

GOLD EDITION

PRACTICE COACH PLUS



English Language Arts

3



triumphlearning™

Coach®

Practice Coach™ PLUS

Contents

Chapter 1 Literature	5
Lesson 1 Ask and Answer Questions.	6
Lesson 2 Characters.	15
Lesson 3 Point of View.	23
Lesson 4 Setting	31
Lesson 5 Plot.	39
Lesson 6 Literal and Nonliteral Language	47
Lesson 7 Different Kinds of Literature	55
Lesson 8 Different Kinds of Stories	66
Lesson 9 Illustrations and Maps	75
Lesson 10 Compare and Contrast Literature	84
Chapter 2 Informational Texts	97
Lesson 11 Ask and Answer Questions.	98
Lesson 12 Author’s Point of View	106
Lesson 13 Main Idea and Supporting Details	114
Lesson 14 Text Organization	122
Lesson 15 Common Features of Informational Texts	130
Lesson 16 Reading in the Subject Areas	138
Lesson 17 Illustrations, Photos, and Maps	146
Lesson 18 Compare and Contrast Informational Texts	154

Chapter 3 Writing	165
Lesson 19 Write a Response to Literature	166
Lesson 20 Write an Opinion Piece	176
Lesson 21 Write an Informational Piece	186
Lesson 22 Write a Narrative	196
Lesson 23 Revising, Editing, and Proofreading	206
Lesson 24 Research and Resources	213
Chapter 4 Language	221
Lesson 25 Grammar and Usage	222
Lesson 26 Spelling Patterns	232
Lesson 27 Prefixes and Suffixes	239
Lesson 28 Capitalization	246
Lesson 29 Punctuation	253
Lesson 30 Determine Word Meanings	260
Key Terms and Definitions	267
Writing Rubrics	272
Chapter Diagnostic Assessments	A1

Different Kinds of Literature



Coached Instruction

Use the Reading Guide to help you focus on different kinds of literature and its parts.

Reading Guide

1. What kind of literature is this passage? How can you tell?

2. How is this passage organized? How many lines are in each group?

3. Circle the rhyming words in each group of lines.

Have You Ever?

Have you ever been to France?
 Have you ever worn striped pants?
 I have not been to France, but I could dance in striped pants!

Have you ever sat near a bonfire?
 5 Have you ever changed a flat tire?
 I have not changed a flat tire, but I love to eat near a bonfire!

Have you ever met an opossum?
 Have you ever smelled a cherry blossom?
 I have never met an opossum, but I think it would be awesome!

10 Have you ever stopped in the grass to twirl?
 Have you ever gotten ice cream with a swirl?
 I often stop in the grass to twirl, and ice cream is best with a swirl!

Have you ever tasted a prune?
 Have you ever built a snowman in June?
 15 I have yet to taste a prune, and a snowman would melt in June!

Have you ever written a poem?
 Have you ever heard a word that rhymes with *poem*?
 I have written several poems, but I have yet to find a rhyme for *poem*.

Discuss

1. Why does the author use rhyme in this passage?
2. How is the last stanza different from the ones before it?



Apply

Answer the following questions about the passage.

1. What kind of literature is this passage?
 - A. drama
 - B. poem
 - C. stanza
 - D. story

Think It Through To figure out what kind of literature this, I look at how the passage is organized. The first thing I notice is that the passage has groups of lines that are separated by spaces. These lines look like stanzas, not the paragraphs I see in a story. I also notice that the end of the lines have words that rhyme. I will choose the kind of literature that usually has stanzas and rhyming words.

Lesson Practice | Part 1

Use the Reading Guide to help you understand the passage.

Reading Guide

- What information do the stage directions contain?
- What happens in the first scene?
- What new character is introduced in Scene 2?

Too Much Heat

Act I

Scene 1

(Callie and Ellen are in the kitchen cooking dinner for the family. They are looking in a cookbook.)

CALLIE: This chili recipe says to add a pinch of red pepper.

ELLEN: What's a pinch?

CALLIE: I'm not sure. We've never made chili before. Why don't you pinch the container of red pepper and shake some into the cooking pot?
(Ellen pinches the container and shakes in a large amount of red pepper.)

ELLEN: That should do it. Stir that red pepper into the chili so it mixes in, Callie. I'll go tell Dad that dinner will be ready at six o'clock.

Scene 2

(Callie, Ellen, and Dad are seated at the kitchen table, each with a bowl of chili.)

DAD: This chili smells great. Thank you for cooking dinner tonight.

CALLIE: We followed the recipe very carefully. Try it, Dad.

(Dad eats some chili.)

DAD: Wow, this is spicy chili.

ELLEN: Do you need a glass of water, Dad?

DAD: Never mind the glass—get me a hose! My mouth is on fire!

CALLIE: *(whispering to Ellen)* We'd better find out exactly how much a pinch of red pepper is before we make chili again.

Reading Guide

- ☑ Look at how the passage is organized. How does it help you understand the ideas?
- ☑ Read aloud the first four lines. What pattern of sounds do you hear? What examples of rhyme do you hear?

Beat the Heat

The sun blazes down on a hot summer day,
I try to stay cool, but what's the best way?
I lie in the grass, but it tickles my feet.
I must find a better way to beat this heat.

5 I sip from a glass of pink lemonade,
Then I go out and sprawl in the shade.
This helps me a little, but not a whole lot,
I am still feeling awfully, awfully hot.

I open the freezer and get a cold blast.
10 I wish this refreshing air could last,
But I must shut the door before things melt.
Is this the hottest day I've ever felt?

I wrap a wet towel around my head
And stretch right out on top of my bed.
15 Before I get cool, water drips in each eye,
I need to give this cool-down another try.

I direct air to my face with a handheld fan.
This might result in a fine cooling plan.
But before too long my fanning arm's tired,
20 Here's another plan that has just backfired.

At last I fill a kiddie pool with water to the rim,
Though there's not enough room to dive or to swim.

Splishing and splashing in the little kiddie pool is
my final idea for keeping cool!

Answer the following questions.

1. What kind of literature is “Too Much Heat”?
 - A. poetry
 - B. story
 - C. drama
 - D. chapter

2. What features does “Too Much Heat” have?
 - A. stage directions and dialogue
 - B. stanzas and acts
 - C. rhythm and rhyme
 - D. chapters and page numbers

3. The second part of “Too Much Heat” connects with the first part because it
 - A. explains why Callie and Ellen make chili for dinner.
 - B. tells what happens after Callie and Ellen cook dinner.
 - C. describes what happens after Dad drinks water.
 - D. tells how Callie and Ellen got the recipe for chili.

4. What kind of literature is “Beat the Heat”?
 - A. drama
 - B. paragraph
 - C. story
 - D. poetry

5. “Beat the Heat” is separated into
 - A. scenes.
 - B. stanzas.
 - C. acts.
 - D. chapters.

Read the passage and answer the questions that follow.

The Grasshopper and the Toad

Adapted from an African Folktale

CAST OF CHARACTERS

GRASSHOPPER

TOAD

Act 1, Scene 1

(Grasshopper and Toad are standing together on a river bank on a sunny day. They have been friends for a long time.)

TOAD: Grasshopper, we have known each other for some time. We are often together.

GRASSHOPPER: That is right, Toad. We are good friends.

TOAD: But you have never been to my house for dinner.

GRASSHOPPER: Well, I suppose you are right, Toad.

TOAD: My friend, will you come to my house for dinner tomorrow? My wife and I will make a meal that I know you will love.

GRASSHOPPER: That sounds wonderful! I will see you tomorrow. Thank you, Toad.

Act 1, Scene 2

(At Toad's house. The table is set with nice dishes and candles.)

TOAD: Welcome, Grasshopper! Before we eat, I am going to wash my legs.

Would you like to do the same?

GRASSHOPPER: I would. Thank you, Toad. Your home is so elegant.

(As Grasshopper washes his legs, they begin making a loud noise.)

(A few moments later, Grasshopper and Toad sit down to eat their meal.)

TOAD: Grasshopper, can you stop chirping while we eat? I do not think I can enjoy my dinner with such a loud noise in the room.

GRASSHOPPER: Oh, I will try Toad. I do not want to bother you.

(Grasshopper tries to eat without chirping, but he cannot.)

TOAD: Grasshopper! Please try to be quiet!

GRASSHOPPER: *(becoming angry)* Toad, how about you come to my house for dinner tomorrow?

TOAD: All right. I will come to your house tomorrow.

Act 1, Scene 3

(At Grasshopper's house.)

GRASSHOPPER: Welcome, Toad! Before we eat, I am going to wash my legs.

Would you like to do the same?

TOAD: I would. Thank you, Grasshopper. *(After Toad washes his legs, he hops toward the table.)*

GRASSHOPPER: You better wash your legs again, Toad. Your hopping has made them dirty again.

TOAD: Okay, Grasshopper. *(Toad washes his legs again and hops back to the table. He begins reaching for some food.)*

GRASSHOPPER: Please do not put your dirty legs into the food, Toad. Go wash them again.

TOAD: *(now very angry)* Grasshopper! You just do not want me to eat with you! You know that I have to use my legs when I hop. I cannot help it if they get dirty as I hop to the table.

GRASSHOPPER: Well, you started it yesterday. You know that I cannot rub my legs together without making a noise.

TOAD: Then I suppose the answer is that we can no longer be friends!

GRASSHOPPER: I suppose we cannot.

(Toad storms out of Grasshopper's house.)

The Travelers and the Purse

by Aesop

Two friends once were walking in sociable chat,

When a purse one espied on the ground;

“Oh, see!” said he, (thank my fortune for that,)

“What a large sum of money I’ve found!”

“Nay, do not say I” said his friend, “for you know

’Tis but friendship to share it with me.”

“I share it with you,” said the other. “How so?

He who found it the owner should be.”

“Be it so,” said his friend, “but what sound do I hear?
‘Stop thief!’ one is calling to you;
He comes with a constable close in the rear!”
Said the other, “Oh, what shall we do?”
“Nay, do not say we,” said his friend, “for you know
You claimed the sole right to the prize!
And since all the money was taken by you
With you the dishonesty lies.”

7. How is the text in “The Grasshopper and the Toad” organized?
 - A. chapters and paragraphs
 - B. acts and scenes
 - C. stanzas and lines
 - D. main idea and supporting details
8. What kind of literature is “The Grasshopper and the Toad”?
 - A. story
 - B. drama
 - C. poetry
 - D. essay
9. What kind of literature is “The Travelers and the Purse”?
 - A. story
 - B. drama
 - C. poetry
 - D. essay
10. How is the text in “The Travelers and the Purse” organized?
 - A. chapters and paragraphs
 - B. acts and scenes
 - C. stanzas and lines
 - D. main idea and supporting details

11. What element of literature can be found in the following example from “The Travelers and the Purse”?

Two friends once were walking in sociable chat,
When a purse one espied on the ground;
“Oh, see!” said he, (thank my fortune for that,)
“What a large sum of money I’ve found!”

- A. rhythm and rhyme
- B. stage directions
- C. dialogue
- D. scene

12. Describe the genre elements used by the author of each literature selection.
