



INSIDE

LANGUAGE • LITERACY • CONTENT





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Contents at a Glance



Unit	Focus on Reading	Focus on Vocabulary	Language & Grammar		Reading Skill	Writing
			Function	Grammar		
1	Reading Strategies	Context Clues: Multiple-Meaning Words	Express Ideas and Feelings Ask and Answer Questions Give Commands	Statements Questions Commands	Learn Reading Strategies	Paragraph: Topic-and-Details, Claim and Support, Main Idea and Details
2	Analyze Events and Ideas	Relate Words: Word Categories, Synonyms, Antonyms	Express Needs and Wants Give Information Elaborate	Nouns Complete Sentences Subject/Verb Agreement	Analyze Plot Analyze Main Idea and Details	Sequence Paragraph Explanatory Paragraph
3	Determine Viewpoints	Word Parts: Compound Words, Base Words, Suffixes	Engage in Conversation Ask and Answer Questions Give Advice	Subject Pronouns Pronoun Usage Helping Verbs	Text Structure: Cause and Effect Analyze Author's Viewpoint Analyze Characters' Viewpoints	Friendly Letter Personal Narrative
4	Elements of Fiction: Plot, Character, Setting	Word Parts: Base Words, Prefixes, Latin and Greek Roots	Describe People and Places Make Comparisons Describe an Event or Experience	Adjectives Adverbs Participles	Analyze Character Development Analyze Media Analyze Character and Plot	Short Story
5	Text Structure: Sequence, Main Idea and Details	Word Parts: Prefixes, Suffixes	Ask for and Give Information Engage in Discussion Define and Explain	Present and Past Tense Verbs Verb Forms: <i>Be</i> and <i>Have</i>	Determine Main Idea and Details Determine Theme	Information Report
6	Text Structure: Cause and Effect	Context Clues: Definition and Restatement, Synonym, Antonym, Example	Summarize Make Comparisons Express Opinions	Subject and Predicate Nouns Subject and Predicate Pronouns Reflexive and Intensive Pronouns	Text Structure: Cause and Effect	Summary Paragraph Cause-and-Effect Essay
7	Analyze Argument	Context Clues: Multiple-Meaning Words, Jargon	Describe Define and Explain Persuade	Possessive Nouns Possessive Adjectives and Pronouns Prepositions and Prepositional Phrases	Analyze Characters' Viewpoints Analyze Author's Purpose Analyze Argument and Evidence	Speech Persuasive Business Letter
8	Text Features	Figurative Language: Metaphors, Idioms, Similes	Use Appropriate Language Retell a Story	Complete Sentences Compound and Complex Sentences	Analyze News Media Analyze Author's Purpose and Tone Analyze Plot	Editorial Literary Response



Reviewers

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Finding Your Own Place



What defines home?



Unit Launch	0
Focus on Reading	2
▶ Reading Strategies	
Focus on Vocabulary	8
▶ Use Context Clues: Multiple-Meaning Words	

PERSONAL NARRATIVE
 ▶ Plan and Monitor
 ▶ Visualize

POEM

Language & Grammar Express Ideas and Feelings • Statements with *Am, Is, and Are*

Growing Together 10

by Carmen Agra Deedy

When I Grow Up 22

by Janet S. Wong

Writing & Grammar Write About Someone You Know

INTERVIEW
 ▶ Make Connections
 ▶ Ask Questions
 ▶ Determine Importance

Language & Grammar Ask and Answer Questions • Questions and Statements

Kids Like Me 26

by Judith M. Blohm and Terri Lapinsky

Writing & Grammar Write a Message

EXPOSITORY NONFICTION
 ▶ Make Inferences
 ▶ Synthesize

Language & Grammar Give Commands • Statements and Commands

Familiar Places 42

by Elizabeth Boylan

Writing & Grammar Write About a Special Event

SHORT STORY
 ▶ Make Inferences
 ▶ Visualize

Close Reading Call Me María 58

by Judith Ortiz Cofer

Compare Across Texts 62

Compare Points of View

Unit Wrap-Up 63



Pages 1W–31W

Writing 

▶ **Paragraph**

Topic and Details, Persuasive, Main Idea and Details

WATER FOR LIFE



How do we depend
on Earth's resources?



Unit Launch	64
Focus on Reading	66
▶ Analyze Events and Ideas	
Focus on Vocabulary	68
▶ Relate Words: Word Categories, Synonyms, Antonyms	

LEGEND
▶ Analyze Plot

Language & Grammar Express Needs and Wants • Nouns

The Secret Water 70
by Daphne Liu

Writing & Grammar Write About a Situation

SOCIAL SCIENCE
ARTICLE
▶ Analyze Main Idea
and Details

Language & Grammar Give Information • Complete Sentences

How Do We Use Water? 86
by Beth Geiger

Writing & Grammar Write About Water

SOCIAL SCIENCE
ARTICLE
▶ Analyze Main Idea
and Details

Language & Grammar Elaborate • Subject-Verb Agreement

Water at Work 102
by Beth Geiger

Writing & Grammar Write About a Day at a River

ARTICLE
▶ Analyze Main Idea

Close Reading **Irrigation Pumps Can Save Poor Farmers** 118
by Sandra Postel

Compare Across Texts 120
Compare Ideas

Unit Wrap-Up 121



Pages 32W–93W

Writing 
▶ Sequence Paragraph
▶ Explanatory Paragraphs

NATURAL FORCES



How should people deal with the forces of nature?



Unit Launch	122
Focus on Reading	124
▶ Determine Viewpoints	
Focus on Vocabulary	126
▶ Use Word Parts: Compound Words, Base Words, Suffixes	

SCIENCE ARTICLE
 ► Analyze Text
 Structure: Cause
 and Effect

Language & Grammar Engage in Conversation • Subject Pronouns

Volcano! 128
 by Beth Geiger

Writing & Grammar Write About an Interesting Place

JOURNAL
 ► Analyze Author's
 Viewpoint

Language & Grammar Ask and Answer Questions • Pronoun Usage

Fleeing Katrina 146
 by Samantha Perez

Writing & Grammar Write About a Natural Disaster

HISTORICAL FICTION
 ► Analyze Characters'
 Viewpoints

Language & Grammar Give Advice • Helping Verbs

Earthquake 166
 by Milly Lee

Writing & Grammar Write Advice

BLOG
 ► Analyze Author's
 Viewpoint

Close Reading How Crisis Mapping Saved Lives in Haiti 186
 by Patrick Meier

Compare Across Texts 190
 Compare Viewpoints

Unit Wrap-Up 191



Pages 94W–137W

Writing 
 ► Friendly Letter
 ► Personal Narrative

Creepy Classics



How can a powerful character inspire a range of reactions?



Unit Launch	192
Focus on Reading	194
▶ Elements of Fiction: Plot, Character, Setting	
Focus on Vocabulary	198
▶ Use Word Parts: Base Words, Prefixes, Latin and Greek Roots	

FANTASY
 ► Analyze Character
 Development
 PERSONAL NARRATIVE

Language & Grammar Describe People and Places • Adjectives

Frankenstein 200
 by Mary Shelley

How Frankenstein Began 216
 by Mary Shelley

Writing & Grammar Write About a Creepy Situation

FEATURE ARTICLE
 ► Analyze Media

Language & Grammar Make Comparisons • Adverbs

Film Fright 220
 by Greg Roza

Frankenstein Makes a Sandwich 234
 by Adam Rex

Writing & Grammar Write to Compare Creepy Actions

POEM

PLAY
 ► Analyze Character
 and Plot

Language & Grammar Describe an Event or Experience • Participles

Mister Monster 240
 by Shirleyann Costigan

Writing & Grammar Write About a Performance

FANTASY
 ► Analyze Character

Close Reading from Frankenstein 262
 by Mary Shelley

Compare Across Texts 266
 Compare Themes

Unit Wrap-Up 267



Writing 
 ► Short Story

Pages 138W–179W

THE
DRIVE
TO
Discover



How do discoveries change us and the world?



Unit Launch	268
Focus on Reading	270
▶ Text Structure: Main Idea and Details	
Focus on Vocabulary	272
▶ Use Word Parts: Prefixes, Suffixes	

HISTORY ARTICLE
▶ Determine Main Idea
and Details

INTERVIEW

Language & Grammar Ask for and Give Information • Present and Past Tense Verbs

Return to *Titanic* 274

by Susan E. Goodman

Talking with Robert Ballard. 288

Writing & Grammar Write About the Past

FOLK TALE
▶ Determine Theme

POEM

Language & Grammar Engage in Discussion • Verb Tense: *Be* and *Have*

The Forgotten Treasure 292

an adaptation of a Nigerian folk tale

There Is No Word for Goodbye. 308

by Mary Tall Mountain

Writing & Grammar Write About the Past

HISTORY ARTICLE
▶ Determine Main Idea
and Details

Language & Grammar Define and Explain • Past Tense Verbs

Mysteries of the Ancient Past. 312

by Reyna Eisenstark

Writing & Grammar Write About the Past and Present

ESSAY
▶ Text Structure: Main
Idea and Details

Close Reading The Power of Mysteries 334

by Alan Lightman

Compare Across Texts 336

Compare Important Ideas

Unit Wrap-Up. 337



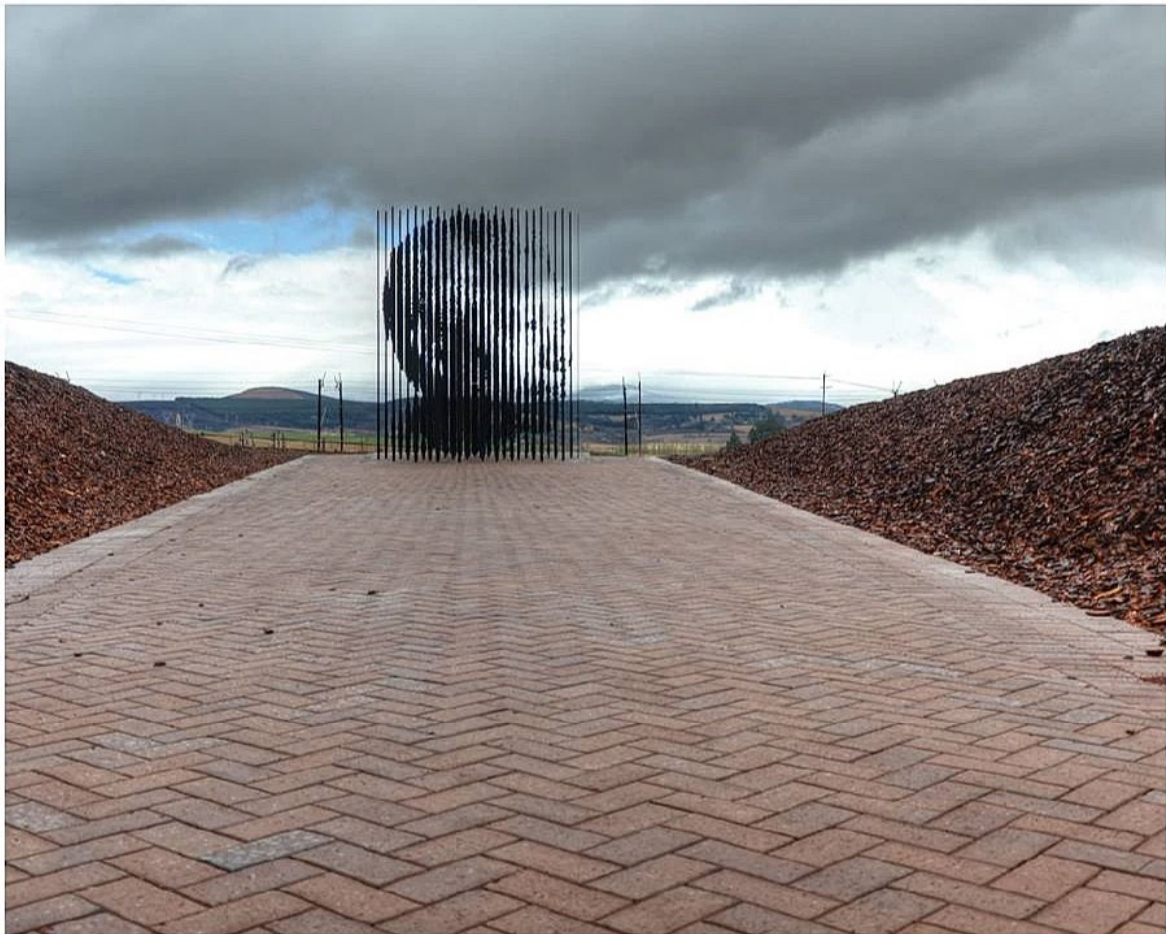
Pages 180W–245W

Writing 
▶ Information Report

STRUGGLE FOR FREEDOM



How far should people go for the sake of freedom?



Unit Launch	338
Focus on Reading	340
▶ Text Structure: Cause and Effect	
Focus on Vocabulary	342
▶ Use Context Clues: Definition and Restatement, Synonym and Antonym, Example	

BIOGRAPHY
▶ Text Structure:
Cause and Effect

SONG

Language & Grammar Summarize • Subject and Predicate Nouns

Escaping to Freedom 344

by Daniel Schulman

Follow the Drinking Gourd 358

a traditional song

Writing & Grammar Write About Freedom

SHORT STORY
▶ Text Structure:
Cause and Effect

BIOGRAPHY

Language & Grammar Make Comparisons • Subject and Predicate Pronouns

Brave Butterflies 362

by Susan Blackaby

Farah Ahmedi 378

by Libby Lewis

Writing & Grammar Write About a New Home

HISTORY FEATURE
▶ Text Structure:
Cause and Effect

Language & Grammar Express Opinions • Reflexive and Intensive Pronouns

Seeking Freedom 382

by Daniel Schulman

Writing & Grammar Write About Human Rights

BIOGRAPHY
▶ Text Structure:
Cause and Effect

**Close Reading Harriet Tubman:
Conductor on the Underground Railroad** 402

by Ann Petry

Compare Across Texts 404

Compare Writing on the Same Topic

Unit Wrap-Up 405



Pages 246W–281W

Writing 
▶ Summary Paragraph
▶ Cause-and-Effect Essay

Star Power



What can we learn
from the stars?



Unit Launch	406
Focus on Reading	408
▶ Analyze Argument	
Focus on Vocabulary	410
▶ Use Context Clues: Multiple-Meaning Words, Jargon	

MYTH
▶ Analyze Characters' Viewpoints

Language & Grammar Describe • Possessive Nouns

The Earth Under Sky Bear's Feet 412

by Joseph Bruchac

Writing & Grammar Write About a Character in Space

SCIENCE ARTICLE
▶ Analyze Author's Purpose

Language & Grammar Define and Explain • Possessive Adjectives and Pronouns

A Universe of Stars 432

by Ellen Fried

FABLE

The Astronomer 446

by Aesop

Writing & Grammar Write About an Adventure

PERSUASIVE ESSAY
▶ Analyze Argument and Evidence

Language & Grammar Persuade • Prepositions and Prepositional Phrases

Not-So-Starry Nights 450

by Sharon Guynup

EDITORIAL

Preserving the Rural Environment 466

by Anthony Arrigo

Writing & Grammar Write About the Night Sky

SPEECH
▶ Analyze Argument

Close Reading John F. Kennedy's Speech on Going to the Moon 470

by John F. Kennedy

Compare Across Texts 472

Compare Arguments

Unit Wrap-Up 473



Pages 282W–321W

Writing 
▶ Speech
▶ Persuasive Business Letter

ART AND SOUL



What do we learn about people from their artful expressions?



Unit Launch	474
Focus on Reading	476
▶ Text Features	
Focus on Vocabulary	478
▶ Go Beyond the Literal Meaning: Metaphors, Idioms, Similes	

NEWSPAPER ARTICLE
▶ Analyze News Media

Language & Grammar Use Appropriate Language • Complete Sentences

Old Music Finds New Voices 480
by Kris Axtman

SONG

When I Sing / Cuando Canto 492
by Juanita Ulloa

Writing & Grammar Write About Music

MAGAZINE ARTICLE
▶ Analyze Author's Purpose and Tone

Language & Grammar Use Appropriate Language • Compound Sentences

Making Faces 496
by Ronald Naversen

Writing & Grammar Write About Your Interests

SHORT STORY
▶ Analyze Plot

Language & Grammar Retell a Story • Complex Sentences

Wings 516
by Christopher Myers

MYTH

Icarus and Daedalus 530
a Greek myth

Writing & Grammar Write About Myths

POEM
▶ Analyze Elements of Poetry

Close Reading Pas de Trois 536
by Sandy Asher

Compare Across Texts 538
Compare Themes

Unit Wrap-Up 539

Resources & Index 540



Pages 322W–355W

Writing 
▶ Editorial
▶ Literary Response

Genres at a Glance

LITERATURE

Fable

The Astronomer 446
Aesop

Fantasy

Frankenstein 200
Mary Shelley

from Frankenstein 262
Mary Shelley

Folk Tale

The Forgotten Treasure 292
adaptation of a Nigerian folk tale

Historical Fiction

Earthquake 166
Milly Lee

Legend

The Secret Water 70
Daphne Liu

Myths

The Earth Under Sky Bear's Feet 412
Sky Bear 422
The Scattered Stars 424
The Seven Mateinnu 426
Joseph Bruchac

Icarus and Daedalus 530
Greek myth

Short Stories

Call Me María 58
Judith Ortiz Cofer

Brave Butterflies 362
Susan Blackaby

Wings 516
Christopher Myers



POETRY & LYRICS

When I Grow Up	22
Janet S. Wong	
Frankenstein Makes a Sandwich	234
Adam Rex	
There Is No Word for Goodbye	308
Mary Tall Mountain	
Follow the Drinking Gourd	358
traditional song	
When I Sing / Cuando Canto	492
Juanita Ulloa	
Pas de Trois	536
Sandy Asher	

DRAMA

Mister Monster	240
Shirleyann Costigan	

INFORMATIONAL TEXTS

Article

Irrigation Pumps Can Save Poor Farmers	118
Sandra Postel	

Biographies

Escaping to Freedom	344
Daniel Schulman	

Farah Ahmed	378
Libby Lewis	

Harriet Tubman: Conductor on the Underground Railroad	402
Ann Petry	

Blog

How Crisis Mapping Saved Lives in Haiti	186
Patrick Meier	

Editorial

Preserving the Rural Environment	466
Anthony Arrigo	

Essay

The Power of Mysteries	334
Alan Lightman	

Expository Nonfiction

Familiar Places	42
Elizabeth Boylan	

Feature Article

Film Fright	220
Greg Roza	

History Articles

Return to <i>Titanic</i>	274
Susan E. Goodman	

Mysteries of the Ancient Past	312
Reyna Eisenstark	

History Feature

Seeking Freedom	382
Daniel Schulman	

Interviews

Kids Like Me	26
Judith M. Blohm and Terri Lapinsky	

Talking with Robert Ballard	288
--	-----

Journal

Fleeing Katrina	146
Samantha Perez	

Magazine Article

Making Faces	496
Ronald Naversen	

Newspaper Article

Old Music Finds New Voices	480
Kris Axtman	

Personal Narratives

Growing Together	10
Carmen Agra Deedy	

How Frankenstein Began	216
Mary Shelley	

Persuasive Essay

Not-So-Starry Nights	450
Sharon Guynup	

Science Articles

Volcano!	128
Beth Geiger	

A Universe of Stars	432
Ellen Fried	

Social Science Articles

How Do We Use Water?	86
Beth Geiger	

Water at Work	102
Beth Geiger	

Speech

John F. Kennedy's Speech on Going to the Moon	470
John F. Kennedy	

Finding Your Own Place



1



What defines home?

READ MORE!

Content Library

Communities Across America Today

by Sarah Glasscock

Leveled Library

Domitila

by Jewell Reinhart Coburn

Novio Boy

by Gary Soto

Pearl Harbor Is Burning!

by Kathleen V. Kudlinski

Web Links

 myNGconnect.com

◀ A dwelling perches on a rock off the coast of Tanzania.

Focus on Reading

Reading Strategies

Reading strategies are thinking tools that help you understand texts. Use reading strategies before, during, and after you read.

Plan: How It Works

To plan, first preview what you will read. Look at headings, visuals, and boldface words to find out what the selection is about. Then set a **purpose**. Decide what you intend to gain from the text. Finally, predict what you will read in the text. Form an opinion about what will happen next, then check, or confirm, your predictions as you read.

Plan: Practice Together

Preview and set a **purpose** for reading “My New Neighborhood.” Then, as you read, predict what will happen next. Confirm your predictions during and after reading.

► Plan

Preview, set a purpose, and predict what you will find in the text before reading it more carefully.

My New Neighborhood

I like my new neighborhood. I am beginning to feel at home. In my old neighborhood, we didn't have an outdoor basketball court. But my new school has one. I think I'll have to learn chess, though. Unlike the kids in my old neighborhood, the kids here really love it.

Strategy in Action

“The title and first sentence tell me the text is about moving to a new place. I predict he had good and bad experiences. ... Yes, the text compares his experiences in his new neighborhood with his old one.”

Monitor: How It Works

To monitor means to keep track of or to check on. When you monitor your reading, stop when you don't understand something. Reread or read ahead to clarify ideas or vocabulary. Change your reading pace. Read slowly when something is confusing or difficult. Read more quickly if you understand things well.

Monitor: Practice Together

Reread “My New Neighborhood.” Tell a partner where you stopped and reread or read ahead. Explain how you changed your reading pace according to the difficulty of the text.

► Monitor

Notice confusing parts in the text then reread or read on to make them clear.

Academic Vocabulary

- **purpose** (pur-pus) *noun*

A **purpose** is a reason for doing something.

Make Connections: How It Works

When you make connections, you put together information from the text with information you know from outside the text to increase your understanding. As you read, you make connections to your past experiences. You also connect each text to other texts you have read. You can also connect the text to something that is happening or has happened in the world.

Make Connections: Practice Together

Read “City and Country.” Think about your own experiences and what you have read about the city and country in other texts or media. Make connections. Tell a partner about the connections you made and how they helped you understand the text.

City and Country

Javier feels at home in the city, but Ana likes to live in the country. When Javier leaves his apartment, he hears noisy cars, buses, and taxis. Unlike Javier, Ana hears birds chirping in the trees and the soft hum of insects.

Sometimes Javier and Ana have similar experiences. For example, they have both seen red-tailed hawks. Ana sees the hawks flying over her fields. Javier sees them land on buildings. However, Ana sees red-tailed hawks much more often than Javier does.



▲ A red-tailed hawk lands on a city building.

Visualize: How It Works

When you visualize, you use your imagination to help you understand what you read. You can use the writer’s words to create images in your mind. Look for words that tell you how things look, sound, smell, taste, and feel.

Visualize: Practice Together

Reread “City and Country.” As you read, stop and create images in your mind. After reading, discuss what you visualized with a partner. Explain how your imagination helped you understand the text.

► Make Connections

Combine your knowledge and experiences with the author’s ideas and information.

Strategy in Action

“The text is about living in the city. I read that Javier hears noisy cars, buses, and taxis. I just watched a documentary about New York City. I can imagine Javier’s experiences.”

Strategy in Action

“When I read these details I picture a big crowded city.”

► Visualize

Imagine the sights, sounds, smells, tastes, and touch of what the author is describing.

Focus on Reading

Ask Questions: How It Works

You ask questions to learn new information, to clarify, and to understand or figure out what's important. Use a question word such as *Who*, *What*, *When*, *Where*, *Why*, or *How*. Use the text and visuals to answer your questions.

You find answers in different places. Sometimes the answers are in one place. Sometimes you need to think and search different parts of the text for the answer. Some questions and answers are about big ideas based on the entire text. Sometimes you need to get inside the writer's head for a question and answer about the text's purpose or point of view.

Ask Questions: Practice Together

Read "Feeling at Home." Pause when you read and ask a question. Answer the question clearly in your own words.

Ask Questions

Think actively by asking and answering questions about the text.

Feeling at Home

My new best friend, Sophia, makes me feel at home in my neighborhood. We are both from Mexico and our families have a lot in common. We both have two brothers. My abuelita still lives in Mexico. Her abuelita lives in California. We like to make homemade tortillas together using my mom's famous recipe. Sophia's mom is a great cook, and I spend a lot of time at her house. Her mother makes the best mole and enchiladas. Enchiladas are my favorite meal. Her mole sauce has more than twenty ingredients and tastes like chocolate. Sophia's mother is going to teach us both how to cook, so I can make the rest of my family feel at home too.



Strategy in Action

“After reading I am wondering what mole is. What ingredients are in mole? What does it taste like?”

Determine Importance: How It Works

When you determine importance, you identify and focus on the most important points or the main ideas. A good way to tell what is most important in what you read is to summarize. When you **summarize**, you state the main idea in a sentence or two. Then you include details that back up the main idea.

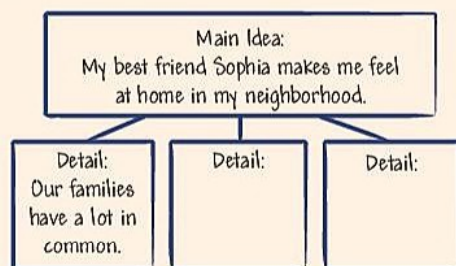
Academic Vocabulary

- **summarize** (sum-u-r-z) *verb*

When you **summarize** something, you cover the main points briefly.

Determine Importance: Practice Together

Read “Feeling at Home” again. As you read look for the main idea and the details that support the main idea. Record the main idea. After reading, **summarize** the passage and share your summary with a partner.



Main Idea Chart

Make Inferences: How It Works

When you make inferences, you figure out what the text is about based on what is in the text, what you already know, and what you have personally experienced.

I read “We are both from Mexico” +

I know sharing a background makes me feel comfortable =

And so I think being from the same place is part of what makes the narrator feel at home.

Make Inferences: Practice Together

Read “Feeling at Home” again. As you read, look for details in the text that are not fully explained. Use your own experience and knowledge to make inferences that help you figure out what the author means but does not directly tell.

► Determine Importance

Focus your attention on the author’s most significant ideas and information.

► Make Inferences

When the author does not say something directly, use what you know to figure out what the author means.

Focus on Reading

Synthesize: How It Works

Reading is like putting a puzzle together. You put many different pieces together to form the whole of something. Synthesizing is the process of putting ideas and information together. When you synthesize, you draw conclusions, make generalizations, and compare. You form new ideas by putting together ideas and events.

- When you draw conclusions, you pay attention to everything you learn about a topic. Then you decide what you think is true about the topic.
- When you form generalizations, you take ideas from the text, together with your personal knowledge, and form an idea that applies to many situations.
- When you compare, you figure out how different texts are the same and how they are different.

Synthesize: Practice Together

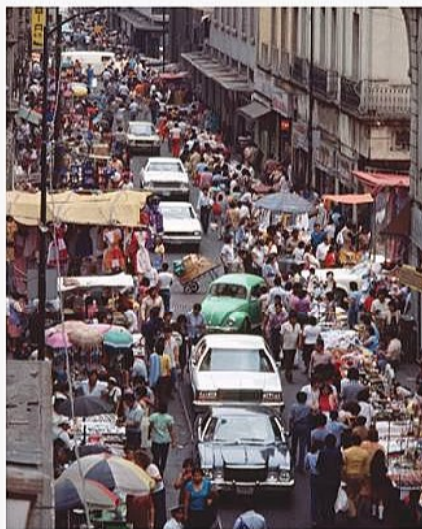
Read “Two Cities.” Use text evidence from the selection and your own experience to draw conclusions, make generalizations, and compare as you read.

► Synthesize

Bring together ideas gained from texts and blend them into a new understanding.

Two Cities

Both New York City in New York and Mexico City in Mexico are home to millions of people. Both cities are important urban areas. Mexico City is the capital of Mexico, but New York City is not the capital of New York or of the United States. Both Mexico City and New York are made up of a collection of areas. Unlike Mexico City, the separate areas in New York City are called boroughs.



▲ Nearly nineteen million people live in and around Mexico City.

Strategy in Action

“ I read that New York City and Mexico City are home to millions of people and have many different areas. I understand that these two cities are crowded.”

Try It!

Read “A New Home.” Use the reading strategies you’ve been practicing before, during, and after reading. With a partner think of a statement or question for each strategy that you can use to help you understand the selection.

A New Home

Moving to a new place can be scary, especially for an immigrant who speaks a different language. What will the new place be like? Will it ever really feel like home? Hear the story of one young immigrant.

Mami and Papi said it was a good opportunity. Lourdes wasn’t so sure. Why did she have to leave Mexico? She did not want to immigrate to California to live with Tía, her aunt.

Lourdes had never met Tía Angela. She had seen photos of her. She looked like Mami—pretty and always smiling. *But*, Lourdes thought, *you never can tell what a person is like from a picture.*

Mami said Tía Angela had a small apartment. Lourdes would sleep on a couch.

How could a couch be a home? Lourdes was used to the ranch with the horses and chickens and goats. There was room to run and play—not that she played anymore. She was 13. But she liked the uncrowded space.

Mami promised that California would be wonderful. Papi was sick and could not work. Mami thought that Lourdes needed more attention than she could give her. Plus, Lourdes could study with the best teachers. Mami said she would email every day.

So, now Lourdes was walking off the bus to meet this woman she did not know.

She got her bags and watched as an unsmiling woman with rough hands stamped her passport. *I’m an immigrant*, Lourdes thought. She took a breath and walked through the doors to where hundreds of strangers stood.

A small woman was waving at her. Lourdes approached her slowly. Tía Angela gave Lourdes a giant hug, which Lourdes shyly returned.

Angela and Lourdes got into a car and drove through wide streets. They stopped in front of an ugly building and walked up broken concrete stairs to the second floor. Tía unlocked a dirty brown door and Lourdes followed her.

Inside, the apartment was an explosion of color and warmth. The walls were deep yellow, just like at the ranch. Lourdes looked around the kitchen. In the cupboard was a plate that Mami had painted and sent to Angela three years ago. Above the sink she saw little figures like the ones

they sold in the market back home. On the wall there was a painting of Mami and Angela when they were young girls. Lourdes had heard Mami talk about that painting. Her *abuelo* had made it. Both girls looked so pretty and so happy.

Tía pulled out one of the red chairs and asked for Lourdes to sit down. She placed a dish of *sopaipillas* and a bowl of honey on the table. Lourdes noticed the glass cake plate. Mami had one just like it.

Tía brought a pot of tea and two mugs. She sat down in the other red chair and looked across the small table at her niece. They looked so much alike. Lourdes saw her mother’s eyes and her mother’s smile. Tía took one of Lourdes’s hands and said, “Welcome home, *mi’ja*.”

Lourdes felt Tía’s soft, warm hand on hers. She glanced at the portrait of Mami and Tía. The *sopaipillas* smelled so good. They made her mouth water. Then she looked at Tía. Lourdes smiled. Yes, this is home.



Focus on Vocabulary

Use Context Clues for Multiple-Meaning Words

Some words are spelled the same but have different meanings. A dictionary lists the different definitions. If you aren't sure which meaning of a word fits in a sentence, try looking at the **context**.

Suppose you are reading a passage about dogs, and you see:

Some dogs have a loud **bark** that can really scare you.

Since you're reading about dogs, you know that the word *bark* means the noise a dog makes. But suppose you read this sentence:

The woodpecker tapped on the thick **bark** of a tall tree.

Here the word *bark* must mean something else. You can use the **context** to figure out its meaning. The words *woodpecker tapped* and *tall tree* help you know that *bark* means the outer covering of a tree.

How the Strategy Works

When you read, you may come to a word that does not make sense to you. You may know one meaning of that word but not other meanings.

Look for **context** clues to help you figure it out. Follow these steps:

1. Think about what the sentence is about.
2. Look at the other words in the sentence.
3. Read the sentences nearby to find more clues, or hints.
4. Use the clues to think of a meaning that makes sense.
5. Check the inferred meaning in a dictionary to make sure it is correct.

Use the strategy to figure out the meaning of each underlined word.

My family left our homeland on a large boat. We all shared a tiny room. My brother and I had a bed in the left corner. Every day we ate one can of peas. I can still remember the awful taste!

REMEMBER You can use **context** clues to figure out the meanings of multiple-meaning words.

Academic Vocabulary

• **context** (kon-tekst) *noun*

Context refers to the parts nearby that help explain the meaning.

bark (bark) *noun* **1** the sound a dog makes
2 the outer covering of a tree

can (kan) *verb* **1** to be able to do something
noun **2** a metal container in which food is sold

left (left) *adjective*
1 located on the left side, the side of the body where the heart is located *verb*
2 the past and past participle of *leave*

Dictionary Entries

Strategy in Action

“ The paragraph is about moving to a new country. The word *homeland* gives me a clue that *left* means ‘went away.’ ”

Practice Together

Read this passage aloud. Look at each underlined word. Think about what the sentence is about. Use context clues to figure out the meaning of the underlined word. Check the inferred meaning in the Dictionary Entries.



People are getting off the boat onto the dock. Nadia holds her bag tightly. Inside are the jars of berry jam she made for the trip. She moves with the line. The air is hot. A fly lands on her nose. People are anxious

to get off the boat. They jam tightly together. Nadia is pushed around. Two little boys trip and knock over her bag. The jars fly from her bag and break. The sticky jam goes everywhere.

fly (fli) *verb* 1 to move in the air *noun* 2 a small flying insect

jam (jam) *verb* 1 to push tightly together *noun* 2 a sweet food made with fruit and sugar

land (land) *verb* 1 to arrive *noun* 2 a country or place

light (lit) *adjective* 1 not heavy *noun* 2 brightness

rest (rest) *verb* 1 to sleep or relax *noun* 2 the part that remains

trip (trip) *verb* 1 to fall over something *noun* 2 a journey

Dictionary Entries

Try It!

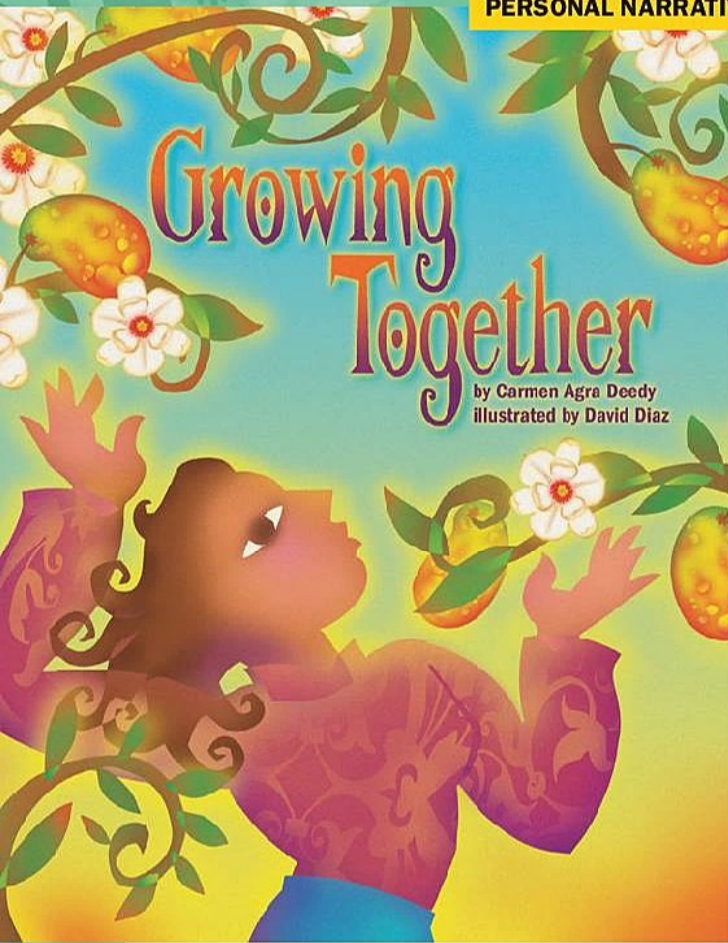
Read this passage aloud. What is the meaning of each underlined word? How do you know?

A New Land

Antonio looks out the window of the airplane. The plane will land soon. The light shines in Antonio's eyes. His sister and the rest of his family talk excitedly. Antonio picks up his small, light bag. He is ready to go. But he is so tired. He hopes to rest soon. The journey is long, and he will be happy to be in his new land.



▲ An airplane prepares to land.



SELECTION 1 OVERVIEW

- ▶ **Build Background**
- ▶ **Language & Grammar**
Express Ideas and Feelings
Use Statements with *Am, Is, and Are*
- ▶ **Prepare to Read**
Learn Key Vocabulary
Plan, Monitor, Visualize
- ▶ **Read and Write**
Introduce the Genre
Personal Narrative
Focus on Reading
Plan, Monitor, Visualize
Critical Thinking
Reading Fluency
Read with Intonation
Vocabulary Review
Write About the Guiding Question
- ▶ **Connect Across the Curriculum**
Vocabulary Study
Use Context Clues
Literary Analysis
Analyze Narrator's Point of View
Language and Grammar
Express Ideas and Feelings
Writing and Grammar
Write About Someone You Know

Build Background

Meet the Author

Carmen Agra Deedy remembers how it felt to leave Cuba and call Georgia home.

Connect

Quickwrite Read each proverb. Tell whether you agree or disagree with it. Explain why.

Anywhere you live is your native land.
–Korean proverb

Go out from your village, but don't let your village go out from you.
–Afghan proverb

Digital Library

myNGconnect.com

▶ View the video.



▲ Havana, Cuba, is Carmen Agra Deedy's birthplace.

Express Ideas and Feelings



Listen to the song and the poem.

Then sing along with the song, and read the poem.

SONG and POEM

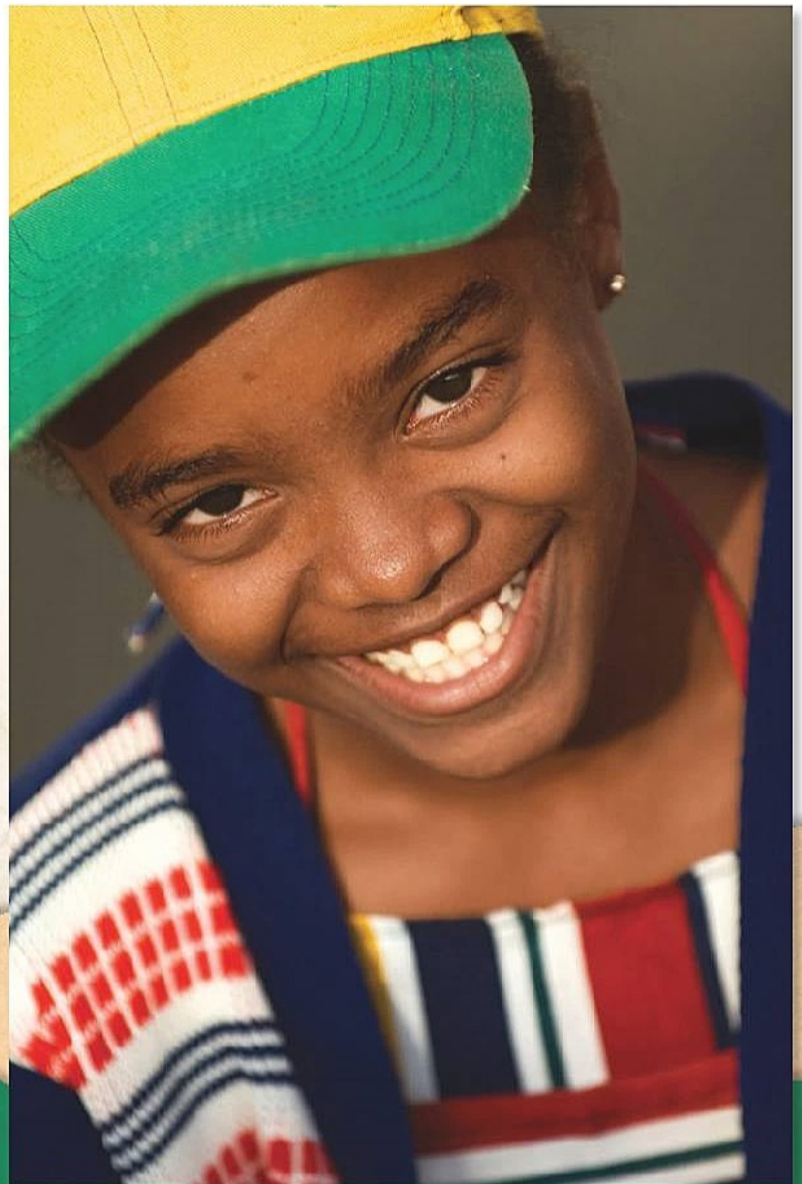


Who I Am

*I'll tell you who I am,
I'll tell you who I'm not.
What I feel is what I feel.
What I think are my own thoughts.*

My New Home

This country is my new home.
There are things I must learn.
But I am not afraid.
I love my new home,
But Cuba is always in my heart.



Use Statements with *Am, Is, and Are*

A **statement** is one kind of sentence. It tells something.

A statement begins with a **capital letter** and ends with a **period**.

EXAMPLE They are from Brazil.

- Use **am** to tell about yourself.

EXAMPLE I **am** American.

- Use **is** to tell about one other person, place, thing, or idea.

EXAMPLE She **is** my sister.

- Use **are** to tell about yourself and another person or persons.

EXAMPLE We **are** in a new place.

- Use **are** when you talk to one or more people.

EXAMPLE You **are** my neighbor.

- Use **are** to tell about other persons, places, things, or ideas.

EXAMPLE My friends **are** at the airport.

Am, Is, Are

One

I **am**
you **are**
he, she, it **is**

More Than One

we **are**
you **are**
they **are**

Practice Together

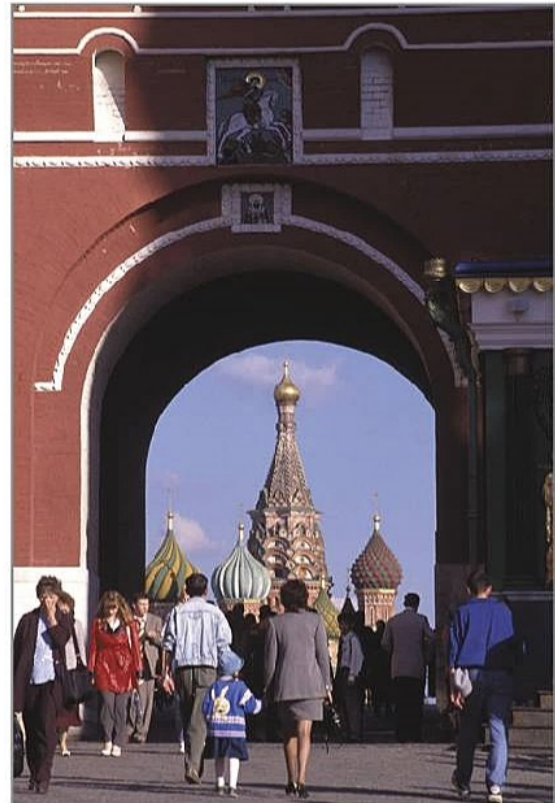
Say each sentence. Choose the correct form of the verb.

- I (am/are) from Russia.
- You (is/are) from Russia, too.
- We (is/are) new students at this school.
- The kids (am/are) nice.
- The school (is/are) big, though.
- Sometimes I (am/is) confused.

Try It!

Read each sentence. Write the correct form of the verb on a card. Then hold up the card as you say the sentence.

- My parents (am/are) teachers.
- They (is/are) happy with their new jobs here.
- My brother (am/is) still in grammar school.
- I (am/are) older than my brother.
- You (am/are) the same age as me.
- We (is/are) in middle school.



▲ Russia is a beautiful country.

Make a Self-Portrait

EXPRESS IDEAS AND FEELINGS

You are an artist! Draw a portrait of yourself. Write statements to describe your portrait.

Look at yourself in the mirror. Think about these questions. Then draw a picture of yourself that shows who you are.

- What kind of person are you?
- How do you feel about yourself?
- What things are important to you?

Exchange portraits with a partner. Look at your partner's portrait and read the statements. Express your ideas and feelings about them. Remember:

HOW TO EXPRESS IDEAS AND FEELINGS

1. Tell what you see.
2. Tell how you feel.
3. Explain your thoughts about what you see and feel.

You are
happy in this portrait.
I like this drawing.
It shows what you are
really like.

USE STATEMENTS WITH AM, IS, AND ARE

When you tell what you see and feel and explain your thoughts, you will use statements. When you make statements with **am**, **is**, and **are**, be sure to use the verb forms correctly.

- EXAMPLES You **are** a happy person.
I **am** able to see that in your eyes.
Your family **is** important to you.



Prepare to Read

Learn Key Vocabulary

Study the Words Use the steps below.

1. Pronounce the word. Say it aloud several times. Spell it.
2. Rate your word knowledge.
3. Study the example. Tell more about the word.
4. Practice it. Make the word your own.

Rating Scale

- 1** = I have never seen this word before.
- 2** = I am not sure of the word's meaning.
- 3** = I know this word and can teach the word's meaning to someone else.

Key Words

angry (an-grē) *adjective*

▶ page 19



When you are **angry**, you are mad at someone or something. An **angry** leopard hisses a warning.

change (chānj) *noun*

▶ page 18



A **change** is something new and different. A sudden **change** in weather can surprise people!

curious (kyoor-ē-us)

adjective ▶ page 20



If you are **curious**, you want to know more about something. A **curious** person shows interest in things.

immigrant (i-mu-grunt)

noun ▶ page 19



An **immigrant** is a person who comes to live in a new country. **Immigrants** say a pledge, or promise, when they become citizens.

learn (lurn) *verb*

▶ page 18



To **learn** means to know about a subject by studying or practicing it. You can **learn** many things by reading.

leave (lēv) *verb*

▶ page 19



When you **leave** a place, you go away from it. The bird **leaves** its nest to find food.

Past tense: left

Present participle: leaving

ordinary (or-du-nair-ē)

adjective ▶ page 18



An **ordinary** thing is plain. The brown box looks **ordinary**.

strange (strānj) *adjective*

▶ page 19



Something that is **strange** is not familiar. The reflection in this mirror is **strange**.

Practice the Words Make a Study Card for each Key Word. Then compare your cards with a partner's.

angry

What it means: mad

Example: how Mom felt after I ripped my new shirt

Not an example: how I felt when I wore my new shirt

Study Card

Plan, Monitor, and Visualize

Plan Look over the text before you start to read. Set a purpose for what you want to learn from the text. Predict what might happen or what you might learn about.

Monitor When you don't understand something, reread the text or read on to clarify ideas.

Visualize Form mental images, or pictures in your mind, by using the details in the text.

Look Into the Text

Plan: I think this story will be about a tree. I want to learn why this tree is so special.

There is only one tree in my yard—a magnolia tree. It has no fruit, but it does bear flowers.

It is no ordinary tree. It has a story.

When my family came to this small town in Georgia, it was a big change from our tropical island. In time, though, I started to like my new home. Soon I learned enough English to make a best friend. An American friend.

“ I was confused when I read that the tree wasn't ordinary, so I read on to clarify. I see that the tree has a story, so it must be special.”

What I Read

Only one tree in the yard.

What It Makes Me Think

A big climbing tree with nothing around it.

Visualize Chart

Practice Together

Begin a Reading Strategies Log Use the Reading Strategies Log to show how the strategies help you understand the text. The first row shows how one strategy helped one reader. Reread the passage and add to the Log.

Text I Read	Strategy I Used	How I Used the Strategy
<p>Page: 18</p> <p>Text: There is only one tree in my backyard.</p>	<input checked="" type="checkbox"/> Plan <input type="checkbox"/> Monitor <input type="checkbox"/> Visualize <input type="checkbox"/> _____	<p>Planning helped me predict that the story would be about the tree.</p> <p>_____</p> <p>_____</p>

Personal Narrative

A personal narrative is nonfiction. It tells about a certain event in the life of a real person.

The writer is also the **narrator**, or the person who tells the story.

As you read, notice how the narrator gives **details** that help you visualize her life. Look for words that help you imagine the sights, sounds, smells, taste, and touch of what the narrator describes.

Not everything will be familiar to you as you read. If you don't know what the narrator is trying to explain, you can go back and reread or read on to help you understand the text.

Look Into the Text

Some days I still get homesick for Cuba, with its **warm sea breezes** and its mango trees. I live in Georgia now, far from the sea. There is winter here, when the **days are short and cold**. There is only one tree in my yard—a magnolia tree.

Before you read a personal narrative or any other text, it is important to preview, set a purpose, and predict. Planning before you read will help you read the text more carefully.





Growing Together

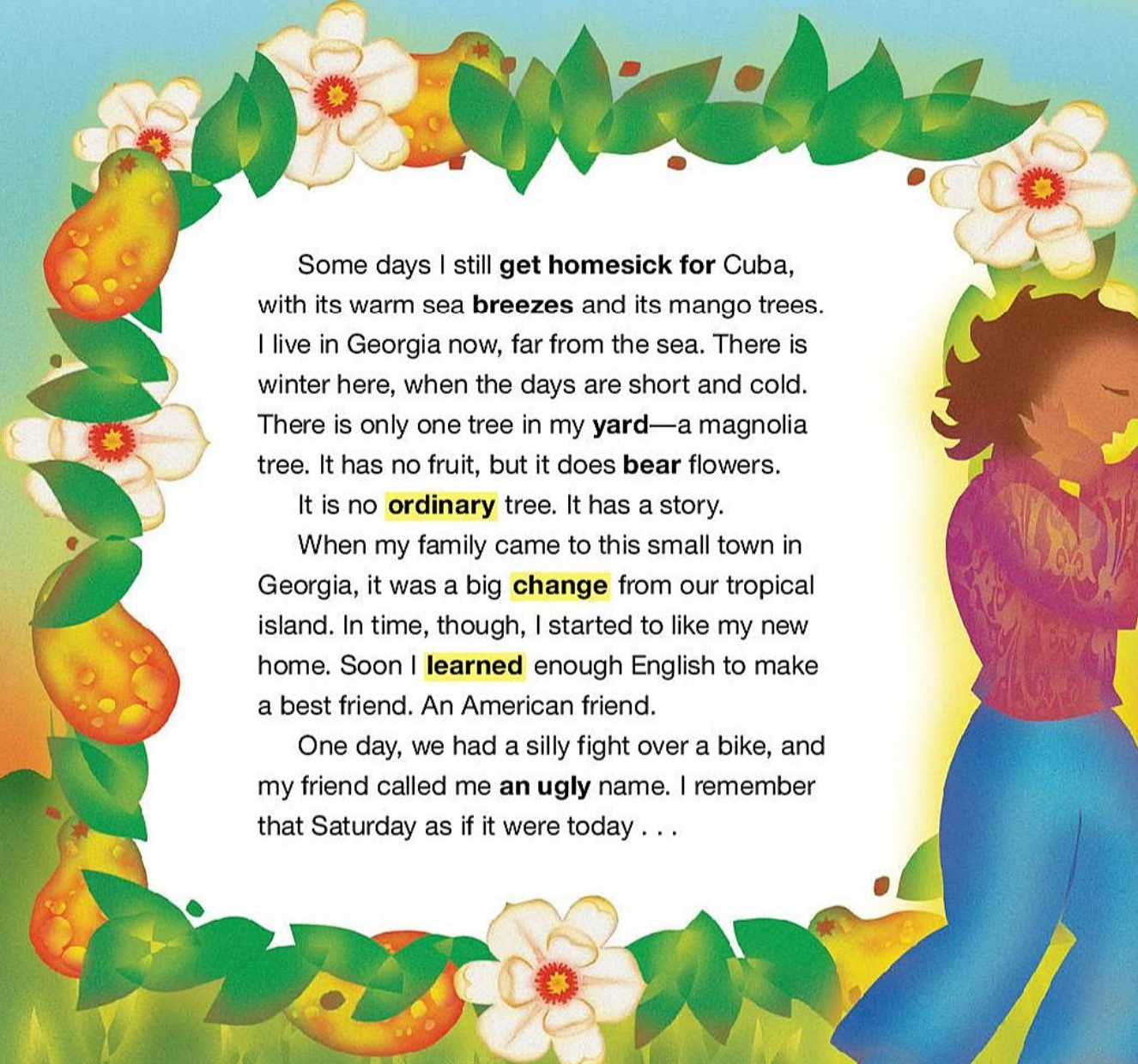
by Carmen Agra Deedy
illustrated by David Diaz



Comprehension Coach

Set a Purpose

Find out how a girl feels about her new home.



Some days I still **get homesick for** Cuba, with its warm sea **breezes** and its mango trees. I live in Georgia now, far from the sea. There is winter here, when the days are short and cold. There is only one tree in my **yard**—a magnolia tree. It has no fruit, but it does **bear** flowers.

It is no **ordinary** tree. It has a story.

When my family came to this small town in Georgia, it was a big **change** from our tropical island. In time, though, I started to like my new home. Soon I **learned** enough English to make a best friend. An American friend.

One day, we had a silly fight over a bike, and my friend called me **an ugly** name. I remember that Saturday as if it were today . . .



Key Vocabulary

ordinary *adj.*, plain; not special in any way

change *n.*, something new and different

learn *v.*, to know about a subject by studying it

In Other Words

get homesick for feel sad about moving away from

breezes winds

yard garden

bear make

an ugly a mean



My face is hot and red. I drop the bike in the driveway and run to find my father. I see him in the garden under the big magnolia. He is digging in the red **Georgia clay**. He stands up as I run to him. I cry **angry** tears.

A **moment** like this comes for every **immigrant** child.

It is hard to **leave** a home you know. It is even harder to make another place

home. Everything is new. Everything is **strange**. Everything is different.

I tell Papi how I feel.

“I hate it here! I am not like them, and they are not like me!” I say to him.



Key Vocabulary

angry *adj.*, mad

immigrant *n.*, someone who comes to live in a new country

leave *v.*, to go away

strange *adj.*, not familiar

In Other Words

Georgia clay sticky dirt found in Georgia

moment time

Look Into the Text

- 1. Narrator's Point of View** On that Saturday, how did Carmen feel about her new home? Why?
- 2. Main Idea and Details** Give two details from the text that show how Carmen's life in Georgia is different from her life in Cuba.

Predict

What will happen to make Carmen feel better?

Papi pulls out a **handkerchief** and **hands** it to me.

My father, the gardener, looks at me **intently** for a few moments. Then he asks, “Carmita, do you remember our mango tree in Cuba?”

“Yes,” I **sniff**. I am **curious** now.

“Do you know what it means to graft a tree?”

I nod. “You take a branch from one tree and **attach** it to another tree. The branch and the tree grow together. Right?”



Key Vocabulary

curious *adj.*, wanting to know more about something

In Other Words

handkerchief cloth to dry my eyes

hands gives

intently right in the eyes

sniff say as I try not to cry anymore

attach join



“*Sí*, that is right,” Papi says.

My father tells me that I am like a branch from that Cuban mango tree. He says Georgia is like the magnolia tree. I must wait. **Eventually**, the mango and magnolia will grow together.

I **lean** over and smell a sweet magnolia flower from the tree in our yard.

I smile. I will wait.

I am a tree that **gives forth** both mangoes and magnolias.

I am an American. ❖

About the Author



Carmen Agra Deedy

Carmen Agra Deedy (1960–) based this story on events from her childhood. She was born in Havana, Cuba, and came to the United States with her family in 1963. Deedy grew up in two cultures. She was always trying to find her own place. Her father’s words were helpful.

“Sometimes I still feel like I don’t fit in,” Deedy says. “Then I remember Papi’s story, and I know that I don’t have to stop eating the fruit to smell the flowers.”

Look Into the Text

In Other Words

Sí Yes (in Spanish)
Eventually After a while
lean bend
gives forth makes

- 1. Confirm Prediction** What does Papi tell Carmen that makes her feel better?
- 2. Metaphor** In what way is Carmen like a tree that gives mangoes and magnolias?

When I Grow Up

by Janet S. Wong

I want to be an artist, Grandpa—
write and paint, dance and sing.

Be accountant.

Be lawyer.

5 Make good living,
buy good food.

Back in China,
in the old days,
everybody

10 so, so poor.

Eat one chicken,
work all year.

Grandpa, things are different
here.

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Look Into the Text

- 1. Author's Style** How many speakers are in this poem? How does the author show this?
- 2. Compare and Contrast** How are the speakers' ideas different?

In Other Words

accountant someone who keeps track of the money a business makes and spends

lawyer someone who knows about laws

Make good living Earn a lot of money

Connect Reading and Writing

Vocabulary

angry

change

curious

immigrants

learn

leave

ordinary

strange

CRITICAL THINKING

- SUM IT UP** Review the visualizations you wrote about on the Reading Strategies Log. Describe the story to a partner.

Text I Read	Strategy I Used	How I Used the Strategy
Page: 18 Text: There is only one tree in my backyard.	<input checked="" type="checkbox"/> Plan <input type="checkbox"/> Monitor <input type="checkbox"/> Visualize <input type="checkbox"/>	Planning helped me predict that the story would be about the tree.

Reading Strategies Log

- Interpret** What does the author mean when she says “A moment like this comes for every **immigrant** child”? Do you agree? Explain your answer.
- Compare** Compare the messages of “Growing Together” and “When I Grow Up.” What does each one say about how people **learn** to fit in after **leaving** their home country?
- Interpret** Carmen Agra Deedy says, “I don’t have to stop eating the fruit to smell the flowers.” What does she mean by this? Do you agree? Explain.

READING FLUENCY

Intonation Read the passage on page 558 to a partner. Assess your fluency.

- My tone never/sometimes/always matched what I read.
- What I did best in my reading was _____.

READING STRATEGY

What strategy helped you understand this selection? Tell a partner about it.

VOCABULARY REVIEW

Oral Review Read the paragraph aloud. Add the vocabulary words.

My parents and I are _____ from a small country. There, we lived in a quiet, _____ town like any other. Our new home is _____ and different to me. Living here is a big _____. Everyone is busy all the time. I am _____ about why people hurry so much. I would like to _____ the reasons. My parents _____ early every morning for work and come home late, too. It makes me _____ that they are always busy. It is hard to compare my old life to my new life.

Written Review Write a journal entry from Carmen’s point of view as an **immigrant**. Explain how she defines home. Use four vocabulary words.



Explore Finding Your Own Place

What do you think Papi means when he says the mango and the magnolia grow together? Reread the text to find support for your ideas.

Connect Across the Curriculum

Vocabulary Study

Use Context Clues

Academic Vocabulary

- **explain** (ik-splān) *verb*

When you **explain** an idea, you make it clear so people can understand it.

Some English words have the same spellings but different meanings. Use **context clues** to find the meaning. In the sentence below, *tree* is a clue to find the meaning of *branch*.

branch (branch) *noun* **1** a part of a tree that grows out from the trunk **2** a store or an office away from the main building

Dictionary Entry

I am like a branch from that Cuban mango tree.

Use Context Clues With a partner, find these words. Take turns **explaining** which context clues you used. Confirm your ideas using a dictionary.

1. cold, p. 18
2. yard, p. 18
3. drop, p. 19
4. cry, p. 19

Literary Analysis

Analyze Narrator's Point of View

Academic Vocabulary

- **analyze** (a-nu-liz) *verb*

To **analyze** means to break down information into parts to understand it better.

In **first-person point of view**, the narrator is one of the characters and tells his or her view, or thoughts and feelings, of the events. In **third-person point of view**, the narrator is not one of the characters. You learn the thoughts and feelings of more than one character. **Analyze** the passage to find the narrator's point of view. Describe the clues you used.

I drop the bike in the driveway and run to find my father.
I see him in the garden under the big magnolia.

Change Point of View With a partner, find a passage from *Growing Together* and **analyze** the point of view. Retell the passage to change the narrator's point of view. Describe how the narrator's thoughts and feelings changed.

Language and Grammar

Express Ideas and Feelings

Act It Out Work in a group. Take turns acting out a feeling (such as being sad, angry, happy, or curious). Use your face and body language. Group members ask questions to guess your feeling. If they guess correctly, answer with a statement. After three guesses, say the correct answer.

Are you jealous?

Yes, I am jealous.

Writing and Grammar

Write About Someone You Know

Study the Models When you write about someone you know, include enough details to make your statements clear and interesting.

JUST OK

My friend is Kimi. She is nice. I am usually at her house. Both our families are from another place. Kimi and I do things together.


This writer leaves out a lot of details. The reader thinks: "This is boring."

BETTER

My best friend is Kimi. She is kind and nice. She makes me feel at home in my new neighborhood. I am usually at her house, or she is at my house. We are like sisters. Both our families are from Japan. Kimi and I cook Japanese food and sing Japanese songs together.

Details make the statements interesting and clear.

Add Sentences Add two statements to the BETTER model above. Make the statements interesting and clear by adding details.

 **WRITE ON YOUR OWN** Write about someone you know who makes you feel at home. Include details. If you write statements with **am**, **is**, or **are**, be sure to use the verb forms correctly.

REMEMBER

There are different forms for the verb *be*.

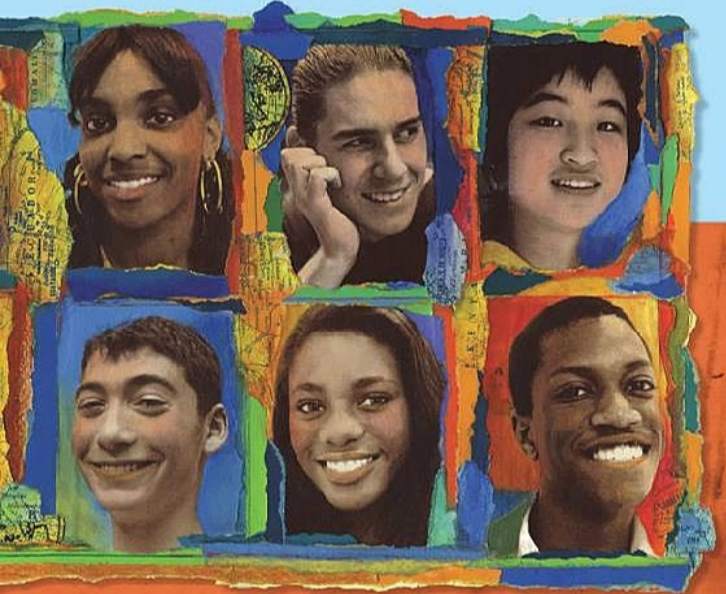
One	More Than One
I am	we are
you are	you are
he, she, it is	they are



▲ Kimi and I like to be silly together.

KIDS LIKE ME

Voices of the Immigrant Experience



Adapted from a book by Judith M. Blohm and Terri Lapinsky

SELECTION 2 OVERVIEW

- ▶ **Build Background**
- ▶ **Language & Grammar**
Ask and Answer Questions
Use Questions and Statements
- ▶ **Prepare to Read**
Learn Key Vocabulary
Make Connections, Ask Questions, Determine Importance
- ▶ **Read and Write**
Introduce the Genre
Interview
Focus on Reading
Make Connections, Ask Questions, Determine Importance
Critical Thinking
Reading Fluency
Read with Expression
Vocabulary Review
Write About the Guiding Question
- ▶ **Connect Across the Curriculum**
Vocabulary Study
Use Context Clues
Literary Analysis
Analyze Text Structure:
Compare and Contrast
Language and Grammar
Ask and Answer Questions
Writing and Grammar
Write a Message

Build Background

Listen to Teens

People from all over the world move to the United States. Teens have a lot to share about their experience as immigrants.

Digital Library

myNGconnect.com

▶ View the video.



▲ It can be hard to make friends when you move to another country.

Connect

Anticipation Guide Think about a time when you had to adapt to a new place. Read each statement. Tell whether you agree or disagree.

- | | | |
|--|-------|----------|
| 1. A good way to adapt is to change the way you look. | Agree | Disagree |
| | _____ | _____ |
| 2. You should keep your traditions no matter where you live. | _____ | _____ |
| 3. Making friends is the first thing you should do in a new place. | _____ | _____ |

Anticipation Guide

Ask and Answer Questions

CD



Look at the photos. Listen to the questions and answers.
Then ask your own questions about the photos.

PICTURE PROMPT



What is this place?

It is Pike Place Market.

Where is the market?

The market is in Seattle.

When is the market open?

The market is open every day.

Who is the man?

The man is a fish seller.

Use Questions and Statements

You ask a **question** to find out something. Some questions start with *Am*, *Is*, or *Are*. The answer to these questions is a **statement** with *Yes* or *No*.

EXAMPLES **Are** you from Miami? **Yes**, I'm from Miami.
Is he from Miami? **No**, he is from Chicago.

Some questions start with *Who*, *What*, *When*, or *Where*. Ask these questions to get information.

EXAMPLES **Who** is that boy? He is my cousin.
What is that in his hand? That is his lunch.
When is lunch time? It is at 12:00.
Where is a good place to eat? That spot under the tree is a good place to eat.

Question Word	Asks About
Who?	person
What?	thing
When?	time
Where?	place

Practice Together

Ask these questions. Answer questions 1–3 with a *Yes* or *No* statement. Answer questions 4–6 with a statement that gives information.

1. Is this recipe from your home country?
2. Am I a good cook?
3. Are the potatoes ready?
4. Where is the sauce?
5. Who is here for dinner?
6. When is Asha coming?

Try It!

Ask these questions. Write a *Yes* or *No* statement to answer questions 7–9.

Write a statement that gives information to answer questions 10–12.

Hold up each answer as you say it.

7. Is this Room 12?
8. Am I in the right place?
9. Are you in my class?
10. What is your name?
11. Who is the teacher?
12. When is class over?



▲ Where are the students? They are in class.

Ask About Photos

ASK AND ANSWER QUESTIONS

Find a photo you like. Choose a photo of your family or friends or a photo from a magazine. Trade photos with a partner.

Look at your partner's photo. Decide what questions to ask. Make a chart to record your ideas. Use the four question words as headings.

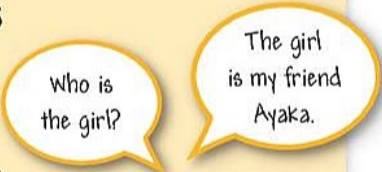
Question Chart

Who?	What?	When?	Where?
Who is the woman in red?	What is in her hand?		

Now ask your partner the questions about the photo. Listen to the answers. Then change roles. Remember:

HOW TO ASK AND ANSWER QUESTIONS

1. To find out something, ask a question. You can start a question with *Am, Is, Are, Who, What, When, or Where*.
2. To answer a question, give a Yes or No statement or give information.



USE QUESTIONS AND STATEMENTS

When you answer a question about your photo, think about what the question word asks. Then form your statement.

- EXAMPLES
- Is** this your mother?
 No, that is my aunt.
- Who** is the man?
 He is my uncle.



▲ Where are they? They are in Morocco.

Prepare to Read

Learn Key Vocabulary

Study the Words Use the steps below.

1. Pronounce the word. Say it aloud several times. Spell it.
2. Rate your word knowledge.
3. Study the example. Tell more about the word.
4. Practice it. Make the word your own.

Rating Scale

- 1** = I have never seen this word before.
- 2** = I am not sure of the word's meaning.
- 3** = I know this word and can teach the word's meaning to someone else.

Key Words

adjust (u-just) verb

▶ page 38



To **adjust** means to change in order to become comfortable with something. I hope I can **adjust** to my new school.

appreciate

(u-prē-shē-āt) verb ▶ page 38



To **appreciate** means to care about something or someone. The boy shows he **appreciates** his mom by giving her flowers.
Synonyms: enjoy, like

culture (kul-chu) noun

▶ page 34



The ideas and way of life for a group of people make up their **culture**. Baseball and jazz are both part of American **culture**.

different (di-fu-runt)

adjective ▶ page 34



Something that is **different** is not the same. The red flower is **different** from the others.
Antonym: alike

opportunity

(ah-pur-tii-nu-tē) noun ▶ page 35



An **opportunity** is a good chance to do something. The sign tells about a job **opportunity** at the restaurant.

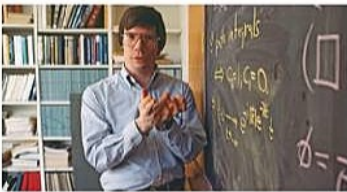
relative (re-lu-tiv) noun

▶ page 36



A family member is a **relative**. The mother and daughter are **relatives**.
Synonym: family

understand (un-dur-stand) verb ▶ page 38



To **understand** something is to know it well. This teacher **understands** the math problem and explains it to his students.
Past tense: understood

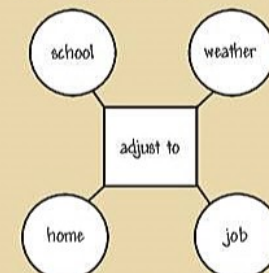
value (val-yū) noun

▶ page 37



A **value** is something that people care about. Respect is an important **value** in Japan.
Synonym: ideal

Practice the Words Work with a partner. Make a Word Web of Examples for each Key Word.



Word Web of Examples

Make Connections, Ask Questions, and Determine Importance

Make Connections Connect the text to your past experiences, to other texts you have read, or to the world around you.

Ask Questions Stop and ask questions to check your understanding.

Determine Importance Use the main ideas and details that support the main ideas to summarize the text.

Make Connections:
I have a friend from South Korea.

Look Into the Text

Meet six teens who are from different parts of the world. Now they live in cities and towns across the United States. They have families and friends in the U.S. Yet they remember and still observe some of the customs of their culture from “home.” This is true whether their native country is South Korea, Peru, French Guyana, Iraq, Somalia, or Ethiopia.

Important Idea:
I will read about six teens from different parts of the world.

“ I know that the first sentence often includes important ideas.”

What I Read	What It Makes Me Think
Where did the teens come from?	I should find these countries on a map.

Question-Answer Chart

Practice Together

Begin a Reading Strategies Log Use the Reading Strategies Log to show how the strategies help you understand the text. The first row shows how one strategy helped one reader. Reread the passage and add to the Log.

Text I Read	Strategy I Used	How I Used the Strategy
<p>Page: 34</p> <p>Text: their native country is South Korea</p>	<input checked="" type="checkbox"/> Make Connections <input type="checkbox"/> Ask Questions <input type="checkbox"/> Determine Importance <input type="checkbox"/> _____	<p>I know someone from South Korea. I can make connections between what I know about her culture and what I read.</p>

Interview

An interview gives information and opinions. In an interview, one person asks **questions** and one or more people **answer**. Pay attention to the questions because they are important ideas.

When two **speakers** answer questions, you can see how the answers are different or alike. Make connections between the answers and your experiences or other texts you have read.

Look Into the Text

Q: Why did you come to the United States?

question

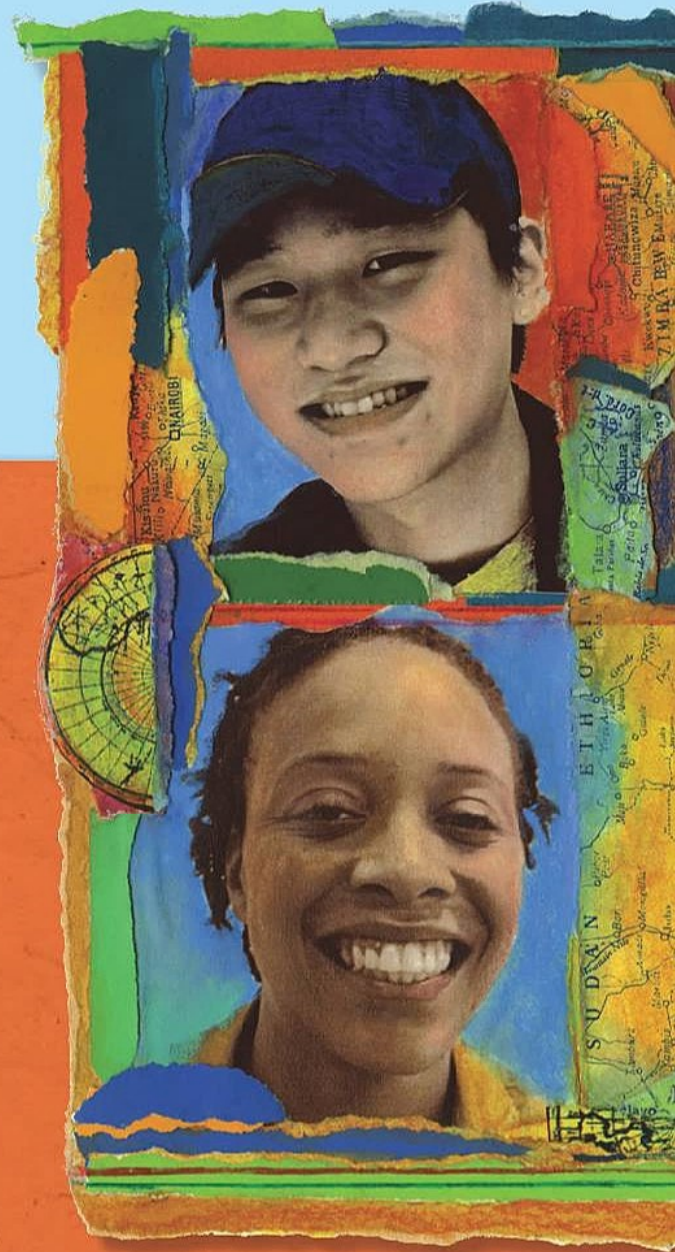
Eunji: My dad is in business school. We followed my dad.

answer

Hewan: Education is a top priority in my family.

answer

As you read, ask questions to make sure you understand what you are reading. Make connections between what you read and your own experiences.



KIDS LIKE ME

Voices of the Immigrant Experience



Adapted from a book by Judith M. Blohm and Terri Lapinsky



Comprehension Coach

Meet six teens who are from **different** parts of the world. Now they live in cities and towns across the United States. They have families and friends in the U.S. Yet they remember and still **observe** some of the **customs** of their **culture** from “home.” This is true whether **their native country is** South Korea, Peru, French Guyana, Iraq, Somalia, or Ethiopia.

Where the Teens Come From



- ① Adib comes from Iraq.
- ② Anne Rose comes from French Guyana.
- ③ Liban comes from Somalia.
- ④ Eunji comes from South Korea.
- ⑤ Manuel comes from Peru.
- ⑥ Hewan comes from Ethiopia.

▲ **Interpret the Map** Find where Hewan's home country is. Whose home country is near hers?

Key Vocabulary

different *adj.*, not the same
culture *n.*, the ideas and way of life for a group of people

In Other Words

observe follow
customs of ways of doing things from
their native country is they were born in



Q: Why did you come to the United States?

Eunji: My dad is in business school. We **followed** my dad.

Hewan: Education is a **top priority** in my family. My mother, older brother, and I are here for my education. Getting into medical school is my goal. My family **supports** this.

Liban: We are in the U.S. to have a better life. We are now away from the wars. We can get a good education for me and my sister. We are also free to be ourselves.

Adib: We are here because of war in our home country.

Anne Rose: My parents are from Haiti. They moved to French Guyana where I was born. Now we are in the U.S. We moved because my parents want a better and safer life for our family.

Manuel: I want a better education. I also want more **opportunities** to **succeed** in life. Unfortunately, my parents are still in Peru. They are working and taking care of my eight-year-old brother. I live with my aunt.

Key Vocabulary

opportunity *n.*, a chance to do something

In Other Words

followed came with
a top priority one of the most important things
supports wants to help me with
succeed do well

Look Into the Text

1. **Categorize** List four reasons that these teens' families came to the United States.
2. **Viewing** Look at the map. Which teens are from countries in South America? Which ones are from African countries?



Q: What is different about living in the United States?

Eunji: School rules in Korea are a lot **stricter** than here.

In Korea, we cannot have pierced ears or noses. We cannot have long hair or even colored hair clips.

Hewan: American families do not seem **that close-knit**.

However, Ethiopian families are. Unlike American families, we share our food from one big plate. The entire family sits around the table. Then we all eat out of one dish.

Liban: In Somalia, there is no bus transportation. Everyone walks. People have cars, but everyone is close by. The store is next door. Your uncle is next door.

Adib: My mom says she noticed that in the U.S. you do not have as many **relatives** living with you as we do in Iraq and Lebanon.

Another thing that is different is school. There are more classes in school in Iraq and Lebanon.

Also, children and teens have to be **more polite** than American kids are to adults. When you talk to your teacher or when you are called on in class, students must first stand. Then you can ask or **respond to** a question.

Key Vocabulary

relative *n.*, a family member

In Other Words

stricter more difficult
that close-knit very close to each other
more polite nicer, more respectful
respond to answer



Anne Rose: There are many **similarities** between French Guyana and America.

Manuel: In Peru, family is the main **value**. Families always get together on weekends or at any holiday. The people in communities in Peru are closer to each other than in the neighborhoods in the U.S. The people in Peru don't have a lot of extra money to spend. So people are more helpful to each other. They try to find a way to help each other. They do things like selling food at **cheap** prices.

Immigrants to the United States in 2006

More than 1.2 million people came to the United States in 2006. Most are from Asia or Latin America. This chart shows the top ten home countries.

Home Country	Number
Mexico	173,753
People's Republic of China	87,345
Philippines	74,607
India	61,369
Cuba	45,614
Colombia	43,151
Dominican Republic	38,069
El Salvador	31,783
Vietnam	30,695
Jamaica	24,976

Source: U.S. Department of Homeland Security, Computer Linked Application Information Management System, Legal Immigrant Data, 2006.

Interpret the Chart Which country did most immigrants come from in 2006?

Key Vocabulary

value *n.*, something that people care about; a worthy idea

In Other Words

similarities things that are alike
cheap low

Look Into the Text

- Compare and Contrast** According to these teens, how are families in other countries closer than they are in the United States?
- Details** What details does Manuel use to support his claim that family is the main **value** in Peru?



Q • What advice do you have for people who move to the United States?

Eunji: Ask many questions. That way, you learn about the person you are talking to. You can also learn about American culture.

Hewan: Quickly make friends in order to learn the language and culture. With their help, it is easier to settle into a new country. Friends can also make it easier to **adjust** to the different customs and ideas.

Liban: Be yourself. That is the main thing. Do not **put yourself down**. Do not let anybody put you down. Work hard. Talk to people. Ask for help if you need it. Say what you want to say (other than bad words).

Adib: Play sports to meet new people. **Make an effort** to be social and talk with people in your classes. This is hard at first.

Anne Rose: Get **involved** in everything you can. The more things you **get into**, the more opportunities you have to learn, **understand**, and **appreciate** life.

Manuel: I have one **piece of advice**. Don't be lazy! ❖

Key Vocabulary

adjust *v.*, to become comfortable with

understand *v.*, to know

appreciate *v.*, to care about; to see the worth of something

In Other Words

put yourself down think badly of yourself

Make an effort Try hard

Get involved Be active; Take part

get into do

piece of advice helpful idea

Look Into the Text

- 1. Compare and Contrast** How is the advice of these teens alike? How are their ideas different?
- 2. Inference** Based on the advice that Liban gives, what kind of a person is she? How does she feel about herself?