5th ELA LEAP Practice
Week 2

1. Complete each day's work. Read the information and answer the Practice Questions on the pages for each day.
2. Read for 30 minutes each day.
3. Complete the reading log on the next page after you read each day.
<table>
<thead>
<tr>
<th>Date</th>
<th>Title</th>
<th>Pages</th>
<th>1 question or prediction</th>
</tr>
</thead>
<tbody>
<tr>
<td>3/23/2020</td>
<td>The Three Little Pigs</td>
<td>1-20</td>
<td>I wonder why the third pig didn’t help his brothers build better houses?</td>
</tr>
</tbody>
</table>
Week 2 Day 1
Chapter 4

Understanding Informational Text

This chapter covers the following standards: RI.1, RI.2, RI.3, RI.4, RI.5, and RI.6

Informational Text

Informational texts tell facts and relate true stories. Some can be articles or essays that provide information about a topic. Others can be like stories, telling about actual events or the life of a real person. Informational text is non-fiction text that provides information about people, places, events, or things; or it tells the reader how to do something.

Evidence and Inference

In chapter 1, you learned that when you explain what you think a passage means, you need to use evidence to support your ideas. Evidence includes examples and quotations from the passage that back up what you think. Other times, you will need to make inferences. An inference is an educated guess based on what information you are already given.

Imagine you are reading your school paper. On the opinions page, different students are giving their ideas about the best ways to communicate. Here is what one student has to say:

E-mail is a better way to communicate than regular mail. E-mail is free, but stamps for regular mail are getting more and more expensive. E-mail is also quicker. An e-mail takes minutes to arrive, but regular mail takes days to get to your house. In all, e-mail is the quicker, cheaper way to write to people.

After you read the first sentence, you knew exactly how the author feels about the issue. The author then goes on to give several reasons to support his point. Each of these supporting details is evidence he uses to help prove his point of view.

Now, read this passage.

“Tommy!” Mom called out as she walked in the front door. “Tommy,” she continued shouting, “I sure could use some help with these groceries. There was still no reply. Mom walked into the kitchen to put the grocery bags down on the counter when she noticed shattered glass from the picture window all over the living room floor and a baseball not far from there. “Tommy, you are in so much trouble!” Mom yelled to herself as she realized that Tommy’s shoes were gone.

What happened to the window? Even though the passage does not directly state what happened to the window, you can infer (guess) that Tommy broke the window while playing baseball.
Central (Main) Idea and Details

You also learned in chapter 1 that the *central (main) idea* is what a passage is all about. It is the focus of the passage. To identify a central idea, you must first read the passage carefully.

Another important skill is identifying the **details** of a passage. Once you have determined the central idea, you can look deeper into the text to see other details. To find details, you can ask questions like the **five Ws and one H**: who? what? where? when? why? and how? to support the answers to these questions with information from the text.

For example, take the title “Why I Like Disney Movies.” You can tell right away that this passage will tell the reasons why the writer likes Disney movies. It is the “big idea” of that passage. But in another passage, the main idea might be a sentence at its beginning or end. Sometimes you will have to look for supporting details or evidence that supports a main idea.

You should look for the facts, reasons, arguments, and examples that help you understand the key point of the passage. These are the **supporting details**. This kind of evidence usually comes after the topic sentence and makes up the rest of the paragraph. Look directly to the text to find these details.

For example, take a look at this short passage. Can you figure out what the main idea is?

| I had a great summer. First, I slept late every day. I went swimming with friends. I stayed up half the night watching TV. I even went to camp! I wish summer would never end! |

If you guessed that the main idea is why the writer likes summer, then you are right. The supporting details (sleeping late, swimming, watching TV, and going to camp) all showed why the writer likes summer so much.

These kinds of details are important in writing. They can help you understand what an author is trying to say or why he thinks as he does. A writer often will use supporting details to provide **evidence** that his opinion is right.

**Summarizing**

**Summarizing** is a great way to grasp the central idea and details. It involves developing a short description of what you read. It should express the central idea and major supporting details. Writing a summary is a way to increase reading comprehension. It is also useful in writing reports and essays when a large amount of information must be condensed into a few sentences. Remember that a summary is not a critique; it should provide an objective (impartial) summary of a text.
Practice 1: Evidence, Inference, Main Idea, and Summarizing

Spice up Your Sandwiches: Suggestions for a Better Lunch

(1) There are many ways to make a sandwich more interesting. (2) Instead of the same old peanut butter and jelly, turkey, or ham, why not use leftover chicken, meatloaf, and shredded pork? (3) You can use pita bread or a tortilla instead of white bread, or even serve the meat on crackers. (4) Some people even like grilled vegetable sandwiches. (5) By thinking about a food you like and how you could make it into a sandwich, you can create all kinds of original lunches.

1. Part A
According to the passage, what three things might you use to make a sandwich instead of white bread?
A. crackers
B. pita bread
C. cake
D. tortillas

Part B
Which sentence supports the answer to Part A?
A. sentence 2
B. sentence 3
C. sentence 4
D. sentence 5

2. Part A
Which sentence best states the main idea of the passage?
A. “Some people like grilled vegetable sandwiches.”
B. “Instead of the same old turkey or ham, why not use leftover chicken?”
C. “There are many ways to make a sandwich more interesting.”
D. “You can use a tortilla instead of bread, or even serve the meat on crackers.”

Part B
Write one sentence that best summarizes this passage.

__________________________________________________________________________
__________________________________________________________________________
Career Changes

In his famous poem “The Road Not Taken,” Robert Frost says: “I took the one less traveled by, / And that has made all the difference.” It might be interesting to heed Frost’s advice and explore some unusual careers. There are some careers that many people have not heard before, or at least it’s a mystery what these people do. Many employers hire people with different types of skills. For example, if you want to work in the movies, there are many strange job titles from which to choose. The gaffer is the person who supervises set construction, while a fly man puts scenery in place. The best boy runs the lighting, and the dolly grip moves the cameras around. Finally, the key grip is in charge of the equipment. By researching these unusual positions, you may stumble onto your next career.

3. Part A
   The main idea of this passage is —
   A. you should have a career in the movie industry.
   B. Robert Frost wanted to be in the movies rather than be a writer.
   C. just because a job has a funny name, you should not fear it.
   D. by doing research, you might find a career that interests you.

   Part B
   Based on this passage, you can infer that —
   A. some people make more money than those in other careers.
   B. if you become a writer like Frost, you will become famous.
   C. statistics tell us that we will all change careers several times.
   D. the job market is always looking for people with different skills.

Granville T. Woods

1. Granville Tailer Woods was born in 1856. It is thought that his mother may have been Native American and his father was black. He grew up in Columbus, Ohio, where he went to school until he was ten years old. After leaving school, he went to work to learn how to be a mechanic and a blacksmith. He later went to work on railroads, where he became an engineer.

2. In 1876, Granville went to college for two years to study engineering. He left college to go to sea on a British steamship. He eventually became the chief engineer on the steamship.

3. In 1880, he came back to America and moved to Cincinnati, Ohio. There he became an electrical engineer and inventor. After some success with his inventions, such as the telephone transmitter, a trolley wheel, and a multiplex telegraph, he started his own company called Woods Electric Co.

4. For the next twenty years, Granville Woods developed and designed many new electrical devices. He would register over fifty different patents on his inventions. Sometimes he had problems with his patents because other inventors, such as Thomas Edison, would claim they had invented something before Granville. Granville would have to prove he invented it first. In fact, he had to prove himself many times.
During his career, he improved such things as the way trains can send messages to each other when they are moving and the brake system on trains. He worked on many different ideas, including egg incubators, telegraphs, and phonographs. He sold many of his patents and devices to the General Electric (GE) and Westinghouse companies. After a long and successful career, Granville Woods died on January 30, 1910, in New York City.

4. **Part A**  
   Where did Granville Woods grow up?

5. **Part B**  
   What did Granville Woods do when he left school at ten?

5. **Part A**  
   What are six things that Granville Woods designed, improved, and worked on during his career?

6. **Part A**  
   What problem did Granville Woods have with his patents?

   **Part B**  
   Granville Woods sold his patents and devices to which companies?

7. After reading this passage, you can infer that the main idea of this passage is that—
   A. Granville Woods created and sold more inventions than Thomas Edison.
   B. Granville Woods contributed a lot with his inventions, ideas, and devices.
   C. Granville Woods was better at engineering than a mechanic and blacksmith.
   D. Granville Woods was more talented and successful than Thomas Edison.
Week 2 Day 2
Word Meaning
You read in chapter 2 about how authors use literary devices to make their writing more interesting and to give it meaning. The same holds true for writers of informational texts. Each author's style comes through in the words and phrases used in a text. Just like fiction, nonfiction can contain figurative meanings, such as alliteration, hyperbole, imagery, metaphors, personification, similes, and symbols. Authors use words with certain connotations (understood meanings) to make their meaning clear.

Academic and Domain-Specific Words
When you read, you may see words that are familiar to you from other school subjects. These are called domain-specific words and phrases. There are many domain-specific words in the areas of science and technology, for example. Some of them are common words that get a different meaning when applied to these other areas. Being familiar with word meaning across subjects will help you be a better reader overall. It may also help you identify new words. Remember to use context clues to help you with the meaning of words.

While in school, you will come across certain domain specific vocabulary words that are used in academic text. For example, when reading about science, you would see words and phrases such as atoms, microscope, genetics, the solar system, and global climate change. Some history and social studies domain specific words and phrases would include: industrialization, patriotism, the Cold War, regional culture, foreign policy, amnesty, census, branches of government, diversity, ethics, and the Louisiana Purchase. When learning about math, you would see words such as, subtraction, division, decimals, fractions, mixed numbers, and geometry.

Being familiar with word meaning across subjects will help you be a better reader overall. It may also help you to identify new words. Remember you can use context clues to help you figure out the meaning of words. Many times when you read academic passages, such as a social studies book, domain-specific words are bolded.

Take a look at the chart on the following page. Notice that the domain-specific words regarding civic responsibilities are bolded.

<table>
<thead>
<tr>
<th>Examples of Civic Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Obeying Laws</strong></td>
</tr>
<tr>
<td>Laws are rules set by the government that citizens must obey. In order to maintain order and protect the rights of everyone, citizens must be willing to obey local, state, and federal laws. There have been times in history when responsible citizens saw it as their duty to disobey unjust laws. One example of such a time was during the civil rights movement of the 1950s and 60s, when many people disobeyed unjust laws that denied equal rights to African Americans.</td>
</tr>
<tr>
<td><strong>Paying Taxes</strong></td>
</tr>
<tr>
<td>Local, state, and federal governments each need money to operate. Taxes (money citizens and businesses must pay the government) are the number one way governments raise the money that they need. Responsible citizens pay the taxes they owe so that governments can fulfill their role.</td>
</tr>
</tbody>
</table>
### Participation in the Political Process

The United States is a **democracy**. A democracy is a system of government in which citizens elect their leaders and often vote on issues. Democracies give citizens a voice in their government. However, for democracy to work, citizens must participate in the political process. **Voting** is one form of participation. When citizens vote in elections they participate in choosing local, state, and national leaders. Sometimes citizens also vote on referendums, which allow them to help decide what laws their community will live by. **Campaign volunteering** is another way citizens participate. They volunteer to help political candidates win elections. Volunteers may go door-to-door, make phone calls, pass out flyer’s, or help in many other ways. **Protests** allow citizens to participate by voicing their disagreement with the government. Protests often take the form of marches or rallies (large gatherings centered around a political issue). Serving in **public office** is also an essential means of participation. It would not do any good to have a democracy if citizens were not willing to run for and serve in positions of leadership.

### Jury Duty

The Constitution guarantees everyone accused of a crime the right to a fair trial. One of the ways it protects this right is through the use of **juries**. Juries are groups of private citizens who decide whether or not an accused person is guilty. They make sure that people are judged by citizens like themselves rather than government officials. In order for the jury system to work, citizens must be willing to accept **jury duty**. They must be willing to sacrifice the time necessary to sit on juries, hear evidence presented at trials, and make decisions about people’s guilt or innocence.

### Volunteering

Citizens **volunteer** (agree to accept certain duties without pay) in many ways. Many volunteer to help in their communities, assist with campaigns, help the underprivileged, and so on.

### Military Service

In order to protect and defend the rights and freedoms guaranteed by the Constitution, the US government must make sure it has a strong military. The **military** protects the United States against foreign threats. There have been times when the US military drafted citizens (required them to serve in the military). Today, however, the United States armed forces rely on citizens who choose to enlist (decide on their own to join the military).

However, not all domain-specific words are bolded. Look at this science passage. Then, read the explanation that follows.

### Sound Moves Through Matter

Remember the three states of matter? Solid, liquid, and gas. As it turns out, sound waves can move through all three states of matter quite easily. Sound is the transferring of vibrating energy. So it only makes sense that you can transfer this sound through any type of matter.

Okay, so you know that sound can move though a gas. Remember, you hear sounds as they move through the air. Slamming doors, musical instruments, and leaves rustling are all sounds you hear. Air is made up of several gases. Oxygen, hydrogen, helium, nitrogen, and water vapor are all parts of air. As we said before, when these molecules vibrate, they create sound waves that travel through the air. Eventually, they reach our ears.

Even though no words are bolded in this passage, there are words that you would see when reading a science book. Some domain-specific words and phrases that relate to science are **states of matter**, **solid**, **liquid**, **gas**, **sound waves**, **transferring of vibrating energy**, **air**, **oxygen**, **hydrogen**, **helium**, **nitrogen**, **water vapor**, and **molecules**.

Now, it’s your turn.
Practice 2: Domain-Specific Words

1. Read this passage. Then, underline at least ten words and phrases in the passage that would be considered domain-specific scientific vocabulary.

**The Solar System**

The solar system is our planetary neighborhood. It is part of the Milky Way galaxy. The Sun is at the center of our solar system. It is the only star in our solar system, and all other objects in the neighborhood revolve around the Sun. The Sun's mass gives it a huge gravitational force. The force of gravity keeps all of the planets revolving around it. Each object in the solar system revolves around the Sun in a slightly different way. Their paths are called orbits. Large objects in the solar system are called planets when they have enough mass to produce their own gravitational force. They must also have an orbit that is clear of debris (dust and other particles). The shape of an orbit depends on the size of the planet. The force of gravity makes a planet round over many millions of years. This graphic shows the planets along with a few other major objects in our solar system.

![Planets of the Solar System](image)

Looking at the figure, you should notice two important things: First, the Sun is much larger than anything else in the solar system. This is why everything revolves around it. Second, the four inner planets (Mercury, Venus, Earth, and Mars) are much smaller than the four outer planets (Jupiter, Saturn, Uranus, and Neptune). The inner planets are called terrestrial planets; the outer planets are called Jovian planets or Gas Giants.

**Organizational Text Structure**

Before authors write informational text, they must decide how the text will be structured. Information can be organized by the following:

<table>
<thead>
<tr>
<th>Organizational Text Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Chronological Order</strong></td>
</tr>
<tr>
<td>(Sequence of Events)</td>
</tr>
<tr>
<td>Example: writing about the history of the American Revolution or the life cycle of frog.</td>
</tr>
<tr>
<td><strong>Sequence and Order</strong></td>
</tr>
<tr>
<td>(How-To)</td>
</tr>
<tr>
<td><strong>Cause and Effect</strong></td>
</tr>
<tr>
<td>Example: volcanic eruptions, such as the devastating May 18, 1980 Mt. St. Helens eruption in Skamania County, Washington.</td>
</tr>
</tbody>
</table>
Problem and Solution
This type of informational text introduces and describes a problem and presents one or more solution.
Example: racism in the United States

Compare and Contrast
Some authors use comparisons to describe ideas to readers. Similarities and differences are given.
Example: dolphins and porpoises

Description
Some authors may use sensory words, pictures, maps, charts, and graphs when writing to help readers visualize information.
Example: using sensory words to describe the beach or using pictures to help readers visualize what Mars looks like from Earth

When you analyze information, you can see if a text is effective by looking at the amount and quality of evidence the author gives. These details support what the author is saying. It is especially important to support claims made in an argument.

Practice 3: Organizational Text Structure

Why You Need a Compost Pile in Your Backyard by Ben Spiffelmeyer

The home compost pile is an efficient mulch factory, and mulch is very valuable in the garden. It helps your garden to look more attractive, it smothers weeds, it conserves moisture, and it helps lessen temperature fluctuations in the soil. Mulch can also be used to disguise bare dirt in the garden.

It’s Easy Being Green
Since the process of plant matter decomposing into mulch takes time, gardeners usually have several compost piles “cooking” at various stages of decomposition. Rather than putting grass clippings and leaves in the landfill, they can be composted and recycled back into your garden as mulch. Chemical fertilizers put on the lawn and absorbed by the grass then get recycled through the reuse of the grass clippings. A compost pile also gains from some types of kitchen waste such as potato and carrot peelings, coffee grounds, and eggshells.

Worms, Wonderful Worms
A healthy compost pile attracts worms, and the more worms the better. Some gardeners new to composting are unhappy to see earthworms in their compost piles. Gardeners, you need to realize that those worms are highly beneficial to the health of your garden soil. They help the decomposition process of the vegetable and paper material. Remember, anything that is added to the compost pile becomes worm food, so don’t add anything they cannot digest and turn into compost for you.

Give Me Some Air!
The microbes that produce healthy compost need air, so you need to make sure that your composting container or pile is turned and mixed to allow air to reach all the layers. Some materials like dead leaves can stick together and, as they decompose, can begin to smell awful. The last thing you want is for your compost pile to stink like rotting garbage. The key is to aerate by turning the pile with a turning tool or rotating the container.

A backyard compost pile will take some work and patience, but the rewards and benefits are well worth the time you invest in getting it started and maintaining it.
Chapter 4 Understanding Informational Text

1. **Part A**
   What type of organizational method is used in this passage?
   
   A. compare and contrast
   B. description
   C. chronological order
   D. problem and solution

   **Part B**
   What is the purpose of bolding certain words in a passage?
   
   A. to make readers aware that bolded words are domain-specific vocabulary terms
   B. to let students know it is a word they will have to look up in a dictionary
   C. to make it easier for students to see certain words
   D. to indicate that bolded words will be test questions

2. **Part A**
   What is the main idea of the section: It's Easy Being Green?
   
   A. Composting is easy and helps protect the environment.
   B. Composting will help keep your lawn green.
   C. Gardeners can easily have a green lawn.
   D. Chemical fertilizers are needed for a healthy lawn.

   **Part B**
   What **three** things could the author have added to make this passage more complete?
   
   A. instructions on how to build a composting bin
   B. how long it takes to complete the composting process
   C. a detailed list of foods and other items that are good for worms and composting
   D. a picture of a gardener maintaining a compost pile

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**Extended School Day**

Our school district is considering extending the school day by an hour. The purpose of this change would be to provide time for students to get help with homework. This might be useful to some students. I think that the extra hour should be optional. Students who need extra help are probably just lazy anyway. Many students don't need an hour's worth of help with their homework. This extra hour would take time away from other activities. I checked with the principal, and sixty-five percent of our student body participates in afterschool sports or clubs. An extra hour of school would take away time from extracurricular activities. For some, an extra hour of homework help would be useful. For most, an extra hour of school would be very inconvenient.
3. **Part A**
Which sentence is an inference?
A. “Our school district is considering extending the school day by an hour.”
B. “The purpose of this change would be to provide time for students to get help with homework.”
C. “Students who need extra help are probably just lazy anyway.”
D. “I checked with the principal, and sixty-five percent of our student body participates in afterschool sports or clubs.”

**Part B**
What organization structure does the student use in this passage?
A. sequential order
B. problem and solution
C. cause and effect
D. compare and contrast

**Exploring Relationships**
Sometimes when you read a passage, you will need to explain how individuals, events, or ideas relate to each other. This is called **exploring relationships**. You will have to describe their interactions. This goes along with cause/effect because you are looking at relationships.

For example, a passage about the Civil War might show how conflicting ideas about slavery and business influenced people in the early nineteenth century. These opposing viewpoints led to the South withdrawing from the North, which led to a war between the states. The Civil War pitted friends, neighbors, and even family members against each other as they took sides in the conflict. As you can see, a passage about the Civil War would examine how people, events, and ideas relate to one another.

Take a look at this passage. It explains how photosynthesis works and its importance to humans.

**The Process of Photosynthesis**
Have you ever wondered what goes on inside a plant? Plants look pretty and colorful, but there is more to them than meets the eye. Plants are always working at a process called photosynthesis. They take in water through their roots and carbon dioxide from the air. Using sunlight, they convert this water and carbon dioxide into oxygen and glucose. Humans and other living beings need this oxygen to breathe. The glucose, a type of sugar, provides energy to refuel for the process.

How do plants use photosynthesis to help humans?
Look at the passage. You know that a plant takes carbon dioxide from the air. Then, helped by the Sun, it converts carbon dioxide into oxygen. We use this oxygen to breathe. This process explains why photosynthesis is important for human survival.
Practice 4: Exploring Relationships

The Iroquois League and Benjamin Franklin

In the northeastern United States, the Iroquois became very powerful during the 1500s. They did not build an empire. Instead, they formed the Iroquois League. It allowed the Iroquois to work together rather than fight among themselves. Two hundred years later, an American colonist named Benjamin Franklin used the Iroquois League as a model for America’s new government.

1. The Iroquois Indians had a unique form of representative central government. It was called the League of Nations. The League had a written constitution, a set of rights and agreements that all the people had to honor. The Iroquois League was made up of the Seneca, Cayuga, Onondaga, Oneida, Mohawk, and Tuscarora tribes in New York State. The League was designed as a non-aggression pact between the six tribes. It was a recognition of shared concerns and structures for decision-making and leadership.

2. The League’s primary purpose was the Great Law of Peace. This law said that the Iroquois should work together and not fight each other. The League did not try to create rules for each tribe and village. That was the job of local government or regional government, the village council, and the tribal councils. Only major issues were debated on the floor of the League of Nations.

3. In 1744, colonist representatives from Maryland, Pennsylvania, and Virginia met in Lancaster, Pennsylvania with delegates of the six nations of the Iroquois Indians. When an Indian interpreter and old friend of Benjamin Franklin brought him the official transcript of the proceedings, Franklin immediately published the transcript.

4. Seven years later, Franklin wrote a letter to James Parker, his New York City printing partner, on the importance of gaining and preserving the friendship of the Iroquois Indians. Franklin believed that the government of the colonies should be formed the same as the Iroquois League.

5. By the time Franklin wrote his letter to Parker, the American colonists had developed significant diplomatic and trading relations with American Indian societies, and for most of the 18th century, they had relatively friendly relations with the Iroquois, whose territory made up a large part of what is now the state of New York. The Iroquois ideas of unity, federalism, and balance of power directly influenced Benjamin Franklin’s idea of the United States’ system of government.

6. When the early colonists began to design a system of government for what would become the United States of America, they borrowed many ideas from the League of Nations. It was an incredible system of government. It worked for the Iroquois, and it worked for the new American government. Both the Iroquois League of Nations and the Government of the United States are still in operation today.
Chapter 4 Understanding Informational Text

1. Part A
   What was the purpose of the Iroquois League?
   A. to seize power over Iroquois tribes
   B. to establish peace among Iroquois tribes
   C. to establish peace with the colonists
   D. to control village and tribal councils

   According to the first paragraph, how is the Iroquois League similar to our American government?

2. Part A
   How did Benjamin Franklin find out about the Iroquois League?
   A. from an old Indian interpreter friend
   B. from attending the proceedings in person
   C. from reading the transcript in the newspaper
   D. from colonists who met with the Indians

   Part B
   According to paragraph 5, how did the Iroquois League directly influence Benjamin Franklin's idea of the United States' system of government?

Author's Point of View
Understanding the author's point of view helps you understand what you are reading. An author's point of view refers to his or her opinion about an issue or topic. When you read informational text, you must consider who wrote it and why the author wrote it. Authors of informational text mainly write to inform (to present facts), persuade (to encourage action), motivate (to encourage readers to act), or teach (to instruct) readers about something. You will learn more about author's purpose in chapter 5.

An author of informational text uses different strategies to express his or her purpose or point of view on a particular topic. Sometimes it is easy to recognize an author's point of view. Other times you need to analyze the text carefully to detect that point of view.
Read this passage. Then, read the explanation that follows.

Most city people think farm life must be relaxing because it avoids all the fast-paced foolishness that goes along with urban living. However, running a successful farm is extremely challenging because it requires a lot of hard work and perseverance. Every single morning, you must wake up before the sun rises to start working. Every single day, no matter how tired you get, you must work the fields. Though you get to enjoy the fruits of your labor (quite literally) at mealtimes, the day’s work isn’t over until after the sun has set. If it is harvest season, you’re out there in the hot sun gathering the crops. And if it’s not harvest season, you probably still have the cows, sheep, chickens, and pigs to feed. In addition to feeding the animals, you must attend to them in other ways: milking them, shearing their wool, or gathering their eggs. So if you think you’ll find rest and relaxation in farm life, think again.

Passage source from: macmillanmh.com

After reading the passage, you can tell that the author’s point of view on the topic of farm life is that farm life is not relaxing at all. It is extremely challenging because it requires a lot of hard work and perseverance. The author supports this claim by stating that farmers have to wake up before sunrise, work the fields every day, gather crops in the hot sun, feed cows, sheep, chickens, and pigs, milk cows, shear sheep, and gather eggs from chickens. This passage was most likely written by a farmer who knows how hard it is to work on a farm.

Comparing Texts
You can also use structure to compare texts. Two passages might tell about similar events, but each might contain different information about those events.

Two different people can experience the same event in different ways. Each will see it from a different point of view. Each will give a different account of what happened. Read the following selection written in first-person point of view.

Read these two passages. Then, read the explanation that follows.

**Jackson’s Account**
When I first arrived at Blair Elementary two weeks ago, I wasn’t sure what to expect. It was scary leaving my friends in Oregon and moving to a small town in Louisiana. My parents recently divorced, and I’m not really sure of anything anymore. I just hope I can make some friends here. I really need some right now.

Now, compare it to Reba’s story.

**Reba’s Account**
There’s a new kid in my class at Blair Elementary. His name is Jackson, and he’s pretty quiet. He also acts sad. I don’t think he wants to be here. He doesn’t seem very friendly.
Chapter 4 Understanding Informational Text

Jackson and Reba are experiencing the same event but in different ways. This gives them each a different point of view about what is happening.

When you read, consider who is telling the story. As you saw above, you can get a different impression of events based on who is telling the story.

Practice 5: Author’s Point of View and Comparing Texts

Caffeine is considered harmless by most people, but the fact is caffeine is a drug and has been used as a drug for thousands of years. Caffeine has become the easiest drug to get a hold of and is used by most of us every day. Caffeine is considered a drug because it is a stimulant, a chemical that increases mental alertness.

People who drink coffee, tea, energy drinks, and soft drinks need to be aware that caffeine is found in many other foods, such as chocolate, and is added to many over the counter drugs, such as Tylenol. Large doses of caffeine can be harmful, even fatal. So instead of drinking a lot of sodas and energy drinks, drink water and juice to stay hydrated.

1. What is the author’s point of view about caffeine?

Caffeine is the most widely used drug on the planet. It works by stimulating the brain. Caffeine is found in foods and beverages such as coffee, tea, colas, and chocolate. Caffeine is also found in some headache medications, in certain supplements used for weight loss, and in many popular energy drinks.

Caffeine has several health benefits. For example, a Johns Hopkins University study showed that caffeine helped increase memory function and mental alertness when people are tired. A U.S. National Library of Medicine study concluded that caffeine seems to help people with asthma breathe easier. There can be negative health risks from consuming too much caffeine. However, many people believe that the benefits outweigh the risks.

2. What is this author’s point of view about caffeine?
3. You have read both passages about caffeine. Compare and contrast these passages. How are they similar, and how are they different?

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

4. The author’s purpose in both passages is to—
   A. persuade.
   B. motivate.
   C. inform.
   D. instruct.

Chapter 4 Key Term Activity

Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>summarizing</td>
</tr>
<tr>
<td>details</td>
</tr>
<tr>
<td>informational texts</td>
</tr>
</tbody>
</table>

In this chapter, you learned that (1) __________________________ tell facts and relate true stories. (2) __________________________ include facts, reasons, arguments, and examples. Giving a short description of what you read is called (3) __________________________. (4) ______________ words and phrases are words in the areas of science and technology. Exploring (5) __________________________ can explain how individuals, events, or ideas relate to each other. An author’s (6) __________________________ refers to his or her opinion about an issue or topic.

See the Teacher Guide for the Chapter 4 Review.
Week 2 Day 4
Analyzing Informational Text

Often, you will analyze how a person, event, or idea is presented in a text. Analyzing involves taking things apart. This way you can examine each part individually and then put them all back together to understand the whole better. One way to analyze a passage is to look carefully at how and why the author wrote it. In this chapter, you will learn how to analyze a passage to determine how a person, event, or idea is developed in a text.

Authors write informational text for different reasons. For example, some authors write because they want to express their personal beliefs about a certain topic. Some authors write because they want to provide information about a certain topic. And some authors write to explain how to make something or explain why something happened.

Author’s Purpose

An author’s purpose is his or her reason for writing. Consider the following types of writing: a novel, a textbook chapter, an email, and an editorial. What do you think might be the reason that a writer would compose literature or informational text? An author may have more than one purpose in mind when writing, but one purpose is usually the most important. In general, writers create text for the purposes of entertaining, informing, or persuading.

Authors are people, and people have opinions. Sometimes, even when writing an informational text, an author will reveal a point of view about the topic. Sometimes this is intentional, as in persuasive writing. Sometimes it is unintentional, as when the author’s strong opinion about a topic comes through in the choice of words. Either way, you should be able to tell where an author stands and why he or she wrote a text.

This chart includes several reasons for writing informational text.

<table>
<thead>
<tr>
<th>Purpose</th>
<th>Definition</th>
<th>Sample Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>To inform</td>
<td>To present facts</td>
<td>“Life Cycle of the Armadillo”</td>
</tr>
<tr>
<td>To entertain</td>
<td>To offer enjoyment</td>
<td>“My Baby-Sitting Disasters”</td>
</tr>
<tr>
<td>To persuade</td>
<td>To encourage readers to take author’s point of view</td>
<td>“The Importance of Recycling”</td>
</tr>
<tr>
<td>To instruct</td>
<td>To teach about a subject</td>
<td>“How to Groom Your Dog”</td>
</tr>
<tr>
<td>To motivate</td>
<td>To encourage people to act</td>
<td>“Sign up for Band Tryouts Today!”</td>
</tr>
<tr>
<td>To cause doubt</td>
<td>To question an accepted point of view</td>
<td>“Are Student Lunches Healthy?”</td>
</tr>
<tr>
<td>------------------------</td>
<td>--------------------------------------</td>
<td>--------------------------------</td>
</tr>
<tr>
<td>To teach a lesson</td>
<td>To relate knowledge</td>
<td>“Mastering Nouns and Verbs”</td>
</tr>
<tr>
<td>To describe an event</td>
<td>To narrate</td>
<td>“Hurricane Sandy: A Mighty Force of Nature”</td>
</tr>
<tr>
<td>To share a personal experience</td>
<td>To tell about a personal event</td>
<td>“My Favorite Family Vacation”</td>
</tr>
<tr>
<td>To describe emotional feelings</td>
<td>To show emotion through words</td>
<td>“The Saddest Day of My Life”</td>
</tr>
</tbody>
</table>

**Practice 1: Author’s Purpose**

1. **Part A**
   An author’s purpose for writing a true story about his family trying to stick together and survive during the Great Depression in the Midwest in the 1930s would be—
   A. to share a personal experience.
   B. to entertain.
   C. to describe emotional feelings.
   D. to teach a lesson.

   **Part B**
   A section in a history book describing the conditions and causes of the Great Depression in the Midwest in the 1930s would be written—
   A. to entertain.
   B. to persuade.
   C. to inform.
   D. to motivate.

2. **Part A**
   A fifth grade boy’s book report about his loving relationship with his grandfather would be written—
   A. to motivate his classmates.
   B. to describe emotional feelings.
   C. to describe some type of event.
   D. to teach a lesson to his classmates.

   **Part B**
   A fifth grade girl writes a blog about washing her dog for the first time. The story includes her falling into the bathtub, getting mud all over the floor, and explaining to her mother why all the bathroom towels are dirty. This blog would be written—
   A. to motivate.
   B. to inform.
   C. to instruct.
   D. to entertain.
Using Various Media for Understanding Informational Text

Sometimes when you read about a topic, you will also see or hear facts about it in other media. Media is the means of communication (Internet, radio, television, newspapers, and magazines) that reach and/or influence people. What you see or hear might give you a new understanding of what you read.

For example, let’s say you read about a wildfire that was raging out of control in California. Seeing pictures of the fire on the Internet or videos of the fire on television would give you a much better understanding of how widespread the wildfire is.

The informational texts you read at school also use various media or formats. For instance, informational text will often use visual images, such as photographs, illustrations, maps, and charts to help the reader better understand the text.

Newspapers, magazines, pamphlets, and books are examples of print media. Blogs and web sites are examples of online media. Videos, commercials, and pictures are examples of visual media. Radio broadcasts and podcasts are examples of audio media.

Just like writing, media serve several purposes.

- Some media are meant to inform. For example, a news story reported in a newspaper or on a nightly newscast is an example of media that informs.
- Often, media are meant to persuade. A product picture in an advertisement is meant to convince people to buy the product.
- Other media are meant to entertain. Television shows, radio broadcasts, entertaining blogs, and so on are examples of media geared toward entertainment.
- Some media are meant to describe. A magazine or newspaper might describe an event, such as the aftermath of a flooded town. A video might use images to describe the aftermath of this catastrophic event.

Take a look at some different types of media you will see in your school textbooks.

<table>
<thead>
<tr>
<th>Types of Informational Print Media</th>
</tr>
</thead>
</table>

| Charts | give a reader information in an organized, easy-to-follow format. Charts use columns and rows to organize information for the reader. Some types of charts show things like times and dates and sometimes days of the week. |

| A diagram | is a detailed illustration. It often uses labels to identify specific parts of the pictured item. For example, a science book might use a diagram to show the Earth's layers. |

<table>
<thead>
<tr>
<th>January</th>
</tr>
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<tbody>
<tr>
<td>S  M  T  W  T  F  S</td>
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<tr>
<td>1  2  3  4  5</td>
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<tr>
<td>6  7  8  9  10  11  12</td>
</tr>
<tr>
<td>13 14 15 16 17 18 19</td>
</tr>
<tr>
<td>20 21 22 23 24 25 26</td>
</tr>
<tr>
<td>27 28 29 30 31</td>
</tr>
</tbody>
</table>
Many texts use illustrations (pictures) to help the reader understand the information of the text. Illustrations provide a visual for the reader. Illustrations help the reader gain a deeper understanding from what they read.

A map is a flat drawing of all or part of the Earth. With every map, there is a map legend. It tells about the items on the map, such as symbols or areas of different patterns or colors. It also tells you the cardinal directions—north, south, east, and west. Usually, north is at the top of a map, south is at the bottom, east is to your right, and west is to your left.

An index is an alphabetized list of words and phrases showing the page numbers on which text on the subjects listed can be found. The index is typically placed at the end of a book. An index is required for most textbooks, technical manuals, and other books that contain factual information. The index is in alphabetical order.

A glossary is a list of domain-specific terms with definitions. Glossaries are commonly found at the backs of textbooks to help readers understand terms and phrases that may be unfamiliar to them. Glossaries usually focus on terms that the reader probably does not know in social studies, math, or science textbooks.

A graph is a picture that shows data in an organized manner. A graph is a two-dimensional drawing showing a relationship (usually between two sets of numbers) by means of a line, curve, a series of bars, or other symbols.

A table is a means of arranging information in rows and columns. Tables organize large amounts of information in a small space. They help readers understand relationships among and between information. They also summarize and compare information.
Practice 2: Informational Print Media

1. Part A
What does this graph show?
A. The graph shows that Saudi Arabia produces the most barrels of oil on a daily basis.
B. The graph shows that Canada produces the most barrels of oil on a daily basis.
C. The graph shows that Kuwait produces the most barrels of oil on a daily basis.
D. The graph shows that China produces the most barrels of oil on a daily basis.

Part B
What is the purpose of putting informational text in a graph?
A. It organizes large amounts of information in a small space.
B. It often uses labels to identify specific parts of the pictured item.
C. It shows a relationship (usually between two sets of numbers) by means of a line, curve, a series of bars, or other symbols.
D. It is a type of table that shows items like times and dates and sometimes days of the week.

2. Look at the chart and graph about how many hurricanes formed in 2005. Write a short response explaining which graphic you think best shows how many hurricanes formed in 2005.

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Look at this graphic. Then, answer the questions that follow.

The Process of Photosynthesis

Light + Water + Air → Sugar + Oxygen

3. Part A
This graphic is intended to show —
A. why the leaves of plants are green.
B. how photosynthesis is pronounced.
C. who discovered photosynthesis.
D. how photosynthesis happens.

Part B
An author would include this graphic along with information about photosynthesis —
A. so students would not have to read the text.
B. to make the text easier to understand.
C. so students would pay attention to the text.
D. to make students interested in studying plants.

Facts, Opinions, and Reasoned Judgment
Authors use facts, opinions, and reasoned judgment to influence or convince their readers about a certain topic.

Facts are statements that can be proven. “President Thomas Jefferson purchased the Louisiana Territory from France in 1803” is an example of a fact. Facts can be found in official government documents and in the field of science. Facts can also be found in reference books, such as encyclopedias and atlases, textbooks, and newspaper articles.

An opinion is a personal viewpoint on a topic that not everyone agrees on. “Historians should list the building of the Hoover Dam as the greatest achievement of the 20th century” is an example of an opinion.

Reasoned judgment is an author’s opinion that is supported with factual evidence. Look at this example of reasoned judgment: “George Washington is the greatest American president because of his noble character, his trustworthiness, his leadership during the Revolutionary War, and his amazing ability to lead a nation after becoming our nation’s first president.” The author supports his opinion that George Washington is the greatest American president by giving examples of his character and leadership.

Facts = proven statements
Opinion = personal viewpoint

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Week 2 Day 5
Author's Argument

Argumentation
You might think that argumentation has to do with people having a disagreement. However, in writing informational text, argumentation means writing to persuade readers to accept the author's opinion about a topic. Authors who write to persuade want to influence or convince readers about something. Sometimes, a writer wishes to change the way in which something is done. Other times, writers want to influence the thinking of their readers. The following are some common examples of persuasive writing:

- Campaign speeches
- Editorials
- Political articles
- Requests for donations
- Recycling reminders
- Sales advertisements

Making a Claim
A claim is an opinion (personal viewpoint) that an author feels is correct or better than other opinions. Once an author states his opinion, he must prove it. He gives evidence that will make his opinion believable. Evidence is the proof an author uses to support his claim. The author has to think about the topic and audience to decide the best kind of evidence to use. A person writing a letter to the city newspaper about conditions at a local animal shelter might include eyewitness accounts of what is going on there. A coach writing an e-mail to praise his team's hard work at the tournament might point out the ways in which each player helped the team win.

Types of Evidence
To convince readers, an author must build a strong argument. This includes making claims that are clear and specific and providing support (reasons, evidence) that proves the argument is right. A reason is a statement or fact that explains why something is the way it is, why someone does, thinks, or says something, or why someone behaves a certain way.

As a reader, you need to be able to trace an author's argument and the claims that are made. You also must distinguish claims that are well supported and those that aren't. To make sure their claims are valid, authors use the following types of strong evidence.

<table>
<thead>
<tr>
<th>Type of Strong Evidence</th>
<th>Explanation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anecdotes: Interviews with family members, witnesses, friends, or neighbors</td>
<td>These are short stories about something that is interesting, funny, or strange that authors can use to make a point.</td>
</tr>
<tr>
<td>Examples: Government documents, historical documents, scientific documents, educational documents</td>
<td>These are something or someone chosen from a group in order to show what the whole group is like.</td>
</tr>
<tr>
<td>Descriptions: Words that help readers visualize people or events</td>
<td>These are words that describe a person, place, object, or topic. They use the five senses: sight, sound, smell, taste, and touch.</td>
</tr>
<tr>
<td>Facts: Who, what, where, when, why, how</td>
<td>These are statements that can be proven to be true and difficult to oppose.</td>
</tr>
</tbody>
</table>
Weak Evidence

Weak evidence is when an author makes a claim and does not provide the types of strong evidence listed above to support the claim. Look at the chart below.

### Examples of Weak Evidence

| Examples that don't support the claim: | This is when a claim is made without strong examples to support the claim. **An example** would be if an author claimed that Louisiana is the best state in the United States and only wrote about how Louisiana was founded instead of providing readers with specific examples of what makes Louisiana the best state, such as Mardi Gras, jazz music, Cajun food, bayous, museums, etc. |
| Vague claims: | These are claims that are not clearly expressed, not clearly defined, or not having a precise meaning. **An example** is if an advertising company was promoting a new cleaning product and the spokesperson said, “Grime Away has been tested in a blind study, and it cleans all kinds of things.” This is a vague claim because who participated in this “blind study”, and what “things” can the product clean? |
| Generalizations: | These are vague statements not supported by evidence. When you make a statement about all or most people or things, you are making a generalization. **An example** would be to say all people like football. This is a generalization because not all people are football fans. |

Read this passage and the explanations that follow.

The new redesigned NuCar is sleek, stylish, and fun to drive. This fuel-efficient model features an all-new navigation system, a bold front grille, a sporty rear spoiler, and an aerodynamic design. The NuCar comes in your choice of a dozen vibrant colors. Come test drive one today!

1. What is the author’s claim in this passage?
   After reading the passage, the author is stating that the NuCar has been redesigned. It is not clear what the older NuCar model looked like, but the author claims that the NuCar is sleek, stylish, and fun to drive.

2. How does the author support the claim?
   The author supports his claim that the NuCar is sleek, stylish, and fun to drive by giving specific examples of the new features, such as a bold front grille, sporty rear spoiler, and an aerodynamic design.
Practice 3: Argument, Evidence, and Author's Claim

Read the passages. Then, answer the questions that follow.

Plott hounds are superior hunting dogs because of their determined, aggressive, and fearless personalities. They are persistent trackers, not easily distracted from their task. They are courageous enough to play chicken with angry prey. This breed also makes a good family pet if it is trained at a young age and has a firm, calm handler. Plott hounds are intelligent, gentle, and affectionate, and they are generally good with children. Whether fulfilling its role as a hunter or as a family pet, a Plott hound is a loyal companion.

1. **Part A**
   Which statement best supports the author's claim?
   A. Plott hounds are too aggressive around children.
   B. Plott hounds make good hunting dogs and family pets.
   C. Plott hounds can only be trained when they are young.
   D. Plott hounds are courageous and fearless when they hunt.

   **Part B**
   What type of evidence does the author use to support his claim?
   A. anecdotes
   B. descriptions
   C. statistics
   D. examples

2. **Part A**
   What is the author's claim?

   _________________________________

   _________________________________

   **Part B**
   Does the author use strong evidence to support her claim? Why or why not?

   _________________________________

   _________________________________

   _________________________________

   _________________________________

   _________________________________

   _________________________________

   _________________________________

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Read the following passages. Then answer the questions that follow.

**Burning Fat**

Metabolism refers to how the body burns energy. People with high metabolisms burn more calories than people with low metabolisms. This means that they have an easier time losing weight. Many people in the United States are trying to lose weight and become fit. The sad truth is that most of us will regain our original weight in a year or less. What's the real secret for losing weight and keeping it off? The answer is developing and maintaining a healthy metabolism. Some tips for improving your metabolism and melting away that extra fat are:

- Drink plenty of cold water to decrease your appetite.
- Don't skip meals, especially breakfast. Eat small meals every two to three hours.
- Eat fat-burning foods, such as raw vegetables, whole grains, fruits, and beans.
- Exercise regularly. Aerobic exercises like running and walking are best. Also try lifting weights—a good muscle builder and fat burner.

3. **Part A**

   What is the writer's argument?

   A. Only people with high metabolisms can lose weight.
   B. People with low metabolisms will not lose weight.
   C. People with high metabolisms burn more calories than people with low metabolisms.
   D. People can burn more fat by drinking water and exercising.

   **Part B**

   Which sentence supports the answer to Part A?

   A. "Aerobic exercises like running and walking are best."
   B. "This means that they have an easier time losing weight."
   C. "Many people in the United States are trying to lose weight and become fit."
   D. "The sad truth is that most of us will regain our original weight in a year or less."

4. The author supports his claim by providing—

   A. expert testimony.
   B. anecdotes.
   C. examples.
   D. statistics.
Integrating Sources
When you read or do research, you will often need to look at several sources to find the information you need. When you integrate information (include facts) from several texts, you become knowledgeable about your subject. You can use the facts from different sources to fill in gaps in your knowledge. Often, each source will come from a different point of view or have a slightly different focus. The sources might even be different types of texts. Reading these different texts gives you a better understanding of a topic. For example, say you are researching water conservation, and you find these two sources.

Source 1
There are many ways to conserve water at home. The three main places in the house where people use water are the kitchen, the laundry room, and the bathroom. Here are some tips to cut down on water use.

In the Kitchen
- Don’t leave the tap running as you wash dishes by hand. Instead, fill up one half of the sink with soapy water for soaking, and the other half with fresh water for rinsing.
- Use the garbage disposal as little as possible—or better yet, turn food waste into compost!
- When you wash fruits and vegetables, do it in a bowl filled with water rather than running tap water over them.

In the Laundry Room
- When you do the laundry, make sure you only run full loads. Gallons of water are wasted on less-than-full loads.
- If your washing machine allows it, choose a lighter cycle if you have just a few items to wash.

In the Bathroom
- Turn off the sink faucet while you brush your teeth.
- Make sure your showerhead and toilet are water-efficient models, and fix leaky faucets.
- Reducing your shower time by just a minute or two can save up to 150 gallons of water each month!
Not only does conservation help the environment, but it also saves your family money on the water bill.

Source 2
Protecting our water supply is a very important issue. Conserving water is critical because it is our planet’s most valuable resource. Water shortages don’t just happen to people in other nations—they can happen here in our hometown.

Right now, our town is experiencing a severe drought. You have probably noticed that the levels of our rivers and lakes are dangerously low. The city has set up water restrictions to protect our dwindling supply.

Households can water their lawns only for short periods and at certain times of the day. It’s a brutally hot summer, and many lawns are drying up. Of course
we want to turn on the hoses and sprinklers, but we all have to do our part to use water responsibly. Otherwise, we'll all be in serious trouble. So be smart about conserving! Put out a barrel to collect rainwater for your yard. Use water-efficient appliances. You can't say that you don't care about water conservation. Everyone drinks water to survive. Everyone needs to protect it.

Both sources discuss water conservation, but they do so in different ways. Source 1 gives tips on how to conserve water at home. The text's purpose is to inform readers about ways to save water. The passage names some benefits of conserving water, such as helping the environment and saving money on the water bill.

In contrast, Source 2 states an opinion that it is everyone's duty to conserve water. Since the passage's purpose is to persuade, it uses strong, forceful language to urge readers to do their part. The passage warns that if people don't conserve water, we will run low on our planet's most valuable resource.

**Practice 4: Integrating Information**

Read the passages. Then, answer the questions that follow.

<table>
<thead>
<tr>
<th>Passage 1</th>
</tr>
</thead>
<tbody>
<tr>
<td>President Lincoln's speech makes a good point about slavery. It's always been a part of life down there in the Confederate states, so I had never thought of it as being evil before. Now I understand why it is so important for our soldiers to be fighting in this war. I hope our boys are able to free all of the slaves and bring the country back together.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Passage 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>When the Union troops came through our town in Louisiana, we lost everything. They broke up our furniture for firewood. They set fire to our crops and destroyed our house. But we have never owned slaves. No one in our family is in the Confederate army. Why did they have to do this to us? I hope this war ends peacefully before this happens to anyone else.</td>
</tr>
</tbody>
</table>

1. **Part A**
   What do Passage 1 and Passage 2 have in common?
   A. They are both written by the same Confederate soldier.
   B. They are both about the American Civil War.
   C. They are both written by the same Union soldier.
   D. They are both about slavery and the Confederacy.

   **Part B**
   How are these passages most different?
   A. Passage 1 is about President Lincoln. Passage 2 is about a family in Louisiana.
   B. Passage 1 is about slavery in the Confederate states. Passage 2 is about a town in Louisiana.
   C. Passage 1 is about President Lincoln's point of view about slavery. Passage 2 is a personal point of view about the Civil War.
   D. Passage 1 is about why soldiers should fight in the Civil War. Passage 2 is about the cruelty of the Union army.
Chapter 5 Analyzing Informational Text

Individual Activity: Finding Facts and Opinions—Part 1
Find five facts and five opinions in a newspaper or magazine articles, ads, and editorials. The facts and opinions can be about anything. Underline or highlight them, and write an explanation on your own paper about why each statement is a fact or an opinion.

Partner or Group Activity: Facts and Opinions—Part 2
With a partner or in a group, each student will share the five facts and five opinions. Discuss if the facts and opinions were supported by evidence.
It is helpful to know the difference between facts and opinions when analyzing information. When you make a claim, you can express any opinion you choose. But it's important to remember that valid arguments are only those that are supported with strong evidence and facts.

Chapter 5 Key Term Activity
Fill in the blanks with the correct word.

<table>
<thead>
<tr>
<th>Word Bank</th>
</tr>
</thead>
<tbody>
<tr>
<td>reason</td>
</tr>
<tr>
<td>claim</td>
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<tr>
<td>media</td>
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</tbody>
</table>

In this chapter you learned that, (1) _____________________ is the means of communication that reach and/or influence people. (2) _____________________ means writing to persuade readers to accept the author's opinion about a topic. A (3) _____________________ is an opinion (personal viewpoint) that an author feels is correct or better than other opinions. (4) _____________________ is the proof an author uses to support his claim. A (5) _____________________ is statement or fact that explains why something is the way it is. (6) _____________________ means writing to persuade readers to accept the author's opinion about a topic.

See the Teacher Guide for the Chapter 5 Review and Unit Review 2.