Name ________________________________

Lesson 1
Responses should use evidence from the text.

Lesson 2
Responses should use evidence from the text.

Lesson 3
Responses should use evidence from the text.

Lesson 4
Responses should use evidence from the text.

Lesson 5
Responses should use evidence from the text.
Jesse’s Perfect Score

Jesse had no trouble with most of his classes but clearly struggled with science. Just a week ago, Mr. Delgado had suggested that Jesse’s parents find him a science tutor. So, when he received an A+ on the astronomy test, Mr. Delgado was pleased—and a little surprised. Then Anton reported that he had seen Jesse looking at his test answers. Mr. Delgado considered Jesse an honest student, but he began wondering whether Jesse had earned that perfect score.

Mr. Delgado was missing important information. First, Jesse had been an astronomy buff for years and was thrilled when the class finally reached that part of science. He had glow-in-the-dark stars on his bedroom ceiling, and photos of planets and galaxies decorated his walls. Second, Jesse had studied especially hard for the test.

Third, Anton was angry at Jesse and wanted revenge. Anton’s pride had been wounded. Most days at recess, the other kids chose Jesse for the baseball team before him. Jesse was a better catcher and batter. Anton could not stand it. When Jesse tagged Anton out at home base, Anton promised to make him pay.

Mr. Delgado had to uncover the truth. He began with Jesse. He took him aside, explaining that another student had accused him of cheating on the test. Jesse insisted that he didn’t cheat. He was honest and worked hard for his grades. Jesse inquired, “Was the student Anton?”

The surprise on the teacher’s face was evident. Jesse explained what happened at recess and described how much he had studied. As he spoke, Jesse gained a new confidence. Mr. Delgado asked questions and listened carefully to Jesse’s answers.

He then talked to Anton, who eventually admitted lying, and offered an apology. After thanking Anton for telling the truth, Mr. Delgado discussed the importance of honesty. He emphasized that actions have consequences and told Anton that he owed Jesse an apology. Anton would spend today’s recess inside writing that apology.

After Anton finished writing, Mr. Delgado brought the two students together. Jesse listened politely as Anton read the apology aloud. When he
finished, Anton asked him nervously if maybe they could be friends—and if maybe they could play on the same team at recess.

“I’d like that,” Jesse said.

Gather Evidence  Underline the information Mr. Delgado was missing when he wondered whether Jesse cheated on the test.

Gather Evidence: Extend Your Ideas  Explain why Mr. Delgado believed Jesse cheated. Would you have come to the same conclusion?

Mr. Delgado knew that Jesse struggled with science and suggested that he receive tutoring. Then Anton told him that he caught Jesse looking at his test. Based on this evidence, I would have also believed that Jesse cheated.

Ask Questions  Draw a box around one of the character’s reactions. Write a question for that character on why he acted the way he did.

Answers will vary.

Ask Questions: Extend Your Ideas  Write two more questions for another character in the story.

Answers will vary, but could include: How were you able to explain yourself so calmly?

Make Your Case  Choose the character you found most interesting and circle the details in the text that describe him.

Make Your Case: Extend Your Ideas  On a separate sheet of paper, explain whether that character changed for the better in the story.
Lesson 1

amateur Responses should show contextual understanding of the word.

initiative Responses should show contextual understanding of the word.

Lesson 2

operation Responses should show contextual understanding of the word.

assuming Responses should show contextual understanding of the word.

Lesson 3

outfit Responses should show contextual understanding of the word.

activate Responses should show contextual understanding of the word.

Lesson 4

sincerest Responses should show contextual understanding of the word.

scouting Responses should show contextual understanding of the word.

Lesson 5

notorious Responses should show contextual understanding of the word.

crude Responses should show contextual understanding of the word.
Lesson 1  Do you think that Greg is a realistic character? Explain why or why not.

Lesson 2  Describe the printing and development process of a single Chunky Comic. Reference visuals from the text in your description.

Lesson 3  In dialogue, is it important for readers to understand how a character is feeling when they speak? Include evidence from the text to support your opinion.

Lesson 4  Is Greg’s embarrassment a result of just having a black eye, or more from the fact that a girl gave him a black eye? Use textual evidence to support your response.

Lesson 5  What effect will Maura have on Greg’s business? Use text evidence to summarize how Maura may help or harm Chunky Comics.
Using evidence from the text, answer the following questions about pp. 86–109 from *Lunch Money*.

1. On p. 89, Mr. Z says that Greg and Maura are not able to be friends because they are too much alike. In what ways are they alike?

   **Answers will vary, but could include:** They are stubborn, competitive, and creative.

2. Draw an inference on why it might be hard for Greg and Maura to be friends.

   **When two people are stubborn and competitive, they will be set in their ways and will try to outshine each other. These traits will make it hard to be friends.**

3. On p. 93, Greg asks why Mr. Z’s brother lives in Idaho rather than in Chicago or Florida. Draw an inference on why Greg asked that question.

   **Answers will vary.**

4. Why does Mr. Z tell Greg: “Most people can only use one bathroom at a time”? Make an inference based on what you have read about Mr. Z so far.

   **Answers will vary.**

5. Could people like Mr. Z and Greg be friends? Use text evidence and what you know in your response.

   **Answers will vary, but could include:** I don’t think people like Mr. Z and Greg could be friends because they value different things.
1. Reread pp. 63–64 of *Lunch Money*, and focus on dialogue.

2. On p. 63, Greg says, “She’s using *my* idea, and it’s like she’s stealing money right out of my pocket.” Why would the author italicize the word *my*?
   
   The italics emphasize the words. Greg wants his teacher to know that the comic books were his idea.

3. On p. 63, Mr. Z shouts, “*Both* of you—*stop* this! Just *stop* it!” What do the italicized words and exclamation points show?
   
   Mr. Z is angry with both Greg and Maura. The words in italics stress that he wants them both to stop arguing.

4. Find another example that shows a character’s feelings through dialogue in the text. Include the quote and explain how it helps emphasize these feelings.
   
   Answers will vary, but should include text evidence and the students’ rationales.

5. Would the story be as interesting if the author did not include text effects to dialogue? Why or why not?
   
   Answers will vary, but could include: No. Text effects help readers “hear” what a character is saying and might be feeling.
Lesson 1  Rewrite the sentence by reordering the adjectives.

He had watched with brown sharp eyes as his mom dropped a metal small disk into a red machine.

He had watched with sharp brown eyes as his mom dropped a small metal disk into a red machine.

Lesson 2  Rewrite the sentences by replacing the nouns with the appropriate pronouns.

1. Greg opened his red plastic pencil case.
   He opened his red plastic pencil case. He opened it.

2. The clash between Greg and Maura had been out in the open.
   The clash between them had been out in the open.

Lesson 3  Circle the relative pronouns. Then underline the noun each describes.

He had piercing dark eyes and a bright smile, which made it harder to notice the large nose that lived between them.

Lesson 4  Correct the subject-verb agreement by rewriting the sentence.

So, Mr. Z, do you wishes sometimes that you could have been a doctor?

So, Mr. Z, do you wish sometimes that you could have been a doctor?

Lesson 5  Circle the pronoun and underline its antecedent.

There was a close-up of the unicorn’s head, with its teeth showing and nostrils snorting.
Lesson 1 Establish a Situation  Write the beginning of a story in which there is a problem that needs to be solved. Describe the characters and setting, and introduce the problem.

Narratives will vary, but should include descriptions of characters and setting and an introduction of the problem. Writing should also show the correct use of adjectives in a series to describe something.

Lesson 2 Introduce a Narrator and Characters  Write about characters who are facing a challenge. The narrator should be part of the story. Introduce the narrator and at least one other character, and use personal pronouns in your narrative.

Narratives will vary, but should feature at least two characters, one of whom is the narrator. Each character should be distinct in personality and behavior. Students should show how their narrators view the world and feel about the characters and the events of the story.
Lesson 3 Use Dialogue  Write a scene of dialogue between two or more characters who work together to come up with creative solutions to a problem. Scenes will vary, but should include an event or experience that the characters will talk about. The dialogue should be about the problem.

Lesson 4 Use Concrete Words and Phrases  Write the opening paragraph of a narrative in which a character or a third-person narrator describes the setting of the story. Write from the point of view of the narrator and include concrete words and phrases to convey details and events precisely. Use the space below and another sheet of paper if necessary. Paragraphs will vary, but should establish either a third-person narrator or a character who is telling the story.

Lesson 5 Research  Imagine a story that is set at a small business. First, decide what the business is. Then research details about the business that can be used to describe a realistic setting. On a separate sheet of paper, introduce either a narrator or a character. Let your narrator describe the setting using concrete words, drawing on authentic details from your research. Answers will vary, but should use research details in describing the business.
Name ________________________________

Lesson 6
Responses should use evidence from the text.

Lesson 7
Responses should use evidence from the text.

Lesson 8
Responses should use evidence from the text.

Lesson 9
Responses should use evidence from the text.

Lesson 10
Responses should use evidence from the text.
Using evidence from the text, answer the following questions about pp. 164–182 from Lunch Money.

1. On p. 165, Mrs. Davenport “…had prepared a written version of the all-school announcement she had made on Friday. She had made it shorter, more to the point, and it was printed up in large type.” From these details, how would you describe Mrs. Davenport?

   She strongly believes that comic books shouldn’t be sold in school, and she wants to make sure her message is clear.

2. On p. 168, Maura notices that licensed products are sold in school. She thinks to herself, “I guess the School Committee decided that was okay.” How do Maura’s observations get her thinking about her books?

   Maura wonders why it is okay to sell licensed products at school but not her comic books.

3. Why do Maura and Greg trust Mr. Z to help them? Use details about Mr. Z’s character in your response.

   The students trust Mr. Z because he understood that if book clubs could sell books in school, they could sell their comics, too. Mr. Z also offered them help previously.

4. The story is written in third-person point of view. How does this mode of narration help readers understand each character? Use text evidence in your response.

   The author is able to describe each character’s feelings, thoughts, and motivations. Readers learn Maura and Greg are determined to sell their comic books in school, Mr. Z wants to help but is afraid of conflict, and Mrs. Davenport is sure that she is right.
1. Reread pp. 151–158 of Lunch Money, and focus on descriptive details.

2. What does the first paragraph on p. 151 help readers visualize?
The details help readers visualize Greg waiting for Maura and letting her in before she had a chance to ring the bell.

3. What do these details say about Greg?
Greg is worried that his brother would tease him about a girl visiting him.

4. On p. 152, the author uses the phrase “comic-book factory” to describe the playroom. What does this detail help readers visualize?
This detail helps readers visualize that Maura and Greg are working together to develop the comic book like a team of people would work together on a product in factory.

5. Reread Maura’s reaction to the first copy of her first comic book on pp. 157–158. What is she feeling?
She is amazed by what she and Greg were able to create together. She feels proud and happy.

6. Find and write about another descriptive detail in the story. What does it help readers visualize?
Answers will vary, but should include text evidence and the student’s rationale.
Lesson 6

slacker  Responses should show contextual understanding of the word.

critically  Responses should show contextual understanding of the word.

Lesson 7

efficient  Responses should show contextual understanding of the word.

derailed  Responses should show contextual understanding of the word.

Lesson 8

pioneering  Responses should show contextual understanding of the word.

agenda  Responses should show contextual understanding of the word.

Lesson 9

colleague  Responses should show contextual understanding of the word.

negotiations  Responses should show contextual understanding of the word.

Lesson 10

victory  Responses should show contextual understanding of the word.

personalized  Responses should show contextual understanding of the word.
Lesson 6  What is the most important element of a great comic book? State your opinion and support it using evidence from the text.

Lesson 7  Write a brief character analysis of Mrs. Davenport. Cite text evidence in your response.

Lesson 8  Use details in Chapter 22 to write a paragraph that explains how a School Committee meeting is run.

Lesson 9  What do you think is the most important theme in Lunch Money? Identify this theme, record story details that support the theme, and explain its importance as part of Greg’s character development.

Lesson 10  Explain how the author introduces a main idea and supports it with characters’ actions, words, and thoughts. Include how this strategy helps readers connect with Max.
Using evidence from the text, answer the following questions about pp. 203–222 from *Lunch Money*.

1. One theme in the story is standing up for what you believe in. How do the students’ actions support this theme?

   **Greg and Maura claim that they should be allowed to sell their comic books in school if different companies are also selling products to students in school.**

2. What does Greg realize at the end of Chapter 23? How does the new idea support the theme of standing up for what you believe in?

   **Greg realizes that all students should have a chance to sell things in the school store. The idea supports the theme that it’s important to defend what you believe.**

3. Select one of the characters in the book. Do you think he or she learns this lesson? Explain your response using text evidence.

   **Answers will vary, but should include text evidence and the student’s rationale.**

4. Does the act of sending the comic books anonymously to Mrs. Davenport support or go against this theme? Explain.

   **Answers will vary.**
1. Reread pages 183–194 of *Lunch Money*, and focus on similes and metaphors.

2. On p. 186 Mrs. Davenport refers to Maura and Greg as “young tycoons.” Is this comparison a simile or metaphor?
   **The comparison is a metaphor.**

3. Is the following sentence from pp. 191–192 a simile or a metaphor?
   “What—do you want to look like some kid who just came in from the playground?”
   **The sentence is a simile.**

4. What is being compared?
   **Greg’s appearance is being compared to a kid’s on the playground.**

5. How does this sentence help readers understand what is happening?
   **Answers will vary, but could include: Maura wants Greg to dress in a business-like fashion for the School Committee meeting. Her statement helps readers understand how important it is to dress professionally for this significant meeting.**

6. On p. 194, Greg’s heart is described, “His pounding heart made it feel like he had a squirrel running around under his shirt.” Is this a simile or metaphor? How is Greg feeling?
   **The sentence is a simile. Greg is feeling very nervous.**
Lesson 6  Circle the adverb in the sentence below. Then write a synonym for the adverb on the line.

Because what she saw reminded her of two kindergartners at the art tables, each child bent over some work, each __________ unaware of the other.

**Answers will vary, but could include: thoroughly, totally.**

Lesson 7  Underline the prepositional phrases in these sentences.

1. She slipped it inside the front cover of her social studies book, and then they both ran and got on the bus.
2. Mr. Z pulled a handful of papers from the in-box on his desk.

Lesson 8  Fill in the blank with the correct progressive verb tense.

1. He __________ writing short equations on the board.
2. You don’t think I __________ doing that?
3. I know it must seem like Greg and Maura __________ making a strange request.

Lesson 9  Fill in the blank with a coordinating conjunction.

1. I did not read comic books as a child, __________ neither did any of my brothers or sisters.
2. Greg started to follow, __________ then he stopped.

Lesson 10  Underline the modal auxiliary in this sentence.

This young man __________ be well on his way to becoming a millionaire.
Lesson 6 Use Descriptive Details  Write a scene about two or more characters who are trying to work together to solve a problem. Include at least two adverbs that explain when, where, why, or how actions happen. Use the space below and a separate sheet of paper if necessary.

Scenes will vary, but should include descriptive details about the events and characters. Writing should also include adverbs.


Lesson 7 Analyze an Event Sequence  Write about your actions, thoughts, and feelings from an experience you had that involved making a big decision. Organize your information as a sequence of events. Use the space below and a separate sheet of paper if necessary.

Answers will vary, but should tell the events in order, using specific transition words or phrases, and include a clear ending.


Use a separate sheet of paper for all the prompts below.

**Lesson 8 Use Sensory Details**  Write a narrative about two characters competing to sell similar products. Use sensory details to convey events precisely and to develop a theme.

*Narratives will vary, but should include vivid sensory details. Also look for details that convey a theme.*

**Lesson 9 Use Dialogue**  Write a sequel to *Lunch Money* in which Greg and Maura discuss adding a new product to their Chunky Comics business. Use dialogue to reveal what each character thinks the new product should be and provide logical conclusions.

*Sequels will vary, but should establish the situation using a third-person narrator, introduce the setting and characters, and organize an event sequence. Much of the story should be told through Greg and Maura’s dialogue. Students should review the character traits and speech characteristics of each as well as how to punctuate dialogue correctly.*

**Lesson 10 Analyze Sensory Details**  Imagine what you would do with the profits if you had a million-dollar business. Write a narrative about it, using sensory details to convey events precisely.

*Narratives will vary, but should include description through dialogue and sensory details.*
Name ________________________________

Lesson 11
Responses should use evidence from the text.

Lesson 12
Responses should use evidence from the text.

Lesson 13
Responses should use evidence from the text.

Lesson 14
Responses should use evidence from the text.

Lesson 15
Responses should use evidence from the text.
Name

Team “Sports”

Alec and Joey lived near the ocean all year long. Most people don’t realize how boring and lonely winter can be at the beach, especially when you and your brother like doing different things. The summer, though, was an entirely different story.

The beach was bustling every week as vacationers came and went. An outgoing boy, Alec—the older by two years—was famous for organizing games of beach volleyball, football, and any other sport imaginable. Sometimes Joey, who was on the shy side, tried to join in. But often he preferred to draw, paint, or build fancy sandcastles like his grandmother. She had taught him how to pack the sand tightly with his palms, carving rounded windows and delicate towers with a garden spade.

Alec didn’t understand why Joey would rather do artistic things than play ball. When Joey tried to explain, Alec just shook his head. He insisted that sports were better because sports often allowed many kids to play together. That is when Joey’s idea hatched. He would show Alec what doing things together looked like!

Working for several hours, Joey created an elaborate sandcastle with stairs, towers, and shell-lined walls. When he had finished, he used his mom’s camera to take pictures. Then Joey painted colorful posters featuring his sandcastle and the question, “Can you top this?” He hung his posters everywhere in town, announcing his plans for a day of sandcastle artistry—all ages welcome. At the end of the day, there would be a potluck dinner to mark the occasion.

When Alec saw a poster, he smirked and not so nicely told Joey that no one would come. Still, shortly after sunrise on Saturday, Joey was on the beach digging in the sand. By midmorning, four kids his age were sculpting the sand alongside him. By noon the number had tripled. A couple of parents even joined in. Joey beamed as everyone eagerly discussed ideas and shared tools. It was a sandcastle-making party!

As the afternoon progressed, Alec’s game of volleyball died down, and his friends suggested they check out the sand structures. Alec couldn’t believe what he saw. At least 30 people were building an entire city of sandcastles! It was one of the most beautiful things he had seen on the beach. Best yet, everyone was chatting and laughing and working together.
“Well, little brother,” Alec said to Joey, “I guess you proved me wrong. You should make this sandcastle day an annual tradition!” With a chuckle, Joey handed Alec and his buddies a pail and several shovels and told them to get started on their own castle masterpieces. Before long, they too were working together on a super creation in the sand.

Gather Evidence  Underline two details about Alec, and two about Joey.

Gather Evidence: Extend Your Ideas  What are some differences between Alec and Joey?

Answers will vary.

Ask Questions  Write two questions about the characters that would help you better understand them.

Answers will vary, but could include: Why does Alec like to play sports? Why doesn’t Joey like sports?

Ask Questions: Extend Your Ideas  On a separate sheet of paper, write three other questions about Alec and Joey that interest you.

Make Your Case  Circle clues in the text that show how Alec and Joey change from the beginning to the end of the story.

Make Your Case: Extend Your Ideas  Who changed more from the beginning to the end of the story: Alec or Joey? On a separate sheet of paper, explain your answer using details from the text to identify the specific change(s).
Name ____________________________

**Lesson 11**

*enveloped* Responses should show contextual understanding of the word.

*appreciate* Responses should show contextual understanding of the word.

**Lesson 12**

*hesitated* Responses should show contextual understanding of the word.

*exchanged* Responses should show contextual understanding of the word.

**Lesson 13**

*original* Responses should show contextual understanding of the word.

*imitation* Responses should show contextual understanding of the word.

**Lesson 14**

*tattletale* Responses should show contextual understanding of the word.

*attendance* Responses should show contextual understanding of the word.

**Lesson 15**

*bragging* Responses should show contextual understanding of the word.

*bawling* Responses should show contextual understanding of the word.
Lesson 11  Was baking and selling cookies a good plan to make a million dollars? Include examples from the text in sequential order to support your ideas.

Lesson 12  Would you want to compete with a friend to sell lemonade? Why or why not? Use careful word choice to describe how you would feel. Include examples from the text to support your opinion.

Lesson 13  In Lunch Money, how does competition change the kind of products that Greg and Maura sell? Include details from the text to support your explanation.

Lesson 14  How is Monchi’s hometown different from Tucson? Add text evidence, including examples from Monchi’s point of view, to support your ideas.

Lesson 15  Would you like to live where and when the characters in the text did and go to a school like Coyote School? State your opinion and support it using evidence from the text.
Name ________________________________

Using evidence from the text, answer the following questions about pp. 60–66 from *Coyote School News.*

1. In the first paragraph of p. 60, who is narrating the story? What words tell you the story is from his point of view?

   Ramon Ernesto Ramirez (or Monchi) is the narrator. He refers to himself using “my,” “me,” “I.”

2. What is the story’s point of view called?

   first person

3. On p. 62, what do you learn about the new teacher? From whose perspective do you learn of her qualities?

   Miss Byers lives on a ranch named Rattlesnake Canyon. She is “young,” “nice,” and “fair,” and the students like her “swell ideas.” She is described from Monchi’s perspective.

4. Explain how the style of narration makes you feel like you are learning about the events at the same time as the narrator.

   Since the story is written in first-person point of view, the events are described as they are happening to Monchi. For example, I find out his wrist is broken at the same time he does. The verbs are all in the present tense.

5. Read Loli’s quote from p. 63: “‘Miss Byers says you have to help me put words to my story,’ she said.” Do the words “me” and “my” mean this sentence is told from the first-person point of view? Explain.

   No, the words are part of dialogue because they are in quotes. The words “me” and “my” refer to what Loli says. But it doesn’t mean the story is from her point of view.
Name

1. Reread pp. 67–73 in Coyote School News and focus on the Spanish words.

2. How can you tell that a word in the text is in Spanish?
   The words are in italics the first time I read them.

3. From what you read on p. 67, is Nochebuena a special day? How do you know?
   Monchi describes this time as when many people gather—some are family members he sees only on special occasions. On Nochebuena, he and the other children are excited to play with the piñata.

4. What can you tell about what a piñata is from reading only the text on p. 67?
   Answers will vary.

5. What can you tell about what dulces are from reading only the text on p. 67?
   Answers will vary.

6. Why is novia not called out in the text on p. 71?
   Answers will vary, but could include the following:
   I already know that it means “girlfriend.” Earlier in the story, Natalia said Rosie was Monchi’s novia, and Monchi said that he liked Rosie.
Lesson 11  Answer the questions below.

1. Why are commas important in dialogue?
   They set off the speaker’s tag, such as, “said Monchi.”

2. Why are quotation marks important in dialogue?
   They tell you where a speaker’s words begin and end.

Lesson 12  Rewrite the fragment as a complete sentence.

One thing I love about school.

**Answers will vary, but could include:** One thing I love about school is I learn something new every day.

Lesson 13  Combine the sentences using a comma and a coordinating conjunction.

At first my aunt was surprised and happy to see us. Then Chaco told her why we were there.

**At first my aunt was surprised and happy to see us, but then Chaco told her why we were there.**

Lesson 14  Circle the relative adverb.

1. Chipito always barks **when** he sees us.
2. Chaco drove us to school **where** Miss Byers was our teacher.

Lesson 15  Underline the dependent clause in each sentence.

1. When she gave him the silver dollar, I didn’t want to look.
2. Before the chiles dry out, we have to string them to make the sartas.
Lesson 11 Draw Evidence from Literary Texts  Write a conclusion to the story that tells what happens next for Max and Gordy. Make sure your conclusion follows logically from the events you have read so far. Use the space below and another sheet of paper if necessary. **Conclusions will vary, but they should logically follow events from the text and end the story. Check students’ writing for transitional words to show sequence and that spelling, grammar, and punctuation are correct.**

Lesson 12 Develop a Plot  Write a narrative about a solution to a specific problem. Include decisions that characters had to make in order to work together to come up with the solution. You may draw on life experiences to develop your story. Use the space below and another sheet of paper. **Narratives will vary, but will be based on how people in similar real-life situations might act. Check students’ writing for complete sentences.**
Use a separate sheet of paper for all the prompts below.

**Lesson 13 Plan and Prewrite**  Think about a short story to write. Introduce the character and develop a plot sequence about what he or she might discover. Write down any ideas that might help to develop your character.

*Ideas will vary, but students should use a sequence organizer to record events that unfold naturally and show chronological progression.*

**Lesson 14 Draft: Use Transitional Words and Phrases**  Continue drafting your short story about a main character who makes a discovery that changes his or her life. In this first draft, concentrate on getting all your ideas written down to flesh out the story. Use transitional words and phrases in your descriptions and add dialogue to develop the story.

*Stories will vary, but should be clear and well organized. Writing should include transitional words or phrases to connect ideas and to organize the sequence of events.*

**Lesson 15 Write a Conclusion**  Write an ending that follows the events of your story. Make your ending memorable and interesting by including information that makes sense but is surprising. Revise as needed and take out any unnecessary information. Include at least two examples of complex sentences.

*Conclusions will vary, but should summarize the events in the narrative and leave an impression with the reader. Look for correctly constructed complex sentences.*
Lesson 16
Responses should use evidence from the text.

Lesson 17
Responses should use evidence from the text.

Lesson 18
Responses should use evidence from the text.
Name ______________________________________

Using evidence from the text, answer the following questions about *Lunch Money* and *Coyote School News*.

1. In what county and state is the school in *Coyote School News* located? How do you know?
   **Pima County, AZ; The top of the school newspaper has the location of the school.**

2. Describe the setting of *Coyote School News*. Use details from the story.
   **Answers will vary but could include: The students live on ranches. There is one small school bus that takes almost all the students to school.**

3. Use details from *Lunch Money* to describe the setting of Ashworth Intermediate School and Greg’s town.
   **Answers will vary but could include: The story takes place in an urban setting. Greg's school has 450 students.**

4. Are there more similarities or differences between the two schools? Explain.
   **Answers will vary but could include: There are more differences. Coyote School has few students, while Ashworth Intermediate School has hundreds of students in just the middle grades.**

5. Based on what you know about the two locations, which school would you rather attend? Why?
   **Answers will vary but could include: I would rather go to Coyote School because I like having a small class and just one teacher.**
Using evidence from the text, answer the following questions about Lunch Money and “Max Malone Makes a Million.”

1. How is Lunch Money structured?
   It is broken into chapters with titles.

2. How is “Max Malone Makes a Million” structured?
   It has sections with headings.

3. What visual element do both texts have?
   They both have illustrations.

4. Name one visual element that is different in the texts.
   Lunch Money has a picture of a coin at the beginning of every chapter. “Max Malone Makes a Million” has a fancy first letter at the beginning of each section.

5. How do the authors of Lunch Money and “Max Malone Makes a Million” organize their stories similarly?
   Answers may vary but could include: They both show how their characters work on solutions to their problems. Each also includes illustrations that add to the storytelling.

6. Why do you think the authors chose to organize their stories this way? Use evidence from the texts to support your answer.
   Responses should use evidence from the texts.
Lesson 16

teacher Responses should show contextual understanding of the word.

student Responses should show contextual understanding of the word.

Lesson 17

initiative Responses should show contextual understanding of the word.

goal Responses should show contextual understanding of the word.

Lesson 18

fair Responses should show contextual understanding of the word.
Lesson 16  What can someone do to find inspiration to create a comic book or a school newspaper? Use details from both *Lunch Money* and *Coyote School News* to support your explanation.

Lesson 17  How do the visuals in the three texts help you understand important events? Include examples from the texts to support your explanation.
Lesson 18  Is a school a good setting for a story? Include details and examples from *Lunch Money* and *Coyote School News* to support your ideas.
Using evidence from the text, answer the following questions about *Lunch Money*, *Coyote School News*, and “Max Malone Makes a Million.”

1. What goal do Greg, Monchi, and Max share?
   **They all want to earn money.**

2. What is similar about the way they all try to reach their goal?
   **They all try to earn money with hard work.**

3. What is different about the way they all try to reach their goal?
   **Greg and Max try to make money by selling things, while Monchi tries to earn his by winning the award for perfect attendance.**

4. How are Greg and Max similar?
   **They both have siblings. They both sell lemonade. They both have rivals.**

5. Which character would you most want to be friends with: Greg, Monchi, or Max? Why?
   **Responses should use evidence from the texts.**

6. What other connections can you make about the three texts?
   **Responses should use evidence from the texts.**
Lesson 16  Underline each subject. Draw a box around each predicate. Circle each coordinating conjunction.

1. This time we [underline] will [boxed] double [boxed] the recipe, and we [boxed] will [boxed] use [boxed] the one on the back of the package.


Lesson 17  Circle the coordinating conjunction that needs a comma before it.

1. It was very exciting [boxed] but [boxed] now it is over and I am feeling sad.

2. He saw her shoulders stiffen [boxed] so [boxed] he talked fast and kept his voice low.

3. Rosalie could eat tons of sugared cereal [boxed] and [boxed] she would never get tired of it.

Lesson 18  Circle the misspelled words. Then write the correctly spelled word on the line.


2. They [circled] pored [boxed] themselves some [boxed] more lemonade. poured; more

3. The best was a silver [circled] buckel [boxed] with a [boxed] whole [boxed] to put a silver dollar. buckle; hole
Lesson 16 Revise  On a separate sheet of paper, revise your short story using transitional words and an event sequence that makes sense. Include dialogue and descriptive details that clearly relate the characters’ experiences. Make sure that in the beginning, you have established a clear situation, introduced a narrator, and provided some details about the story’s setting. Your conclusion should follow logically from the events that come before it, summarize your theme, and leave a memorable impression.

Stories will vary, but should feature solid introductions, logical sequences of events, dialogue, and strong conclusions. Students should use concrete words and phrases and sensory details to show how the characters react to different events and experiences.

Lesson 17 Edit and Proofread  Reread the story you have written on a separate sheet of paper. Correct mistakes in spelling and grammar, and make sure you have used proper punctuation in dialogue and contractions. Rewrite as needed to include a variety of sentence structures.

Stories will vary, but final versions should show correct spelling, proper grammar and punctuation, and feature both simple and complex sentences.
Lesson 18 Publish and Present  Using the space below and another sheet of paper if needed, draft a plan to present the story you have written. Alter your writing as needed for the presentation. Use a dictionary or other resource to make sure you have correctly spelled all words. Finally, present your story to the class.

Presentations will vary, but should be clear and engaging.
Lesson 1
Responses should use evidence from the text.

Lesson 2
Responses should use evidence from the text.

Lesson 3
Responses should use evidence from the text.

Lesson 4
Responses should use evidence from the text.

Lesson 5
Responses should use evidence from the text.
To Save or to Spend?

You just returned from the mall with your friends. You stopped at your favorite store and picked out the next thing you want to buy. All your friends spent their money on little things like fake dinosaur bones, crystals that grow, and a question and answer book about space. Everyone was excited about what they bought and couldn’t wait to get home to play with what they picked out.

You, on the other hand, loved a cool rover model and are thinking about saving the money you earned from doing chores to buy it. You have $25.00 but you need to save $50.00 to get it. You also saw a model of a motor, and it was only $25.00. It looked pretty cool. The model teaches you all about an engine and how it works. Cars, airplanes, and even space rovers depend on engines, so it would be cool to learn how one works.

Now you have a dilemma. How should you spend your hard-earned money? In order to solve this problem, you have to look at both options. If you spend the money on the motor model, you’ll have something new to play with right away. You can learn all about how an engine works.

Then again, the rover model was very cool! It’s expensive, and you’d have to save up for it, but there are over 40 different experiments you could do with it.

So now it’s decision time! If you wait to get the rover model, you’ll have to give up buying the motor model today.

On the other hand, suppose you spend the money on the motor model. What happens when you learn about how an engine works? There aren’t 40 different experiments to do with the motor model. Would your choice be a good one, or would you wish you’d saved your money and spent it on the cool rover model instead?

Life is full of decisions and choices. Many have to do with money and things. So keep this proverb in mind, “The art is not in making money, but in keeping it.” Remember that your hard-earned money should be spent wisely, and sometimes the wisest thing is not to spend it all.
Gather Evidence  Underline the options in the text. Use text evidence to explain why it may be beneficial to buy the model of the motor.

The motor is more affordable than the rover model, and you can learn how it works.

Gather Evidence: Extend Your Ideas  How would you choose? Use text evidence to explain your choice.
Responses should use evidence from the text.

Ask Questions  What three questions would you have for the toymakers about each model?

Answers will vary but could include the following: How long does it take to set up each model? Which model is more educational? Why is the rover model more expensive?

Ask Questions: Extend Your Ideas  Suppose you decide on the rover model. What are two additional questions you might have?

Answers will vary.

Use a separate sheet of paper to answer the following.

Make Your Case  Is the author taking a side or remaining neutral about spending habits? Circle the evidence and then explain it in your own words.

Make Your Case: Extend Your Ideas  Based on the evidence you circled, state whether you agree or disagree with the author.
Name ________________________________

Lesson 1
values Responses should show contextual understanding of the word.

check Responses should show contextual understanding of the word.

Lesson 2
borrow Responses should show contextual understanding of the word.

business Responses should show contextual understanding of the word.

Lesson 3
spending Responses should show contextual understanding of the word.

services Responses should show contextual understanding of the word.

Lesson 4
wisely Responses should show contextual understanding of the word.

convenient Responses should show contextual understanding of the word.

Lesson 5
bills Responses should show contextual understanding of the word.

income Responses should show contextual understanding of the word.
Lesson 1 Explain how using money is different from bartering.

Lesson 2 Do you think that banks should require a parent’s name on an account for children? Use reasons and evidence from the texts to support your opinion.

Lesson 3 How are the terms PIN, EFT, and ATM used when discussing the topic of banking? Use evidence from the text to support your response.

Lesson 4 Express an opinion about whether children should be allowed to have credit cards of their own.

Lesson 5 Explain in your own words the difference between a need and a want. Then, use synonyms and antonyms to describe how you can budget your money for needs and wants.
Name ____________________________________________

Using evidence from the text, answer the following questions about pp. 22–29 from *Using Money*.

1. What is interest?
   **Interest is a fee banks charge people who borrow money.**

2. Will you pay more if you only pay the minimum payment due on a credit card bill?
   **The bank will charge interest on the amount that is not paid back, so you will eventually pay more than you actually spent on something.**

3. If you pay off most of the credit card bill, will you still need to pay interest?
   **Yes. You will still need to pay a fee for the remaining amount you have borrowed.**

4. What might happen if someone “maxed out” his or her credit card?
   **Answers will vary.**

5. Draw a conclusion to explain why someone might not get a loan if he or she has bad credit.
   **Answers will vary.**

6. Draw a conclusion to explain how a person with bad credit could improve his or her credit.
   **Answers will vary.**
1. Reread pages 16–21 of *Using Money*, and focus on word choice.

2. What is a check as it relates to banking?
   
   It is a piece of paper on which you write a payment amount. You use checks to make payments.

3. What does it mean when a check “bounces”?
   
   When you write a check for an amount that is not in your bank account, you do not have enough funds to cover the check. Therefore, your check “bounces.”

4. What is online banking? Give two examples of what you can do online.
   
   It enables you to make transactions over the Internet, such as paying bills or looking up bank balances.

5. Is EFT the same as online banking?
   
   Yes, it’s one example of online banking. When you make an electronic funds transfer, you are making an electronic payment over the Internet.

6. What is an ATM? What is a PIN?
   
   An ATM is a banking machine on which you may deposit or withdraw money. A personal identification number is a password you need to access your account at an ATM.
Lesson 1 Underline the relative pronoun. Circle the noun that is described by the relative clause.

1. A paycheck, which is money earned on a job, something people receive.
2. People who want to get rid of their old things could have a garage sale.

Lesson 2 Use a comma and quotation marks to punctuate this sentence correctly.

In *Using Money*, the writer says, "Saving money is not easy, but the benefits are worth it."

Lesson 3 Circle the relative adverbs in the sentences below.

1. Your check register is where you must record all payments, withdrawals, and deposits.
2. When you have enough money saved, you may deposit it in a savings account.

Lesson 4 Change this sentence to past and future progressive.

The bank is charging a fee.

past progressive **The bank was charging a fee.**

future progressive **The bank will be charging a fee.**

Lesson 5 Underline the relative pronoun and circle the word it modifies in each sentence.

1. Write down everything that you spend money on for one month.
2. People save for a vacation which could cost a lot.
Lesson 1 Identify Purpose  Which money system is better, the modern money system or ancient systems of bartering? Write one paragraph stating your opinion. Include your reasons and use text evidence from pp. 4–5 of Using Money to support your opinion. Include relative pronouns in your paragraph. Paragraphs will vary, but should contain a clear opinion statement, two or three reasons for the opinion, and supporting citations from the text. Check for the correct use of relative pronouns.

Lesson 2 Introduce a Topic  Do you think it is important to save money? Write a paragraph that clearly states your opinion and include reasons for it. Add key points and details from pp. 8–15 of Using Money that support your opinion, and include at least one direct quote from the text. Use words and phrases to link your opinions and reasons together. Paragraphs will vary, but should clearly state an opinion, include a quotation from Using Money, and use words and phrases that link ideas.
Name ________________________________

Use a separate sheet of paper for all the prompts below.

Lesson 3 State and Support an Opinion Which is more useful: traditional banking or online banking? State your opinion clearly and provide reasons that are supported by facts and details from pp. 16–21 of Using Money. Conduct research online to find one source that verifies a fact you use from the text. Include it as support in your writing.

**Answers will vary, but opinion statements should be clear, include students’ rationales, and be supported by text and research evidence.**

Lesson 4 Establish a Purpose Create an advertisement in which you state an opinion about a new kind of credit card that would benefit people. Give the credit card a name and provide reasons why it would help people. Provide facts and details to support the reasons. Finally, add illustrations to support your text.

**Ads will vary, but should include an explanation of how the new credit card would benefit the reader. Ads should feature supporting illustrations.**

Lesson 5 Support Reasons with Facts and Details Write an opinion paragraph supporting the point of view that creating and using a budget is an important practice. Make sure that you include at least one reason and at least two facts and/or details for each reason. You may research more about the topic to find support for your reasons. Include at least one relative pronoun in your paragraph.

**Paragraphs will vary, but must have clear facts and details to support reasons. Look for use of relative pronouns.**
Name ____________________________

Lesson 6
Responses should use evidence from the text.

________________________________________________________________________

Lesson 7
Responses should use evidence from the text.

________________________________________________________________________

Lesson 8
Responses should use evidence from the text.

________________________________________________________________________

Lesson 9
Responses should use evidence from the text.

________________________________________________________________________

Lesson 10
Responses should use evidence from the text.

________________________________________________________________________
Using evidence from the text, answer the following questions about pp. 34–37 from *Using Money*.

1. Reread p. 35. What is the main idea of this page?
   
   **Ben Bernanke is the chairman, or leader, of the Federal Reserve System.**

2. What are some key details about Ben Bernanke?
   
   **President Bush appointed Bernanke in 2006. President Obama reappointed him for another term.**

3. How does recognizing the main idea and key ideas help you figure out the author’s purpose?
   
   **It helps me know that the author is giving information about Ben Bernanke and his role as leader of the Federal Reserve System, so her purpose is to inform.**

4. Reread pp. 36–37. What are two key details about foreclosures?
   
   **Answers will vary.**

5. What is the author’s purpose for including foreclosures in a chapter about how people get money for big purchases? Do you think this information belongs in the chapter? Why or why not? Write your response on another sheet of paper.

6. How does the information in this section help you understand loans?
   
   Use text evidence and respond on another sheet of paper.
1. Reread pp. 38–41 of *Using Money*, and focus on coordinating conjunctions.

2. Which conjunction is used here: “The stock market is not an actual place you can go to. It refers to the buying and selling of stocks.”
   
   and

3. What two ideas is the author connecting?
   The stock market is used to buy and sell stocks.

4. What conjunction is used in this sentence: “The Dow Jones Industrial Average, or the Dow, is a market average.”
   
   or

5. What is the author’s purpose for using this conjunction?
   The author is giving another name for the Dow Jones Industrial Average.

6. Record another way the author used conjunctions on p. 40. Explain what ideas the author is connecting with the conjunction.
   Answers will vary, but should include text evidence and the student’s rationale.
Lesson 6
charging Responses should show contextual understanding of the word.

payments Responses should show contextual understanding of the word.

Lesson 7
organizations Responses should show contextual understanding of the word.

profit Responses should show contextual understanding of the word.

Lesson 8
piggy banks Responses should show contextual understanding of the phrase.

inexpensive Responses should show contextual understanding of the word.

Lesson 9
measured Responses should show contextual understanding of the word.

worth Responses should show contextual understanding of the word.

Lesson 10
operate Responses should show contextual understanding of the word.

industries Responses should show contextual understanding of the word.
Lesson 6 Write a paragraph stating and explaining your opinion about whether people should be given another chance if they have been through a foreclosure. Cite key details from the text to support your opinion.

Lesson 7 Use coordinating conjunctions to write sentences that explain how Warren Buffett makes money and saves money. Use textual evidence in your response.

Lesson 8 Which is a better place to save money: a piggy bank or an account with compound interest? Why?

Lesson 9 A family member has $100 to save or invest. To help him or her make a decision about what to do with the money, explain how each system works. Use information from the text to support your explanation.

Lesson 10 Choose one entry from the Three-Column Chart and explain why you think this word or phrase is important to an understanding of the stock market or economics. Use information from the text to support your opinion.
Using evidence from the text, answer the following questions about pp. 3–5 of *The Stock Market.*

1. Explain in your own words how the stock market works.
   *Answers will vary, but could include:* People buy stocks, which are pieces (or shares) of a company. If the company does well, people who bought the stocks will make money.

2. Explain what happens if people don’t invest their money. Use two examples from the text in your response.
   *Answers will vary.*

3. How does money grow when invested in stocks?
   *Stocks change in value every day. Sometimes, stock values go up and sometimes they go down. But when the stock prices rise, people can earn a lot more money.*

4. What happens to money when people put it in the bank?
   *When people save their money in a bank account, the bank pays interest on it and the money can grow.*

5. Is it safer to put your money in a bank account or invest in stocks? Explain why or why not on a separate sheet of paper.

6. Explain when it might be a good idea to invest in stocks.
   *Answers will vary, but could include:* People who have extra money may want to invest in stocks. It’s a way to invest in a company and possibly grow their money.
1. Reread pp. 6–11 of *The Stock Market*, and focus on word choice.

2. The first paragraph on p. 6 includes the word *operate*. What do you think this word means? Use context clues to explain your answer.

   **Answers will vary, but could include:** The text says that when people buy company stock, the company has money to operate. I know companies need money to work, so *operate* must mean “work.”

3. Use a dictionary to look up the definition of *operate*. Write its definition.

   **to perform a function**

4. The sidebar on p. 8 includes the word *manufactures*. What do you think the word means? Use context clues to explain your answer.

   **Answers will vary, but could include:** The text includes an example about a company that manufactures paper clips. I know companies produce, or make, things, so it must mean “produces” or “makes.”

5. What is a dictionary definition of the term?

   **the act or process of producing something**

6. How do the words *manufactures* and *operate* relate to a good economy?

   **Answers will vary, but could include:** In order for an economy to be successful, companies need to operate well and make a profit on what they manufacture.
Lesson 6  Use commas and coordinating conjunctions to rewrite these sentences to compound sentences.

1. They get a loan from the bank. They promise to pay it back in a certain amount of time.

   **They get a loan from the bank, and they promise to pay it back in a certain amount of time.**

2. The bank is a business. It makes its money by charging interest.

   **The bank is a business, and it makes its money by charging interest.**

Lesson 7  Use a comma and quotation marks to punctuate this sentence correctly.

   In *Using Money*, Gail Fay writes “Some investments, such as gold, are considered safe because the price is more likely to go up.”

Lesson 8  Underline the prepositional phrase in each sentence.

1. In the past, people saved money at home.

2. In some European countries today, people give piggy banks as gifts because they believe the pig brings good luck.

Lesson 9  Underline the modal auxiliaries in each sentence.

1. It is like a market that people can buy and sell one kind of item—stocks.

2. When people invest their money, they might use it in a way that will make more money in the future.

Lesson 10  Cross out the misspelled word and write the corrected word on the line. Consult a dictionary as needed.

   Here, **popular**

   **Here, popular**
Lesson 6 Create an Organizational Structure  Do you think banks should be allowed to offer subprime mortgages? Write a short opinion essay, providing reasons supported by facts and details, and grouping related ideas together to support your opinion. Include at least three compound sentences in your writing. Use the space below and a separate sheet of paper.

Opinion essays will vary, but should be organized well—with related ideas grouped in a way that supports purpose for writing: to persuade. Students’ writing should state opinions, provide at least two reasons, and include facts and details to support the reasons. Look for compound sentences in the essays.

Lesson 7 Research and Draw Evidence  Research a charity you like. Write about why you are interested in this charity and why you would like to donate money to it someday. Introduce your topic clearly, group related information, and quote accurately from sources.

Answers will vary, but should cite reasons, facts, examples, and quotations from sources to back up opinion statements. Look for correct use of commas and quotation marks in direct citations. Students’ writing should show strong conclusions that explain why their charity is important.
Name ________________________________

Use a separate sheet of paper for all the prompts below.

Lesson 8 Provide a Concluding Statement Write a paragraph in which you state and support the opinion that a person should start saving money at an early age. Use key facts and details from Using Money. Include at least five prepositional phrases.

Opinions will vary, but should be supported by evidence and citations from the text. Look for strong conclusions and the use of prepositional phrases.

Lesson 9 Link Opinions and Reasons State an opinion about whether it is better to put one’s money in a bank or invest it in the stock market. Use linking words and phrases to connect opinions with supporting reasons and text evidence.

Opinions will vary, but should include reasons for beliefs or judgments. Look for words and phrases that link arguments to the supporting reasons.

Lesson 10 Organize Information Reread the paragraphs under “Industries” and “Consumer Businesses” on pp. 6–7 of The Stock Market. Use a Web organizer to record details from the text and your own thoughts about the two categories of investments. Organize their reasons and supporting details by grouping related ideas. Then state and support your opinion about which of the two categories of investments you would rather invest in.

Opinions will vary, but should be organized and supported by text citations.
Name

Lesson 11
Responses should use evidence from the text.

Lesson 12
Responses should use evidence from the text.

Lesson 13
Responses should use evidence from the text.

Lesson 14
Responses should use evidence from the text.

Lesson 15
Responses should use evidence from the text.
Playing Sports and Giving Back

Professional sports teams make their fans cheer by winning games and championships. Winning is not just about scoring touchdowns, making baskets, and hitting homeruns, though. Many teams and players are winners because they help their communities. They know they are in a unique position to make a difference. Most are very happy to lend their names, time, autographed items, and money to help raise funds and awareness about important causes.

Some sports organizations choose certain charities to support. For example, Major League Baseball™ has chosen Boys & Girls Clubs of America™ as its official charity. Together, these two organizations help children learn to deal with barriers and challenges in their lives. Boys and girls are also taught about sportsmanship, responsibility, and team spirit.

The National Hockey League™ focuses its charity work on fighting cancer. In 1998, the league, along with the National Hockey League Players’ Association™ started a program called Hockey Fights Cancer™. In 1999, the two organizations started the Hockey’s All-Star Kids Foundation™. This program connects the hockey community with young people who have cancer and other serious diseases.

There are some causes many sports teams help support. One such cause is childhood obesity. When a child is obese, he or she weighs more than is healthy. This can lead to serious problems later in life. Today, more and more children are obese. Sports teams want to help children learn to take better care of their bodies. The Chicago Fire™, Denver Nuggets™, and Atlanta Falcons™ are just a few of the teams that help support programs to teach children about good nutrition and the importance of regular exercise. The National Football League™ started NFL PLAY 60™. This program encourages young football fans to be active for at least 60 minutes every day.

The Sports Philanthropy Project is an organization that helps sports teams give back to communities. It also keeps track of what teams and players are doing to make a difference. Do you want to know what your favorite teams and players are doing? Visit their Web sites to find out.
**Gather Evidence** How do professional athletes and teams lend their support? Underline two ways that are mentioned in the text.

**Gather Evidence: Extend Your Ideas** What specific causes do sports teams and players support? 
*helping children, overcoming childhood obesity, fighting cancer*

**Ask Questions** Write three questions you might ask an athlete about giving back to his or her community.
*Answers will vary.*

**Ask Questions: Extend Your Ideas** Why do you think it is important for professional sports organizations to participate in charitable causes?
*Answers will vary.*

**Make Your Case** Circle the ways that sports teams help communities.

**Make Your Case: Extend Your Ideas** Using information from the text, explain what you think is the most important way that teams help communities.
*Responses should use evidence from the text.*
Lesson 11
risk Responses should show contextual understanding of the word.
proven Responses should show contextual understanding of the word.

Lesson 12
instinct Responses should show contextual understanding of the word.
calculations Responses should show contextual understanding of the word.

Lesson 13
values Responses should show contextual understanding of the word.
income Responses should show contextual understanding of the word.

Lesson 14
captivated Responses should show contextual understanding of the word.
bombarded Responses should show contextual understanding of the word.

Lesson 15
encourage Responses should show contextual understanding of the word.
Lesson 11  Explain how World War II helped to end the Great Depression. Include examples from the text, including causes and effects, to support your ideas.

Lesson 12  Do the author’s word choices in *The Stock Market* help make the text engaging? Why or why not? Include examples from the text to support your opinion.

Lesson 13  Why is money important in our lives? Write an informative/explanatory text. Include details and examples from both texts to support your answer.

Lesson 14  Would Philo have been an interesting person to have as a friend? Why or why not? Support your opinion with details from the text.

Lesson 15  Based on the descriptive details in the reading, explain why Philo keeps working toward his goal in spite of setbacks. Include only the details that support your explanation.
Name ________________________________

Using evidence from the text, answer the following questions about pp. 95–106 from The Boy Who Invented TV.

1. What was the first thing that Philo fixed?
   the electric generator

2. Write two reasons why Philo would want to fix it.
   It broke down a lot. Repairs were costly.

3. What was Philo’s motivation for inventing things?
   He wanted to make doing his chores easier and wanted to have more time to read.

   Responses should use evidence from the text.

5. Why was television something that Philo wanted to continue to investigate? Explain using evidence from the text.
   Responses should use evidence from the text.
1. Reread pp. 108–120 of *The Boy Who Invented TV* and focus on descriptive details.

2. Explain Philo’s phrase “capturing light in a bottle” as it relates to his idea to create television.
   
   **It describes how Philo envisioned using electricity to capture and transmit lines of light that translate into a picture in a viewer.**

3. On p. 116, Philo tells Pem after they were married, “I have to tell you, there is another woman in my life—and her name is Television.”
   
   What is Philo trying to tell Pem?
   
   **He is telling her that developing his ideas on television is also a priority for him.**

4. When Pem and their friends read the newspaper article they were “bouncing up and down.” What does this descriptive detail tell you about this event?
   
   **They were very excited for Philo because he was getting recognized for his ideas.**

5. On p. 120 the author calls Philo “a shaper of the world to come”. What does this descriptive detail help you understand?
   
   **Philo’s ideas would change the future.**
**Lesson 11** Rewrite the sentence using a progressive verb.

Philo ached to discuss his ideas with someone.

**Philo was aching to discuss his ideas with someone.**

**Lesson 12** Underline the modal auxiliary verb in each sentence.

1. Maybe he could find fame by creating music.
2. Mr. Tolman pointed out that it would take a lot of money to build such a thing.

**Lesson 13** Write two sentences about Philo Farnsworth that use at least three adjectives. Make sure to order them correctly.

1. **Answers will vary.**
2. **Answers will vary.**

**Lesson 14** Reorder the adjectives in these sentences. Add commas where needed.

1. Philo wanted to harness electrons—invisible mysterious particles that traveled at the speed of light. **mysterious, invisible**
2. Philo had new big amazing ideas. **big, new, amazing**

**Lesson 15** Add commas and quotation marks to mark the direct speech and quotations.

1. According to the author of *The Boy Who Invented TV*, “No sooner did Philo Farnsworth learn to talk than he asked a question. Then another, and another. His parents answered as best they could.”
2. At the end of *The Boy Who Invented TV*, the author writes, “With his brainstorm in the potato field, Philo may have won the race to invent TV. But he lost the war over getting credit for it during his lifetime.”
Lesson 11 Conduct Research to Support Reasons  Find a stock you would like to learn more about and conduct research on topics that would help you decide if buying that stock would be a good investment. Use a graphic organizer to record facts, statistics, and details, keeping track of the source of each piece of information you record in your organizer. After completing your organizer, write a sentence about the stock using a progressive verb form.

Sentences will vary, but should include a progressive verb.

Lesson 12 Draw Evidence for Support  Explain how the authors of Using Money and The Stock Market use reasons and evidence to support particular points in their texts. Which writer did a better job of making his or her points? Give reasons using the details from the texts to support your choice. Use a separate sheet of paper if needed.

Answers will vary, but should identify a point or topic that is common to both texts. Students' analyses should include how the authors use facts, quotations, examples, and visuals to support their main ideas.
Lesson 13 Support Reasons with Facts and Details  On a separate sheet of paper, write an opinion paragraph about the stock market. Do the benefits outweigh the risks of investing in the stock market? Why or why not? Provide reasons that are supported by facts and details from the texts you have read.

**Opinions will vary, but should include reasons for beliefs or judgments that are supported by citations from the texts.**

Lesson 14 Draw Evidence  Draft a paragraph on which text does a better job of explaining how innovation led to the creation of new products and services. Choose evidence from both texts to support your opinion. Use the space below and another sheet of paper if needed.

**Paragraphs will vary, but should include an opinion statement that is backed up with citations from the texts to support it.**

Lesson 15 Plan and Prewrite  Plan a response to this prompt: Support the opinion that innovation is needed for economic growth. Use details from the texts to support your opinion. Organize the information you are gathering by listing reasons and corresponding text evidence. Use another sheet of paper.

**Answers will vary, but should cite details from the texts that support opinions.**
Name ____________________________

Lesson 16
Responses should use evidence from the text.


Lesson 17
Responses should use evidence from the text.


Lesson 18
Responses should use evidence from the text.


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Using evidence from the text, answer the following questions about Using Money and The Boy Who Invented TV.

1. On p. 40 of Using Money, what is the most important information about stocks?

   **Stocks are a type of investment in which you buy small parts of a company. You will profit or lose money depending on the success of the company and value of the stock.**

   **Answers will vary.**

2. How did you decide which detail was important?

   **Answers will vary.**

3. In The Boy Who Invented TV, what is the most significant event that happens on pp. 108–109?

   **While on the potato field, Philo comes up with an idea of building a TV using electricity instead of moving parts.**

4. In what ways can an author show the reader that an idea is important?

   **Answers will vary.**

5. Is it easier or harder to determine important details when you read informational text? Explain.

   **Answers will vary.**
Name ________________________________

Using evidence from the text, answer the following questions about
*Using Money*, *The Stock Market*, and *The Boy Who Invented TV*.

1. Why did the author include p. 12 in *The Stock Market*?
   
   **He wanted to explain what risk is and how it applies to the stock market.**

2. Is it important to include information on credit cards on pp. 22–23 in *Using Money*? Explain.
   
   **Yes. The author wanted readers to understand what a credit card is and how it works.**

3. Reread the opening paragraph on p. 95. Why do you think the author chose to begin Philo’s story this way?
   
   **She wanted to establish Philo as being curious from a very young age.**

4. From these details in the three texts, what can you conclude about the authors’ purposes for writing?
   
   **They are all written to give the reader more information on each topic: using money, the stock market, and Philo Farnsworth.**

5. What other evidence can you find in the three texts to tell you what each author’s purpose is?
   
   **Responses should include evidence from the text.**
**Vocabulary**

Name ________________________________

**Lesson 16**

*captivated* Responses should show contextual understanding of the word.

*breakdown* Responses should show contextual understanding of the word.

**Lesson 17**

*operate* Responses should show contextual understanding of the word.

*profit* Responses should show contextual understanding of the word.

**Lesson 18**

*values* Responses should show contextual understanding of the word.

*worth* Responses should show contextual understanding of the word.
Lesson 16  How can readers determine which information is important in a text and which is not?

Lesson 17  What types of details do authors include to help you understand informative texts? Include examples from the texts to support your ideas.
Lesson 18  Do you think Philo was a saver or a spender? Include details from The Boy Who Invented TV and Using Money to support your ideas.
Using evidence from the text, answer the following questions about Using Money, The Stock Market, and The Boy Who Invented TV.

1. What is similar about the genres in the three texts?

   **They are all nonfiction.**

2. What text features are the same in Using Money and The Stock Market? What similarities do all three texts share?

   Using Money and The Stock Market both include charts and photographs, and both have a table of contents and an index. They all include pictures and paragraphs.

3. How are investments covered in all three texts?

   The Stock Market defines an investment, and both this text and Using Money discuss how investments work. In The Boy Who Invented TV, Philo received two investments from businessmen to build his model of the TV.

4. What can you conclude about money after reading the three texts?

   Responses should use evidence from the text.

5. What other connections about the three texts can you make?

   Responses should use evidence from the text.
Lesson 16  Circle the relative pronoun. Underline the noun it modifies.

1. Charities are organizations that accept money gifts to provide help to people in need.
2. Philo was a real inventor, someone who helped shape the future.
3. The stock market is not like a market where you go to buy food.

Lesson 17  Combine each pair of independent clauses using the coordinating conjunction provided.

1. (but) Philo was silent. A big smile crossed his face.
   Philo was silent, but a big smile crossed his face.

2. (so) Thousands of people stopped paying their loans. WaMu lost millions of dollars.
   Thousands of people stopped paying their loans, so WaMu lost millions of dollars.

3. (and) Investors need to have common sense and good instincts. They need to understand math.
   Investors need to have common sense and good instincts, and they need to understand math.

Lesson 18  Underline the prepositional phrases.

1. On clear summer nights, as they lay in the grass and gazed at the stars, his father told him about inventors.
2. Instead of handwriting a check, you electronically transfer money over the Internet from your account to the company you want to pay.
Lesson 16 Draft: Opinion Writing  State an opinion about whether innovation is needed for economic growth. Use details from the texts to support your opinion. Be sure to use linking words that connect text details to your own opinion.

**Opinions will vary but should link thoughts and details. Check that conclusions summarize opinions.**

Lesson 17 Revise, Edit, and Proofread  Review the opinion essay you worked on in Lessons 15 and 16. Make sure you have used linking words and phrases to join your main points with your reasons. Check that your conclusion effectively summarizes your points. Finally, ensure that you have used proper spelling, punctuation, and grammar. Use the space below and another sheet of paper if necessary.

**Opinions will vary but should be supported by text details. Check word choices: students’ writing should include persuasive language and linking words and phrases.**
Lesson 18 Publish and Present  Draft a plan to present the essay you have written. Alter your writing as needed for the presentation. Finally, present your essay to the class.

Presentations will vary, but should be clear and engaging.