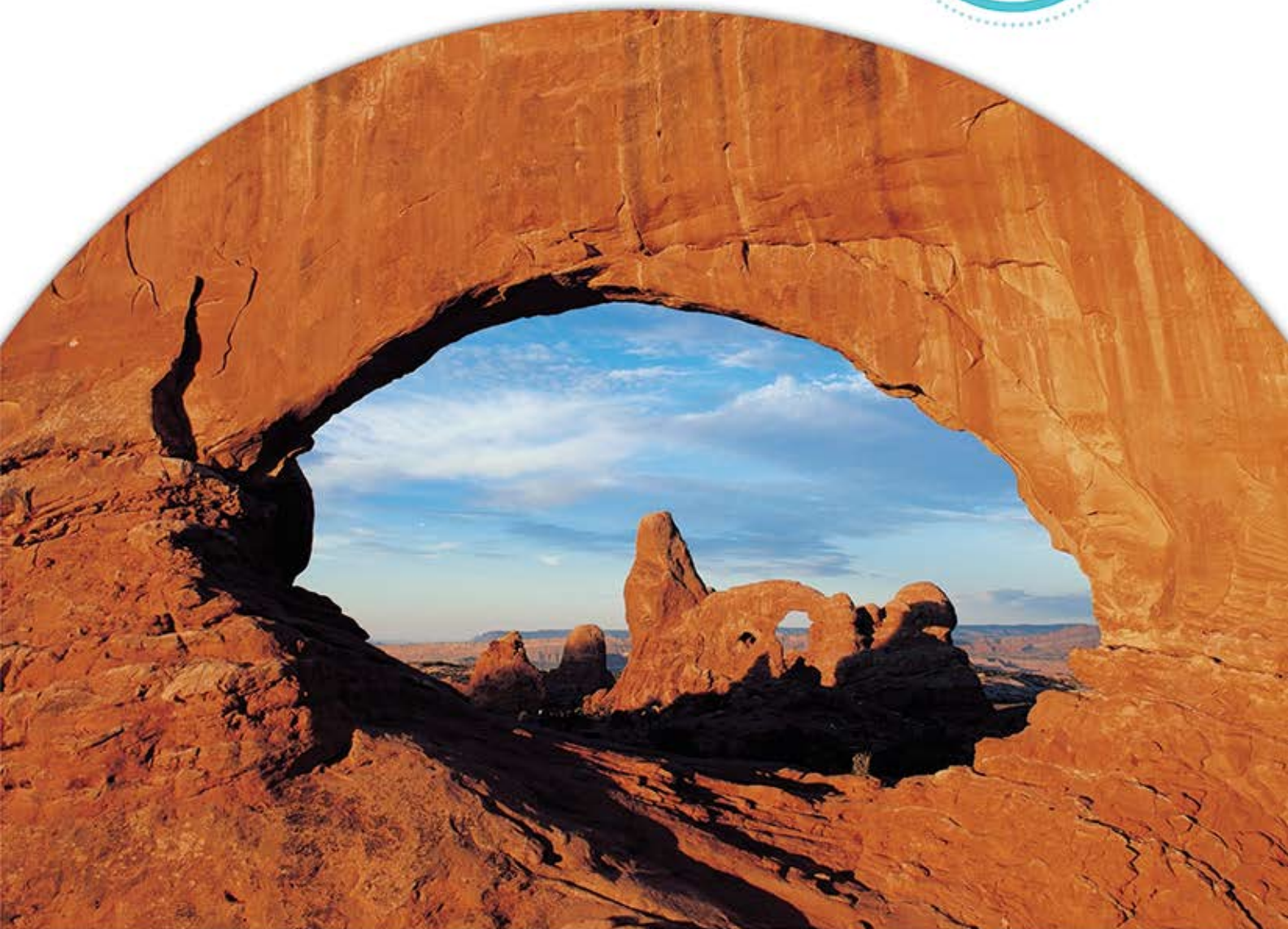


*Revised Edition*

# Performance

**Coach**  **English Language Arts**

**5**



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# CONTENTS

Letter to the Student . . . . .	iv
<b>STRAND 1: WORKING WITH LITERATURE . . . . .</b>	<b>1</b>
Lesson 1 Fiction . . . . .	2
Lesson 2 Poetry . . . . .	16
Lesson 3 Drama . . . . .	28
Lesson 4 Analyze Literature . . . . .	42
<b>Strand 1 Review . . . . .</b>	<b>56</b>
<b>STRAND 2: WORKING WITH INFORMATIONAL TEXTS . . . . .</b>	<b>69</b>
Lesson 5 Articles . . . . .	70
Lesson 6 Persuasive Texts . . . . .	84
Lesson 7 Historical Texts . . . . .	98
Lesson 8 Scientific and Technical Texts . . . . .	114
Lesson 9 Analyze Informational Texts . . . . .	128
Lesson 10 Analyze Texts Across Genres . . . . .	140
<b>Strand 2 Review . . . . .</b>	<b>154</b>

<b>STRAND 3: WRITING</b> . . . . .	165
Lesson 11 Writing Foundations . . . . .	166
Lesson 12 Write a Response to Literature . . . . .	180
Lesson 13 Write a Narrative . . . . .	198
Lesson 14 Research Skills . . . . .	214
Lesson 15 Write an Informative or Explanatory Text . . . . .	232
Lesson 16 Write a Functional Text . . . . .	246
Lesson 17 Write an Opinion . . . . .	262
Lesson 18 Grammar and Usage . . . . .	276
Lesson 19 Mechanics . . . . .	286
Lesson 20 Style, Tone, and Effect . . . . .	294
<b>Strand 3 Review</b> . . . . .	302
<b>STRAND 4: LISTENING</b> . . . . .	311
Lesson 21 Listen to Literature . . . . .	312
Lesson 22 Listen to Presentations . . . . .	322
<b>Strand 4 Review</b> . . . . .	332
Glossary . . . . .	341
Rubrics . . . . .	348

# Articles

## 1 GETTING THE IDEA

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

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

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

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

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

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

## Text Structure

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

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

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

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

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

Temperatures are very high beneath Earth's crust. Because temperatures are so high, they melt rock. This melted rock is called *magma*.

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

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

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

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

### **Text and Graphic Features**

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

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

### **Language Spotlight • Affixes and Roots**

A **root** is a meaningful word or word part that can be used to make a longer word. Many roots come from Latin or Greek. Roots that can stand on their own are called base words. An **affix** is a letter or group of letters added to a root to create a new meaning. An affix added to the beginning of a word is a **prefix**. An affix added to the end of a word is a **suffix**.

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

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

Read the passage.

## Ben Oppenheimer: Planet Hunter

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

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

### Faraway Worlds

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

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

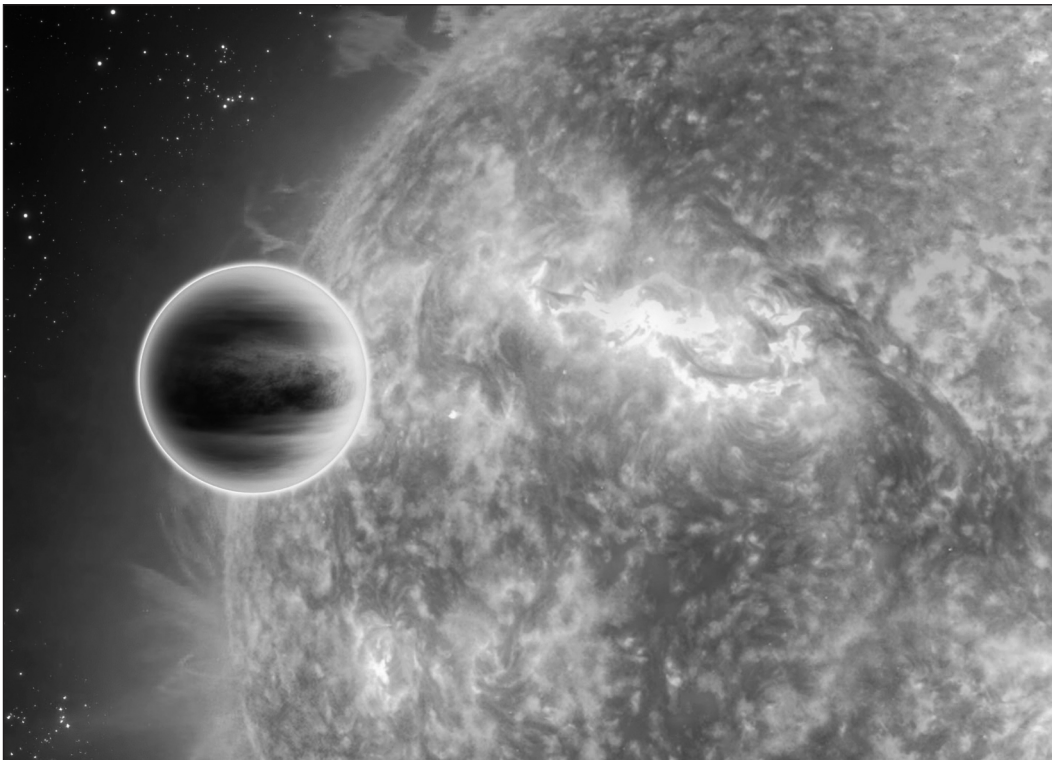
### Seeing in Space

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

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

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

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



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



## Answer the following questions.

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

### Part A

Which **two** main ideas are developed in the passage?

- A. Oppenheimer looks for planets that orbit stars other than our sun.
- B. Oppenheimer studies at the Museum of Natural History in Chicago.
- C. Oppenheimer invents many of the tools he uses to study exoplanets.
- D. Oppenheimer has always been curious about planets outside our solar system.

### Part B

Which details from the passage **best** support the answer to Part A? Choose **all** that apply.

- A. An astrophysicist is a scientist who studies the nature of stars and planets.
- B. Oppenheimer invented a camera that blocks starlight, allowing the light from the planets to come through.
- C. The nearest extrasolar planet is about 25 trillion miles from Earth, too far away for people to visit.
- D. Because extrasolar planet study is new, instruments are crude, so Oppenheimer spends a lot of time developing better ones.
- E. Oppenheimer's team hopes to find a planet like Earth that could support life.

**Hint** A main idea is what the author wants readers to learn about a topic.

- 2 Read the following details from the passage. Decide whether each detail describes a problem or a solution. Write P if it is a problem; write S if it is a solution.

- Oppenheimer became an astrophysicist.
- Instruments for exoplanet study are crude.
- Glare from stars blocks out the light from exoplanets.
- Oppenheimer spends a lot of time developing better instruments.
- Ben Oppenheimer wanted to learn about planets outside our solar system.
- Oppenheimer invented a camera that blocks starlight but not the light from exoplanets.

**Hint** Look for things people want or need that cause a problem. Then read on to find how the problem is solved.

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

**Part A**

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

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

**Part B**

Which detail from the passage **best** supports the answer to Part A?

- A. We know our sun is not the only star in the sky.
- B. An astrophysicist studies the nature of stars and planets.
- C. The stars are hundreds of millions of times brighter than the planets.
- D. These are planets that circle stars other than our sun.

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

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

**Part A**

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

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

**Part B**

Which of the following details support the answer to Part A? Choose **all** that apply.

- A. Faraway Worlds
- B. Could they support life?
- C. *phys* means “nature”
- D. This illustration shows an exoplanet and its sun.
- E. Ben Oppenheimer: Planet Hunter

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

Use the Reading Guide to help you understand the passage.

## Music from Garbage

### Reading Guide

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

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

Why is the outlook for children living in Cateura grim?

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

### Why Trash?

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

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

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

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



## Reading Guide

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

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

### From Humble Beginnings

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

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

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

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

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

### A Brighter Future

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

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

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

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

**Answer the following questions.**

**1** Read this sentence from the passage.

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

Which sentences from the passage support this statement? Choose **all** that apply.

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

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

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

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

Write your answer on the lines provided.

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

**Part A**

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

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

**Part B**

Which affixes help the reader understand the meaning of internationally?

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

5 Read the following sentence from the passage.

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

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

Write your answer on the lines below.

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