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Coach**



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Articles

Student Edition pages 66–77

LESSON OVERVIEW

Objectives

Students will:

- determine main ideas of a text and identify evidence that supports the main idea.
- draw on text evidence to make inferences.
- examine the structure of information in texts.
- use affixes and roots to define words.

Discussion Questions

- ▶ Why do people read articles?
- ▶ What kinds of information do articles contain?
- ▶ How is the information in articles organized?

Differentiation

Lesson Support If students struggle with identifying text evidence that supports main ideas or inferences, suggest that they reread sentences near the main idea. Text evidence adds details, facts, and examples to the main idea.

Remind students that when completing two- or three-part items, they should read all parts of the question before responding.

Lesson Extension To extend students' understanding of text structure, have them consider how the Coached Example or Lesson Practice passage could be structured differently. Ask them to explain a purpose the author might have for using a different text structure.

Standards

RI.5.1, RI.5.2, RI.5.5, RI.5.6, L.5.4.b

Key Terms

affix	informational
article	text
cause	main idea
chronological	nonfiction
order	problem
compare	root
contrast	sequence
effect	solution
evidence	structure
graphic feature	summarize
inference	text feature

1 GETTING THE IDEA

Types of Nonfiction

Ask students to suggest examples of **nonfiction** they have read. If students have not suggested **articles** published in newspapers, magazines, and on the Internet, guide them to consider the **informational text** found in these sources.

Main Ideas and Inferences

In this lesson, students will be asked to identify the **main idea** and supporting **evidence** in articles, as well as make **inferences** from text evidence. As you review the lesson with students, encourage them to mark the exact words that name the main idea so they can easily reference it as they search for supporting evidence and other details.

Explain that the main idea is the most important thing an author wants readers to know. An author often directly states the main idea of a passage or paragraph near the beginning. Point out that sometimes readers need to make inferences about what the author means but does not directly say. Readers must then use information the author provides along with personal knowledge about the topic or related topics to determine the author's meaning.

▲ **ELL Support** Use a web graphic organizer to help students understand the relationship between main idea and evidence. Draw the web so that the center circle is significantly larger than the outer circles to reinforce the main idea as the most important part of the information.

► Text Structure

Explain that understanding **text structure** is crucial to understanding nonfiction since the topic and the text structure are closely related. When readers know the structure, they can predict what information will be presented next. Identifying text structure in reading will also provide students with models for when they write nonfiction.

Chronological Order After students read the information about **chronological order** and **sequence**, discuss the difference between the two. Point out that sequence often involves steps, and chronology is associated with the passage of time. Then, direct students to read the passage about Pluto and circle the sequence clues. (*once, Then, 2006, Today*) Have volunteers explain how the text structure helps them anticipate new information. (Possible response: The word *then*, after the sentence with *once*, provides a clue that the next piece of information is about some kind of change for Pluto.)

Cause and Effect Have students read the passage about Earth's crust. Be sure they can identify the sentence that explains the **cause**. ("Temperatures are very high beneath Earth's crust.") If students cannot identify the **effect**, ask: "What happens when the temperature is very high?" ("[it] can melt rock")

Problem and Solution Point out that many informational articles about history show readers **solutions** that were found for difficult **problems**. Have students read the passage about sod houses and underline the pioneers' problem. ("the prairie lacked standard building materials") Discuss why the lack of typical building materials was a problem for pioneers. Then have students identify the solution. ("lived in sod houses built from thick-rooted prairie grasses") Discuss how the pioneers might have discovered that sod could be used as a building material.

Compare and Contrast Review the difference between **comparing** and **contrasting** with students. Then have them read the passage about reptiles. Ask students to identify what is being compared. (eggs) Then ask, "What feature of the eggs is being compared?" (the shell's texture) "Is the author making a comparison or a contrast between the reptile and bird eggs? (a contrast)

► Text and Graphic Features

Have students read the information about **text** and **graphic features**. Ask them to flip through their books and describe any features they see, such as headings, photographs, and captions. Discuss how these features help them understand the text.

▲ **Journal Prompt** *If you were a journalist reporting on the most important event of your week, what text structure would you use? Explain how your choice of structure would help readers connect ideas.*

Language Spotlight • Affixes and Roots

Have students identify the **roots** and **affixes** in *biologists* and *submarines*. (roots: *bio, ology, ist, mar*; prefix: *sub-*; suffixes: *-ine, -s*) Explain the meaning of each root and affix, as needed, and have students use the meanings to define the words as they are used in the passage. (Possible response: *Biologists* are people who study life; *submarines* are vehicles used under the sea.) Then have students look up the words in dictionaries and compare meanings.

Remind students to use what they know about roots and affixes when they come across unfamiliar words while reading.

▲ **Common Errors** *Some students may confuse the term word root with the term base word. Explain that they are different. A word root is a portion of a word that has been adopted from another language, most often Greek or Latin. A base word is a complete word that does not have any affixes. For example, loud is a base word. Louder and loudly have affixes attached to the base word loud.*

Standards Focus

Internet Research Have students use the Internet to research bicycle safety and answer the question “What is the most important part of bicycle safety?” Ask students to suggest keywords to use in their research, such as bicycle safety or bicycle safety tips. Remind them that sites ending with “.gov” and “.org” are usually appropriate for students to visit. Encourage students to gather information from more than one site. When they complete their research, have students present their responses to the question. As a class, explore similarities and differences in students’ ideas, encouraging them to defend their conclusions about the topic.

2 COACHED EXAMPLE

Using the Passage

Students will read an article about Ben Oppenheimer, an astrophysicist, and his research on extrasolar planets. Encourage students to draw on what they learned in **Getting the Idea** to identify main ideas and to make inferences.



Text Complexity Details

“Ben Oppenheimer: Planet Hunter”

Qualitative

LOW MIDDLE LOW MIDDLE HIGH HIGH

Implied meaning but easy to identify, overall structure is simple, largely explicit and familiar language, requires some discipline-specific content knowledge

Quantitative 820L

Reader-Text-Task The text will require the reader to visualize natural phenomenon and use evidence to determine the main idea.

Answers

1. This item has three parts. Students should identify two main ideas about the passage, find text evidence to support each choice, and use that information to write a summary of the passage.

Part A A; D

Students should understand that the passage is mostly about Oppenheimer’s interest in and study of exoplanets, and ways he’s developed to study these faraway objects.

Part B

Students should underline: “His special interest is extrasolar planets, commonly referred to as exoplanets. These are planets that circle stars other than our sun,” and “Special telescopes and cameras can capture this light and make images of it.”

Part C

Students should write a summary of the passage, including only the main ideas.

Possible response: The passage is about an astrophysicist, Ben Oppenheimer, who studies extrasolar planets. Because these planets are too far away to visit, he has to find other ways to study them. He has invented a camera that blocks out starlight, letting him better see the extrasolar planets.

2. Students should read each problem on the left and match it to its solution on the right.

A. 3; **B.** 2; **C.** 1

Students may need to go back to the passage to locate each problem. Once they locate a problem, they should read the information that comes after. This information will offer details on how Oppenheimer solved the particular problem. Then they should look for similar information in the right column for a match.

3. This item has two parts. Students should identify the meaning of *exo* before identifying the meaning of the word *exoplanet*, as it is used in the passage.

Part A D

Students should be able to use context to determine that *exo* means “outside.”

Part B B

Students may need to go back to the passage to determine the meaning of *exoplanet*. The author explains that an exoplanet circles a star other than our own, so it is outside of our solar system.

4. This item has two parts. Students should identify the text and graphic features found in the passage and then explain how those features help them understand the information in the passage.

Part A A; B; D

Part B

Students should explain how the headings, caption, and illustration in the passage help them understand the text.

Possible response: The headings tell me what information is in a section. They also help me quickly find where to look for specific information. The illustration lets me see information in the text that is difficult to visualize, and the caption tells me what the illustration shows.

3 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 “Music from Garbage”

Qualitative

LOW MIDDLE LOW MIDDLE HIGH HIGH

Purpose is implied but easy to identify, connections between ideas are largely explicit, follows the conventions of the genre, conversational language

Quantitative 970L

Reader-Text-Task The text will require the reader to make inferences about the author’s viewpoint and identify and compare the text structures of two passages.

Answers

1. C; D; E
2. A; D
3. Responses will vary. Possible response: I can make the inference that the author is impressed by “The Recycled Orchestra” because the author mentions several times that the instruments are made from garbage, but the musicians make great music

with them. For example, “his cello is constructed from an oil can and wood that were thrown out,” “a violin is made from a bowl and a block of wood,” and “a flute is made from a metal pipe and a spoon.”

4. **Part A** C

Part B A

5. Responses will vary. Possible response: In the section “Why Trash?” the author describes how grim the children’s world is. By including that quote, I can make the inference that the author wants readers to know just how important “The Recycled Orchestra” is to Cateura’s children.
6. Responses will vary. Refer to the scoring rubric on page xii. Top-scoring student responses should:
 - fully address all parts of the task and prompt.
 - include relevant evidence from the passage.
 - identify the structure of each passage, and compare and contrast the structures.
 - follow a logical pattern of organization.
 - express ideas clearly and concisely.
 - be appropriate for the purpose and audience.
 - use correct spelling, grammar, capitalization, and punctuation.

Articles

1 GETTING THE IDEA

Nonfiction is writing about real people, places, events, or things. Because it gives readers information or facts, it is sometimes called **informational text**. There are many types of nonfiction.

Type of Nonfiction	Purpose
biography	to tell the true story of a person's life
essay	to share the author's outlook or point of view
speech	to present a topic that is shared orally
textbook	to give factual information about a topic

One common type of nonfiction is an **article**. You can find articles in newspapers, magazines, and online. Every nonfiction article has a **main idea** that tells what the text is mostly about. **Evidence** is information that supports the main idea. Types of evidence include examples, facts, and quotes. Each paragraph also has a main idea and details that support the main idea of a passage. When you **summarize** a passage, you retell the main ideas in your own words. Read the following passage. Circle the main idea of each paragraph and underline the evidence used to support the main idea.

Riding a bicycle can be dangerous. More children ages five to fourteen are injured in cycling accidents than in any other sport. In fact, nearly three hundred thousand children are injured each year.

Be safe when you ride. Ride on the right side of the road with the flow of traffic. Obey all traffic signs and signals. Most importantly, wear a bike helmet.

When you read informational texts, you can use the available facts and details to make an inference. An **inference** is a decision based on text evidence and personal knowledge.

Text Structure

When authors write articles, they keep their readers in mind. Their purpose is to inform readers about a topic, so they use formal language and present facts in an objective way. This means the author stays neutral and doesn't express opinions.

To make information easier to understand, authors carefully organize how they present that information. How an author organizes a text is called **structure**. The structure helps you connect ideas in a text and better understand how parts of the text relate to the whole passage. Different structures present information in different ways.

Chronological Order The author presents events in the order in which events happened, or in **sequence**. Authors often use **chronological order**, or time sequence, to organize their writing. Dates and time-order words, such as *first*, *next*, and *last*, signal when things happen. Read the following passage and circle the words that provide clues about sequence.

Pluto was once the ninth planet in our solar system. Then, in 2006, scientists defined a planet as an object with a clear orbit around a star. Since Pluto does not have a clear orbit, it was reclassified. Today it is classified as a dwarf planet.

Cause and Effect The author shows the **cause**, or reason something happens, and its **effect**, or what happens as a result. Signal words, such as *because*, *since*, and *therefore*, can help you understand a cause and its effect. Read the following passage. Underline the cause and circle the effect.

Temperatures are very high beneath Earth's crust. They are so high that they can melt rock. This melted rock is called *magma*.

Problem and Solution The author states a **problem** and then presents a **solution**, or how the problem can be solved. Read the following passage. Underline the problem and circle the solution.

Many pioneers who settled the Great Plains lived in sod houses built from thick-rooted prairie grasses. This was because the prairie lacked standard building materials, such as wood or stone.

Compare and Contrast When authors **compare**, they tell how things are alike. When authors **contrast**, they tell how things are different. This structure uses signal words such as *similarly* and *in contrast* to show the relationship between ideas. Read the following passage. Underline the topic being compared.

Most reptiles lay eggs. The shell of a reptile egg is not hard like the shell of a bird's egg. Instead, a reptile's egg is soft and leathery.

Text and Graphic Features

A **text feature**, such as bold print and a heading, helps readers locate information quickly. A **graphic feature** is something that helps readers visualize information. Text and graphic features may include:

- a heading, which tells readers what a section of text is about and how it relates to the passage.
- a photograph, which helps readers visualize a topic.
- a caption, which explains what a photograph shows.
- a diagram, which is a drawing that shows the different parts of something, such as a machine or the human heart.
- a graph or chart, which shows facts or information in a visual way.
- a map, which is a picture that shows the location of things or places.

Language Spotlight • Affixes and Roots

A **root** is a word that cannot be reduced to make a smaller word. Many roots come from Latin or Greek. Roots that can stand on their own are called base words. An **affix** is a letter or group of letters added to a root to create a new meaning. An affix added to the beginning of a word is a **prefix**. An affix added to the ending of a word is a **suffix**.

Use what you know about affixes and roots to define the underlined words below. Then use a dictionary to verify the meaning of the words.

Some marine biologists use small submarines to explore the habitats of sea creatures.

Read the passage.

Ben Oppenheimer: Planet Hunter

Have you ever looked up at the night sky? Do you wonder what is out there? We know our sun is not the only star in the sky. We also know there are planets outside of our solar system. But what are these planets like? Could they support life?

Ben Oppenheimer wondered about these same questions. He was so curious that he became an astrophysicist. An astrophysicist is a scientist who studies the nature of stars and planets. The word comes from Greek: *astro* means “stars” and *phys* means “nature.”

Faraway Worlds

Oppenheimer studies planets at the American Museum of Natural History in New York City. His special interest is extrasolar planets, commonly referred to as exoplanets. These are planets that circle stars other than our sun. He and other scientists have already found more than eight hundred extrasolar planets. There may be thousands more.

The nearest extrasolar planet is about 25 trillion miles from Earth, too far away for people to visit. As a result, scientists have come up with a different way to study these exoplanets.

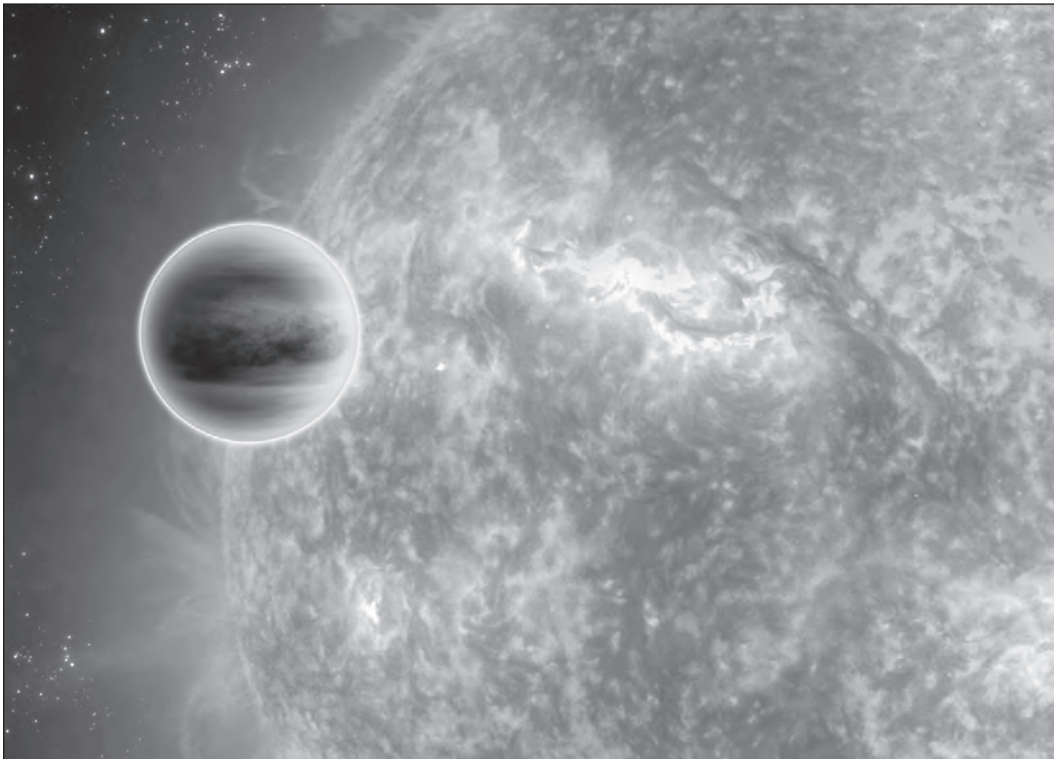
Seeing in Space

Oppenheimer and other scientists learn about extrasolar planets by studying the light they give off. Special telescopes and cameras can capture this light and make images of it. But the field of extrasolar planet study is new and the instruments are crude, so Oppenheimer spends a lot of time developing better tools.

One difficulty Oppenheimer had was being able to clearly see the faint light from an extrasolar planet. “The main problem is that the stars are hundreds of millions to billions of times brighter than the planets that orbit them,” Oppenheimer said in a recent article. “So the glare of the star wipes out any hope of really seeing the planets.”

To solve this problem, Oppenheimer invented a camera that blocks starlight, allowing the light from the planets to come through. “Think about having a bright light shining in your face,” Oppenheimer explains. “If you hold your hand up to block the light, you can see better.”

Now, Oppenheimer hopes that he and his team can use this camera to find many new planets—maybe even a planet like Earth that could support life.



Like our sun, some stars have planets that orbit them. This illustration shows an exoplanet and its sun.

Answer the following questions.

1 Read all parts of the question before responding.

Part A

Which main idea is developed in the passage? Choose **all** that apply.

- A.** Oppenheimer looks for planets that orbit stars other than our sun.
- B.** Oppenheimer studies planets with other scientists at the American Museum of Natural History.
- C.** Oppenheimer invents many of the tools he uses to help him study exoplanets.
- D.** Oppenheimer studies the light exoplanets give off in order to learn more about them.

Part B

Underline details in the passage that support the answer to Part A.

Part C

Use the answers to Part A and Part B to write a summary of the passage.

Write your answer on the lines provided.

Hint A main idea is what the author wants readers to learn about a topic. Examples, facts, and quotes should support the main idea.

2 Read the problem in each choice. Then, match each problem to its solution on the right.

A. Ben Oppenheimer wanted to learn about planets outside our solar system.

B. Glare from stars blocked out the light from exoplanets.

C. Instruments for exoplanet study are crude.

1. Oppenheimer spends a lot of time developing better instruments.

2. Oppenheimer invented a camera that blocks starlight but not the light from exoplanets.

3. Oppenheimer became an astrophysicist.

Hint Look for words such as *problem* and *solve* in the passage to help you identify problems and solutions.

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

Part A

Which **best** explains what *exo* in exoplanet means?

- A. inside
- B. extra
- C. opposite
- D. outside

Part B

Which **best** defines exoplanet, as it is used in the passage?

- A. a planet inside our solar system
- B. a planet outside our solar system
- C. a planet that is not like other planets
- D. a planet that has extra features

Hint The passage says an exoplanet is a planet that circles a star other than our own. Use this information to help define the prefix.

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

Part A

Which text and graphic features are used in the passage? Choose **all** that apply.

- A. heading
- B. caption
- C. graph
- D. illustration
- E. diagram
- F. map

Part B

Explain how the text and graphic features in the answer to Part A help you better understand the text.

Hint Remember that text features help readers locate information quickly, and graphic features present information visually.

Use the Reading Guide to help you understand the passage.

Music from Garbage

Reading Guide

What do you learn about the children of Cateura in the section “Why Trash?”

In what ways is trash an important part of life in Cateura?

Why is the outlook for children living in Cateura grim?

Juan Manuel Chavez picks up his cello. His bow touches the strings, and strains of Bach fill the air. If you closed your eyes, you might think you are listening to a cellist on stage in a grand symphony hall. But Juan Manuel is nineteen years old, and his cello is constructed from an oil can and wood that were thrown out in the garbage.

Why Trash?

Juan Manuel is part of “The Recycled Orchestra,” a youth orchestra in the South American country of Paraguay. Juan Manuel’s cello isn’t the only instrument in the orchestra made of trash. A violin is made from a bowl and a block of wood with strings held in place by a fork. A flute is made from a metal pipe and a spoon. In fact, all the instruments are made from trash.

The twenty-five young musicians in “The Recycled Orchestra” live in Cateura, one of the poorest towns in South America. Located right outside the Paraguayan capital, Asuncion, Cateura is the city’s landfill. Its 2,500 families live in the midst of the garbage next to a polluted river full of toxic chemicals.

Each day 1,500 tons of garbage are dumped at Cateura. To earn a living, many residents separate the trash and sell it. They also use the garbage to build their homes. Not surprisingly, the outlook for children who live there is grim. Nearly half of them must leave school because their families need them to work.

The musicians in “The Recycled Orchestra” live near a landfill like this one.



Reading Guide

What signal words in the section “From Humble Beginnings” provide clues about its text structure?

Think about the quotes the author includes. What do these quotes suggest about the author’s feelings toward the topic?

From Humble Beginnings

Aiming to keep Cateura’s children safe and out of trouble, music teacher Favio Chavez opened a music school there in 2007. But with only five instruments to share, the students often got bored.

Real instruments were too expensive. “A community like Cateura is not a place to have a violin,” Chavez said. “In fact, a violin is worth more than a house here.” Chavez asked one of the town’s residents to make instruments from trash.

With recycled instruments in hand, Chavez and his students got busy. “At first it was very difficult because we had no place to rehearse, and we had to teach in the same place where the parents were working in the trash,” said Chavez.

Since then, more than 120 children have learned to play musical instruments. Currently Chavez has about fifty students, about half of whom make up the orchestra.

Today “The Recycled Orchestra” is internationally acclaimed. Their performances in various countries have drawn attention and praise. A film has been made about them. And the Musical Instruments Museum in Arizona is setting up a permanent exhibit of their recycled instruments.

A Brighter Future

Chavez sees the orchestra as a way to a better life for its members and their families. “We are at a time when they definitely are changing their lives through the orchestra,” Chavez said. “We dream that families and children can have a better house and Internet access, so they can connect with opportunities.”

The orchestra helps its members find confidence and hope. “Music causes children to connect and feel they are building something together,” Chavez said. “Our orchestra feels special because the children make beauty out of garbage.”

The young people seem to agree. “When I listen to the sound of a violin, I feel butterflies in my stomach,” said Ada Maribel Rios Bordados, a thirteen-year-old violin player. “It’s a feeling I don’t know how to explain.”

A fellow musician added, “My life would be worthless without music.”

Answer the following questions.

1 Read the following sentence from the passage.

Not surprisingly, the outlook for children who live [in Cateura] is grim.

Which excerpt from the passage supports this statement? Choose **all** that apply.

- A. Juan Manuel is part of “The Recycled Orchestra,” a youth orchestra in the South American country of Paraguay.
- B. A flute is made from a metal pipe and a spoon.
- C. The twenty-five young musicians in “The Recycled Orchestra” live in Cateura, one of the poorest towns in South America.
- D. Its 2,500 families live in the midst of the garbage next to a polluted river full of toxic chemicals.
- E. Nearly half of them must leave school because their families need them to work.

2 Which main idea is developed in the passage? Choose **all** that apply.

- A. Aiming to keep Cateura's children safe and out of trouble, music teacher Favio Chavez opened a music school there in 2007.
- B. With recycled instruments in hand, Chavez and his students got busy.
- C. “We are at a time when they definitely are changing their lives through the orchestra,” Chavez said.
- D. Chavez sees the orchestra as a way to a better life for its members and their families.

- 3 What inference can you make about how the author views the topic of the passage? Use details from the passage to support your response.

Write your answer on the lines provided.

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

Part A

What does the word internationally mean, as it is used in the passage?

- A. including all nations
- B. relating to one nation
- C. involving more than one nation
- D. inside one nation

Part B

Which affixes help the reader understand the meaning of internationally?

- A. the prefix *inter-* meaning “between or among” and the suffix *-ly* meaning “in a way that is”
- B. the prefix *in-* meaning “not” and the suffix *-al* meaning “relating to”
- C. the prefix *intro-* meaning “inside” and the suffix *-al* meaning “relating to”
- D. the prefix *terr-* meaning “earth or land” and the suffix *-ly* meaning “in a way that is”

5 Read the following sentence from the passage.

A fellow musician added, "My life would be worthless without music."

What inference can you make about this musician's life? Why might he or she have made this statement? Use details from the passage to support your response.

Write your answer on the lines below.

6 What is the overall text structure of "Ben Oppenheimer: Planet Hunter" and "Music from Garbage"? Compare and contrast how the authors of both passages use text structure to organize and present information. Use details from the passages to support your response.

Write your answer on the lines below.
