when people usually earned only a few dollars each week.

Families took as many supplies and household goods as their animals could pull. But the wagons could hold only so much. Therefore, many people had to sell or leave some things behind. Selling some of what they had, though, helped to pay for the trip.

Getting ready was key. There was not much to buy or trade along the route. So, supplies for the entire trip had to be carried in the wagon train. Travelers had to bring all of their food, such as flour, coffee, and salt. They brought all their tools for cooking and eating. They packed all of their bedding, towels, clothing, and shoes. They packed seeds and farming tools to grow crops. They brought weapons for protection and hunting.

Whatever the reason people made the trip west, it took planning and courage. Following the Oregon Trail was hard. The pioneers who braved it changed both their own lives and America.
Answer the following questions.

1. Match each cause on the left with its effect on the right.

A. Only the East Coast was settled.  
1. People packed up and moved west.

B. Families wanted more land or opportunity.  
2. Families had to sell some of their belongings.

C. All supplies had to fit in the wagons.  
3. Cities and towns were overcrowded.

**Hint** Remember that a cause is an event that makes another event happen.

2. Read both parts of the question before responding.

Part A

What is a main idea of “Wagons West”?

A. Most Americans in the mid-1800s lived on the East Coast.
B. Families had to prepare for their journey on the Oregon Trail.
C. Horses, mules, and oxen were used to pull wagons.
D. Pioneers had a hard time settling a new area.

Part B

Which details from the text support the main idea in Part A? Circle **all** that apply.

A. Each wagon could hold about five people.
B. Travelers had to bring all of their food, such as flour, coffee, and salt.
C. People usually earned only a few dollars each week.
D. They packed all of their bedding, towels, clothing, and shoes.
E. They packed seeds and farming tools to grow crops.

**Hint** Think about an important idea in the text. Then, look for facts that tell about that idea.
Read the paragraph from the passage and the directions that follow.

The pioneers began their trip in early spring. These first settlers wanted to reach Oregon before winter. But they had to wait for grass to grow. The animals needed the grass to eat along the trail. Most people left from Independence, Missouri. Others joined from smaller towns along the way.

Underline the words in the paragraph that explain the meaning of the word pioneers.

Hint Look for clues around pioneers to help you figure out its meaning.

The following question has two parts. First, answer Part A. Then, answer Part B.

Part A
Where did the Oregon Trail end?
A. Fort Kearny, Nebraska
B. Fort Laramie, Wyoming
C. Independence, Missouri
D. Oregon City, Oregon

Part B
How did you find the answer to Part A?
Write your answer on the lines below.

Hint Reread paragraphs 2 and 3 of the passage. Then study the map. What can you conclude about the end of the trail?
Children on the Oregon Trail

In 1851, Martha Gay Masterson left her home in Springfield, Missouri. She was sad and scared to leave. At the age of thirteen, she faced a long journey. Her family was starting on the Oregon Trail.

Like Martha, most children who made the trip west were sad. Their move was permanent. They would probably never again see the friends and family left behind.

What was it like for children on the Oregon Trail? It was a trip of both challenges and thrills. Storms and high winds blew across the land. Children slept on the ground, sometimes without a tent. They were often hungry and tired. Because their wagon was full, they walked most of the trip. That meant that even young children would walk about fifteen miles each day.

Children also had many chores to do. The long day started around 4:00 a.m. If the family had cows, children would herd and milk them. Then, they would gather wood or fetch water. If there was no wood, children collected buffalo chips to burn instead. Buffalo chips are dried buffalo waste. After children did their own chores, they helped their mothers cook and wash.
Lessons Practiced
Reading Guide

Which details tell that the trip was dangerous?

Which details tell about the pleasant parts of the trip?

Why were children ready to start their lives in Oregon? Identify the cause and effect in the last paragraph.

Life on the trail could be more than hard. It could be dangerous. Many people did not survive. Disease and accidents were the biggest risks. They claimed the lives of both children and adults. Brothers, sisters, and mothers sometimes drowned while crossing rivers. Children could fall under the wheels of a moving wagon.

The journey west was not all suffering, though. There were adventures, too. Pioneers crossed miles of beautiful, open grasslands. Millions of grazing buffalo covered the land. Children explored hot springs, waterfalls, and other natural features. They picked wildflowers, danced around campfires, and met Native Americans.

Children on the Oregon Trail were probably happy that there was no school. They did have time, though, for learning. Families had brought books along, so children could read nearly every day. Younger children were taught to read. Mothers helped their children with math and history. Many children wrote about their adventures in journals.

Children found ways to have fun. They created new games using buffalo chips. Telling rhymes, riddles, or jokes helped pass the time. Music did, too. Families sang hymns, ballads, and rounds. They played musical instruments such as fiddles and flutes that they had packed in the wagons.

When children reached the end of the Oregon Trail, they were about five months older. They were dirty and tired. The hard trip forced them to grow up fast. Now they were ready to start their new lives in the Oregon Territory.
Answer the following questions.

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

Part A
Read this paragraph from “Children on the Oregon Trail” and the directions that follow.

Children also had many chores to do. The long day started around 4:00 a.m. If the family had cows, children would herd and milk them. Then, they would gather wood or fetch water. If there was no wood, children collected buffalo chips to burn instead. Buffalo chips are dried buffalo waste. After children did their own chores, they helped their mothers cook and wash.

What text structure organizes the paragraph? Write your answer on the line below.

Part B
Circle three examples of signal words that helped you identify the structure of the paragraph.
2 Read these sentences from the text.

Life on the trail could be more than hard. It could be dangerous. Many people did not survive. Disease and accidents were the biggest risks. They claimed the lives of both children and adults.

Which statement describes how the sentences are organized?

A. The sentences describe a sequence of events.
B. The sentences tell how two events are different.
C. The sentences describe a problem and a solution.
D. The sentences explain a cause and effect.

3 Read both parts of the question before responding.

Part A
Which sentence best tells the main idea of “Children on the Oregon Trail”?

A. Her family was starting on the Oregon Trail.
B. Like Martha, most children who made the trip west were sad.
C. It was a trip of both challenges and thrills.
D. That meant that even young children would walk about fifteen miles each day.

Part B
Which sentences from the text support your answer to Part A? Circle all that apply.

A. What was it like for children on the Oregon Trail?
B. Children slept on the ground, sometimes without a tent.
C. They picked wildflowers, danced around campfires, and met Native Americans.
D. In 1851, Martha Gay Masterson left her home in Springfield, Missouri.
Read this paragraph from the passage and the directions that follow.

Like Martha, most children who made the trip west were sad. Their move was permanent. They would probably never again see the friends and family left behind.

What phrase or sentence from the paragraph explains the meaning of the word permanent? Write your answer on the lines below. Then, write the meaning of permanent.

How were children who traveled on the Oregon Trail able to continue learning, even though they did not go to school?

Write your answer on the lines below.
What was daily life like for children traveling on the Oregon Trail? Use specific details from both the illustration and the text to support your answer.

Write your answer on the lines below.