UNIT 4

What do we learn through winning and losing?

This unit is about winning and losing. You’ll read about winning a race and about different kinds of loss. You’ll learn about sportsmanship and how “it’s not whether you win or lose, it’s how you play the game.” As you read, you’ll practice the academic and literary language you need to use in school.

Reading

1 Poems

“Casey at the Bat” by Ernest Lawrence Thayer, “Swift Things Are Beautiful” by Elizabeth Coatsworth, “Buffalo Dusk” by Carl Sandburg

Reading Strategy: Read for engagement

2 Science

• “Going, Going, Gone?”
• “Ivory-Billed Woodpeckers Make Noise” by Jill Egan

Reading Strategy: Recognize cause and effect

3 Fable and Myth

• “The Hare and the Tortoise” by Aesop
• “Orpheus and Eurydice”

Reading Strategy: Identify author’s purpose
In this unit, you will learn these standards:
English Language Arts:
Reading: 1, 2B, 2E, 6A, 5, 7, 8, 10A, 10D, 13A
Oral and Written Conventions: 19A, 19B, 21A
Research: 23A, 25A
Listening and Speaking: 26A, 28B, 27, 28
Social Studies: 2A, 7B, 18A, 18D, 21A, 23A
Science: 3D
For the full text of the ELPS, visit www.LongmanKeystone.com

Listening and Speaking—Expository
At the end of this unit, you’ll present a TV sports report as if you were a newscaster.

Writing—Expository
In this unit you will practice expository writing, or writing that explains a topic. You’ll write an expository paragraph after each reading and an expository essay at the end of the unit.

Quick Write
Write several sentences about a time when you lost a contest, game, or object.
What do we learn through winning and losing? How do you feel when you lose a game? How is it different from the way you feel when you lose a person, animal, or thing? How could a poem or song help you remember someone or something you have lost? Use your prior experiences to answer these questions with a partner.

What are some of your favorite poems and songs? Why are the words to these poems and songs so easy to remember? Are any of them about some kind of loss? Discuss with your partner. Then take turns reciting a stanza, or group of lines, from a poem or song that you like.

BUILD BACKGROUND

In this section, you will read three poems: “Casey at the Bat,” “Swift Things Are Beautiful,” and “Buffalo Dusk.” Some poems tell a story. For example, “Casey at the Bat” is a narrative poem about a mighty baseball player named Casey. It is his turn to hit the ball. Will Casey hit the ball far, so his team wins the game? Or will he strike out? Some poems focus on an idea or an image, but do not tell a story. “Swift Things Are Beautiful” describes things that are fast and things that are slow. “Buffalo Dusk” focuses on the disappearance of huge herds of buffaloes from the United States in the late 1880s.

Once, a million buffaloes lived on the Great Plains of the United States. By the 1800s, only about a thousand were left.
**VOCABULARY**

Learn Literary Words

**Rhythm** is the regular repeated pattern of sounds. The rhythm in a poem is like the beat in a piece of music. Read aloud the nursery rhyme below. What words did you stress? How many beats did you hear in each line?

```
Hickory Dickory Dock.
The mouse ran up the clock.
The clock struck one,
The mouse ran down!
Hickory Dickory Dock.
```

As you can see and hear in the nursery rhyme, **repetition** is another tool used in poems. Repetition involves repeating the same sound, words, or lines in a poem. Words that rhyme have the same ending sound but different beginning sounds. Many poems contain end-rhymes, or rhyming words at the ends of lines.

The **rhyme scheme** in a poem is the regular pattern of words that end with the same sound. To find the rhyme scheme, look at the end of every line in a poem. Then use the letters a, b, c to label the rhyme scheme. Read these lines from the first stanza of “Casey at the Bat.” Notice how the rhyme scheme works and is labeled.

```
The outlook wasn’t brilliant for the Mudville nine that day; a
The score stood four to two, with but one inning more to play, a
And then when Cooney died at first, and Barrows did the same, b
A sickly silence fell upon the patrons of the game. b
```

**Practice**

Work with a partner to create a rhyming poem in two stanzas. First, think of four pairs of rhyming words, such as knee/free, light/night, won/fun, toe/slow. Write the words in your notebook. Then take turns writing a line that ends with one of the rhyming words. Don’t worry if the poem is a bit silly. Just play with the rhythm and rhymes. When you have completed your eight-line poem, share it with the class.
Learn Academic Words

Study the red words and their meanings. You will find these words useful when talking and writing about literature. Write each word and its meaning in your notebook. After you read “Casey at the Bat,” “Swift Things Are Beautiful,” and “Buffalo Dusk,” try to use these words to respond to the text.

Practice

Write the sentences in your notebook. Choose a red word from the box above to complete each sentence. Then take turns reading the sentences aloud with a partner.

1. I didn’t know how to ______ when the coach asked me to say yes or no.

2. A ______ is a good shape for a soccer ball because it is easy to kick.

3. All types of writing need some sort of ______ to tie the words together.

4. In the ______ inning of the game, the player hit a home run.

5. Creating suspense is a ______ that many writers use.

6. The chess game was very ______. It lasted for only ten minutes.
Word Study: Spelling Long Vowel Sound /i\/

In English, the long vowel sound /i\ can be spelled in different ways. When you read “Casey at the Bat,” you will read the words below.

<p>| | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>vi-o-ience</td>
<td>qui-et</td>
<td>nine</td>
<td>pride</td>
<td>style</td>
<td>bright</td>
</tr>
</tbody>
</table>

Say each word with a partner. Notice the /i\ sound and its spellings. Some of the words above contain one syllable; others contain two or three syllables. Notice that when the letter i comes at the end of a syllable as in the word qui-et, the i often stands for /i\/. Study the chart below for more examples.

<table>
<thead>
<tr>
<th>i</th>
<th>i_e</th>
<th>y</th>
<th>igh</th>
<th>ie</th>
</tr>
</thead>
<tbody>
<tr>
<td>mind</td>
<td>strike</td>
<td>try</td>
<td>fight</td>
<td>tie</td>
</tr>
<tr>
<td>tiny</td>
<td>five</td>
<td>shy</td>
<td>mighty</td>
<td>cried</td>
</tr>
</tbody>
</table>

Practice

Work with a partner. Copy the chart above into your notebook. Say a word from the chart, and ask your partner to spell it aloud. Then have your partner say the next word. Continue until you can spell all of the words correctly. Then work with your partner to spell the following words: lightning, smile, kind, pie, fry. Add them to the chart under the correct headings.

Reading Strategy: Read for Enjoyment

Sometimes you read for information. Other times you read for enjoyment. When you read for the fun of it, ask yourself these questions:

- What is enjoyable about the characters, setting, and illustrations?
- Which words help me create images in my mind?
- Which parts of the text do I like best? What makes these parts so enjoyable to read?

As you read “Casey at the Bat,” “Swift Things Are Beautiful,” and “Buffalo Dusk,” ask yourself: “How do the poets make their poems fun, interesting, or exciting to read?”
Set a purpose for reading  What will happen when Casey comes up to bat? Is it better to be fast or slow? What happened to the buffaloes? Read the poems to find out what each one has to say about winning, beauty, power, and loss.

CASEY AT THE BAT

A Ballad of the Republic, Sung in the Year 1888

The outlook wasn’t brilliant for the Mudville nine that day; The score stood four to two, with but one inning more to play, And then when Cooney died at first, and Barrows did the same, A sickly silence fell upon the patrons of the game.

A straggling few got up to go in deep despair. The rest Clung to that hope which springs eternal in the human breast; They thought, “If only Casey could but get a whack at that — We’d put up even money now, with Casey at the bat.”

But Flynn preceded Casey, as did also Jimmy Blake, And the former was a lulu and the latter was a cake; So upon that stricken multitude grim melancholy sat; For there seemed but little chance of Casey’s getting to the bat.

died, was “out”
patrons, spectators; fans
springs eternal, flows always
preceded, went before
lulu, person who is extremely stupid, bad, or embarrassing
cake, person who is easy to get out
melancholy, feeling of sadness
But Flynn let drive a single, to the wonderment of all,
And Blake, the much despised, tore the cover off the ball;
And when the dust had lifted, and men saw what had occurred,
There was Jimmy safe at second and Flynn a-hugging third.

Then from 5,000 throats and more there rose a lusty yell;
It rumbled through the valley, it rattled in the **dell**;
It knocked upon the mountain and recoiled upon the flat,
For Casey, mighty Casey, was advancing to the bat.

**dell**, small valley with grass and trees
There was ease in Casey’s manner as he stepped into his place; 
There was pride in Casey’s bearing and a smile on Casey’s face. 
And when, responding to the cheers, he lightly doffed his hat, 
No stranger in the crowd could doubt ’twas Casey at the bat.

Ten thousand eyes were on him as he rubbed his hands with dirt. 
Five thousand tongues applauded when he wiped them on his shirt. 
Then while the writhing pitcher ground the ball into his hip, 
Defiance flashed in Casey’s eye, a sneer curled Casey’s lip.

And now the leather-covered sphere came hurtling through the air, 
And Casey stood a-watching it in haughty grandeur there. 
Close by the sturdy batsman the ball unheeded sped—
“That ain’t my style,” said Casey. “Strike one!” the umpire said.

From the benches, black with people, there went up a muffled roar, 
Like the beating of the storm-waves on a stern and distant shore; 
“Kill him! Kill the umpire!” shouted someone on the stand; 
And it’s likely they’d have killed him had not Casey raised his hand.

With a smile of Christian charity great Casey’s visage shone; 
He stilled the rising tumult; he bade the game go on; 
He signaled to the pitcher, and once more the sphereoid flew; 
But Casey still ignored it, and the umpire said “Strike two!”

“Fraud!” cried the maddened thousands, and echo answered “Fraud!” 
But one scornful look from Casey and the audience was awed. 
They saw his face grow stern and cold, they saw his muscles strain, 
And they knew that Casey wouldn’t let that ball go by again.

bearing, way of moving, standing, or behaving
doffed, took off or tipped
writhing, angry; violently twisting
defiance, bold refusal to obey or give in
visage, face
tumult, noisy and excited situation, often caused by a large crowd
The sneer has fled from Casey’s lip, the teeth are **clenched** in hate; 
He pounds with cruel violence his bat upon the plate. 
And now the pitcher holds the ball, and now he lets it go, 
And now the air is shattered by the force of Casey’s blow. 

Oh, somewhere in this favored land the sun is shining bright, 
The band is playing somewhere, and somewhere hearts are light, 
And somewhere men are laughing, and little children shout; 
But there is no joy in Mudville—mighty Casey has struck out. 

—Ernest Lawrence Thayer

**clenched**, held together tightly

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**ABOUT THE POET**

**Ernest Lawrence Thayer** was an American poet who wrote during the 1880s and 1890s. Thayer began his writing career at Harvard, as editor of the school newspaper. He spent most of his career writing humorous pieces for the *San Francisco Examiner*, a paper owned by a fellow Harvard classmate, William Randolph Hearst. “Casey at the Bat” was originally written for the newspaper. However, it didn’t become popular until months after it was written, when it was recited on Broadway in front of players from professional baseball teams.
Swift things are beautiful:
Swallows and deer,
And lightning that falls
Bright-veined and clear,
Rivers and meteors,
Wind in the wheat,
The strong-withered horse,
The runner’s sure feet.

And slow things are beautiful:
The closing of day,
The pause of the wave
That curves downward to spray,
The ember that crumbles,
The opening flower,
And the ox that moves on
In the quiet of power.

—Elizabeth Coatsworth

swift, very fast
meteors, pieces of rock or metal that make a bright line in the night sky when they fall through Earth’s atmosphere
withered, referring to the withers, or ridge between a horse’s shoulders, the highest part of a horse’s back
sure, steady; able to walk or run without sliding or falling
ember, piece of wood or coal that stays red and very hot after a fire stops burning
ox, large bull or cow

Elizabeth Coatsworth was born in Buffalo, New York, in 1893. As a young child, she lived for a time in Europe and Egypt. She began writing when she was twenty years old and continued until she was in her eighties. Coatsworth wrote over ninety books for children and adults, including poetry, novels, and nonfiction. Her 1930 book The Cat Who Went to Heaven won the Newbery Medal.
The buffaloes are gone.
And those who saw the buffaloes are gone.
Those who saw the buffaloes by thousands and how they
pawed the **prairie sod** into dust with their great hoofs,
their great heads down pawing on in a great **pageant**
of **dusk**.
Those who saw the buffaloes are gone.
And the buffaloes are gone.

—Carl Sandburg

**Literary Check**

How does the repetition of the word **gone** make you feel?

**prairie sod**, grass that covers a large, wide-open space
**pageant**, public show or display
**dusk**, time just before it gets dark

**About the Poet**

Carl Sandburg is considered by many to be one of the greatest American writers. Although he is best known for his poetry, Sandburg also wrote nonfiction and folklore. Sandburg won the Pulitzer Prize twice: first in 1926 for a biography titled *Abraham Lincoln: The Prairie Years* and later in 1951 for *The Complete Poems of Carl Sandburg*.

**BEFORE YOU GO ON**

1. What slow animal is described in the poem on page 236?
2. What do the buffaloes do at dusk in the poem above?

**On Your Own**

Which of the animals in these two poems have you seen up close? Where did you see them?
DRAMATIC READING

Work in small groups to reread, discuss, and interpret “Casey at the Bat,” “Swift Things Are Beautiful,” and “Buffalo Dusk.” Describe what you visualize as you read each poem line by line. What poetic devices do the authors use? What images do the poems create in your mind? Then with the rest of the class, read the poems aloud.

One of the best ways to understand a poem is to memorize it, or learn it by heart. Start by saying two lines of the poem you like best. Then memorize the next two lines. Keep going as far into the poem as you can. The part you memorize will be yours forever.

COMPREHENSION

Recall
1. In “Casey at the Bat,” what is the score in the baseball game when Casey comes to bat?
2. What swift things are mentioned in “Swift Things Are Beautiful”?

Comprehend
3. In “Casey at the Bat,” what happens when Flynn comes to bat? What happens when Jimmy Blake comes to bat?
4. In what ways are the moods of each of the three poems different? Which one contains humor and suspense? Which one expresses a serious and thoughtful mood? Which one expresses sadness?

Analyze
5. How does the structure of “Buffalo Dusk” contribute to its meaning?
6. Why do you think that Ernest Lawrence Thayer chose to write about a baseball player who strikes out? Why does he call Casey “mighty”?

Connect
7. Which fast-moving things do you think are beautiful? Explain.
8. What animal would you like to write a poem about? What three things about that animal would you include in your poem?
DISCUSSION

Discuss in pairs or small groups.

1. "Casey at the Bat" was written in 1888. Why do you think people still respond favorably to this poem?
2. If you were writing a poem about slow things that are beautiful, what five things would you include in your poem?

Q What do we learn through winning and losing? What did you learn about winning and losing from each of the three poems? Which poem taught you the most? Why?

RESPONSE TO LITERATURE

Utilize "Swift Things Are Beautiful" describes both swift and slow things. Write a brief poem of your own in which you describe two things that are swift and two things that are slow. Use a graphic organizer like the one below to list your ideas. Share your poem with a partner.

<table>
<thead>
<tr>
<th>Swift Things</th>
<th>Why They Are Beautiful</th>
<th>Slow Things</th>
<th>Why They Are Beautiful</th>
</tr>
</thead>
</table>

Evaluate what your classmates say and how they say it. Paying attention to both verbal and nonverbal cues will help you to interpret, or understand, a speaker's message.

Cheetahs are very swift.
**Present Perfect**

Use the simple past for actions that happened at a specific time in the past. Use the present perfect for actions that happened in the past but not at a specific time.

*A sickly silence* **fell** upon the patrons of the game.  
*All the buffalo* **have died**. [not a specific time]

Form the present perfect with *has* or *have* and the past participle. Form the negative with *hasn’t* or *haven’t*. For questions, switch *has* or *have* and the subject.

**Has she** **thrown** the sphere to Casey?  
No, she **hasn’t**.

For regular past participles, add *-d* or *-ed* to the base form of the verb. Other past participles are irregular. These you must memorize.

<table>
<thead>
<tr>
<th>Irregular Past Participles</th>
</tr>
</thead>
<tbody>
<tr>
<td>be → been</td>
</tr>
<tr>
<td>go → gone</td>
</tr>
<tr>
<td>put → put</td>
</tr>
<tr>
<td>sing → sung</td>
</tr>
<tr>
<td>eat → eaten</td>
</tr>
<tr>
<td>have → had</td>
</tr>
<tr>
<td>see → seen</td>
</tr>
<tr>
<td>take → taken</td>
</tr>
</tbody>
</table>

**Practice**

Work with a partner. Copy the words into your notebook. Use the words to write sentences in the present perfect.

**Example:** she / be / to the store /  
*Has she been to the store?*

1. The game / be / cancelled.  
2. you / be / to France?  
3. they / eat / dinner?  
4. We / not go / shopping.  
5. I / finish / my biology homework.

**Apply**

Work with a partner. In your notebook, write three “clues” about something you’ve done in the past. Take turns asking questions, trying to guess what each other has done.

**Example:** Mickey Mouse, Florida, hot  
*“Have you been to Disney World?”*
More Uses of the Present Perfect

The present perfect can also be used to express an action that began in the past and continues into the present. You can use the prepositions for and since to show this. Use for to describe the period of time that the action has been going on; use since to show the time or date in the past when the action began.

How long has he played baseball?  
He’s played baseball for six years. / He’s played baseball since 2006.

Certain adverbs can be used with the present perfect to indicate general times.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use just for recently finished actions.</td>
<td></td>
</tr>
<tr>
<td>Use yet to ask about recent experiences.</td>
<td></td>
</tr>
<tr>
<td>Use already in affirmative statements.</td>
<td></td>
</tr>
<tr>
<td>Use yet in negative statements.</td>
<td></td>
</tr>
<tr>
<td>Use ever to ask about life experiences.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Rule</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use <em>just</em> for recently finished actions.</td>
<td>Mighty Casey has <em>just</em> struck out.</td>
</tr>
<tr>
<td>Use <em>yet</em> to ask about recent experiences.</td>
<td>Has he struck out <em>yet</em>?</td>
</tr>
<tr>
<td>Use <em>already</em> in affirmative statements.</td>
<td>He’s <em>already</em> struck out.</td>
</tr>
<tr>
<td>Use <em>yet</em> in negative statements.</td>
<td>He hasn’t struck out <em>yet</em>.</td>
</tr>
<tr>
<td>Use <em>ever</em> to ask about life experiences.</td>
<td>Has he <em>ever</em> struck out?</td>
</tr>
<tr>
<td>For a positive answer, use <em>before</em>.</td>
<td>Yes, he’s struck out <em>before</em>.</td>
</tr>
<tr>
<td>For a negative answer, use <em>never</em>.</td>
<td>No, he’s <em>never</em> struck out.</td>
</tr>
</tbody>
</table>

**Grammar Skill**

Notice that some adverbs appear midsentence: *just, ever, never*. Some appear at the end: *yet, before*. *Already* can come midsentence or at the end.

**Practice**

Work with a partner. Copy the sentences into your notebook. Choose the correct word in parentheses to complete each sentence.

**Example:** Have you gone to the post office ___ *yet* (just, never, yet)?

1. Has he _____ (ever, never, before) been to Italy?
2. We’ve _____ (yet, just, ever) finished lunch.
3. I’ve studied English _____ (for, since) two years.
4. Paolo has _____ (ever, never, before) seen snow.
5. They have travelled to Europe _____ (just, before, yet).

**Apply**

Work with a partner. Interview your partner about his past experiences.

**Example:** Have you ever seen . . . ?
Write a Response to Literature

At the end of this unit, you will write an expository essay. To do this, you will need to learn some of the skills used in expository writing. In expository writing, a writer provides information and gives explanations to help readers understand a topic. One type of expository writing is a response to literature. In a response to literature, you give your ideas and opinions about the meaning of a particular story, poem, or other work of literature.

Writing Prompt

Write a response to “Casey at the Bat.” Explain what the poem is about. Describe the impact it had on you and why. Include your ideas, opinions, and feelings. Give specific examples and details to support your ideas and opinions about the poem. Remember to use the present perfect correctly.

1 PREWRITE Reread the poem at least twice.

- Think about your ideas and opinions about the poem.
- Ask yourself which specific examples in the poem explain your reaction to it.
- List your ideas in a graphic organizer.

A student named Andrew used a word web to plan his response to a poem. His assignment was to write a response to “Buffalo Dusk.”

Ideas and Opinions

“Buffalo Dusk” is a peaceful, yet very upsetting, poem.

Example/details

Buffaloes once roamed free.

Example/details

Both the buffaloes and “those who saw the buffaloes” are gone.
“Buffalo Dusk,” by Carl Sandburg, is a peaceful, yet very upsetting, poem. It is peaceful because Sandburg talks about buffaloes and how they once lived and roamed free on the prairies. He also mentions “those who saw the buffaloes.” These are the Native Americans, who also lived freely. The poem is upsetting because Sandburg tells how both the buffaloes and the Native Americans are gone. Reading this has made me angry and upset. The buffaloes were hunted so much, they nearly died out. Without the buffaloes, the Native Americans had no source of food or clothing and began to disappear as well. Some Native Americans and buffaloes did survive, but far fewer of either are alive today compared to 200 years ago. For this reason, the poem is very powerful and also very sad.
Prepare to Read

What You Will Learn

Reading

- Vocabulary building: Context, dictionary skills, word study
- Reading strategy: Recognize cause and effect
- Text type: Informational text (science)

Grammar

Complex sentences with subordinating conjunctions;
Subordinating conjunctions with adverb clauses

Writing

Write a cause-and-effect paragraph

THE BIG QUESTION

What can we learn through winning and losing? You are going to read about three kinds of birds that were lost forever. What might cause a type of bird to die out? How would this affect other animals, including humans?

Think about what you know about birds. Make a two-column chart in your notebook with the headings Birds and Facts. Work in small groups to list the names of birds you know, such as robins, toucans, penguins, and cardinals. Write any facts you know about each bird; for example, robins eat worms. Then share your ideas about what might happen to cause these birds to die out with your peers and teachers. Ask for their feedback in order to develop background knowledge about this topic.

BUILD BACKGROUND

“Going, Going, Gone?” and “Ivory-Billed Woodpeckers Make Noise” are science articles. The first article explains why three kinds of birds died out. The second suggests that a type of bird once thought to have died out may actually still exist.

In “Buffalo Dusk” you learned that humans were responsible for killing off most of the buffaloes in North America. If laws had not been passed to protect buffaloes, they would have become extinct, or lost forever. Why do specific kinds of animals become extinct? They may not be able to find the food they need. People or other creatures may destroy their habitats. Disease might wipe them out. In the case of dinosaurs, meteors may have struck Earth and killed off these creatures.
**VOCABULARY**

**Learn Key Words**

Read and listen to these sentences. Use the context to figure out the meaning of the highlighted words. Use a dictionary to check your answers. Then write each word and its meaning in your notebook.

1. The conservationists at the park protected the lions by keeping them in a safe area.
2. After the forest was destroyed, the animals had nowhere to live. Their homes had been ruined.
3. Dinosaurs have become extinct. They are all gone now.
4. The birds’ habitats in the nature preserve look like their original rain forest homes. There is food to eat, and there are trees to live in.
5. The student took a class in ornithology because he wanted to know all about birds.
6. The cat is a predator that likes to attack birds.

**Practice**

Work with a partner to answer these questions. Try to include the key word in your answer. Write the sentences in your notebook.

1. How do conservationists protect animals?
2. What natural disasters might cause a town to be destroyed?
3. What do you think caused dinosaurs to become extinct?
4. What do you think the habitats of penguins look like?
5. What sort of people would teach classes in ornithology?
6. What animal might be a predator of a cat?
Learn Academic Words

Study the red words and their meanings. You will find these words useful when talking and writing about informational texts. Write each word and its meaning in your notebook. After you read “Going, Going, Gone?” and “Ivory-Billed Woodpeckers Make Noise,” try to use these words to respond to the text.

**environment** = the land, water, and air in which people, animals, and plants live

<table>
<thead>
<tr>
<th>Environment</th>
<th>Oil spills and other changes in the environment had a bad effect on the birds that lived there.</th>
</tr>
</thead>
</table>

**estimate** (verb) = judge the value or size of something

<table>
<thead>
<tr>
<th>Estimate</th>
<th>Rico and Li estimate that more than 100 birds live in the region. It is a logical guess.</th>
</tr>
</thead>
</table>

**factors** = several things that influence or cause a situation

<table>
<thead>
<tr>
<th>Factors</th>
<th>Many factors caused the birds to move to a new area. One reason was the weather.</th>
</tr>
</thead>
</table>

**statistics** = a collection of numbers that represents facts or measurements

<table>
<thead>
<tr>
<th>Statistics</th>
<th>The statistics show how the number of birds has gone up and down over the years.</th>
</tr>
</thead>
</table>

Practice

Write the sentences in your notebook. Choose a red word from the box above to complete each sentence. Then take turns reading the sentences aloud with a partner.

1. People gather _____ about the number of animals in a certain place.
2. There are many _____ that help to keep an animal safe.
3. Sometimes it’s better to _____ than to count every single item.
4. People and other living creatures need a certain _____ in order to survive.

Gentoo penguins like this one live in the cold environment of Antarctica.
Word Study: Homophones

A homophone is a word that sounds the same as another word but has a different meaning and a different spelling, such as *hair* and *hare*. Homophones can be confusing when you read or hear them. To figure out which meaning is being used, check the spelling and use context clues. If you still can’t figure out which meaning is correct, look up the word in a dictionary.

<table>
<thead>
<tr>
<th>Homophone</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>one</td>
<td>number that comes before two</td>
</tr>
<tr>
<td>won</td>
<td>simple past of <em>win</em></td>
</tr>
<tr>
<td>prey</td>
<td>hunt another animal for food</td>
</tr>
<tr>
<td>pray</td>
<td>speak to a god</td>
</tr>
<tr>
<td>sea</td>
<td>the ocean</td>
</tr>
<tr>
<td>see</td>
<td>use your eyes to notice</td>
</tr>
</tbody>
</table>

**Practice**

Work with a partner. Define each pair of homophones. Then use each word in a sentence to show its meaning. Check your answers in a dictionary. Write the words and definitions in your notebook.

- break / brake
- main / mane
- tale / tail
- hour / our
- seen / scene
- weather / whether

**READING STRATEGY**

Recognizing cause and effect is a basic reading skill that helps you understand explanations in texts. An effect is “what happened.” A cause is “why it happened.” To recognize causes and effects, follow the steps in this example:

- Read this sentence: *The bird died because it didn’t have food.*
- Look for what happened. (The bird died.) This is the effect.
- Look for the reason why it happened. (It didn’t have food.) This is the cause.
- Look for words that signal cause and effect, such as so, *because*, *because of*, *therefore*, and as a *result*.

As you read the next two articles, look for the causes and effects. Use a graphic organizer to help you.
When a species, or kind of animal, becomes extinct, it is lost forever. These online science articles both deal with birds that have become extinct. You will find out the effects that certain events and actions had on the dodo, the passenger pigeon, and the Carolina parakeet. You will also find out why some bird lovers now feel hopeful about a bird that was thought to be extinct. As you read, consider what can be done to prevent other living things from becoming extinct in the future.

More than eighty kinds of birds have died out, or become extinct, in the last 300 years. Some vanished because of natural causes. Humans killed off most of them. They hunted the birds too much and destroyed the birds’ habitats. Read on for more details on the search for the ivory-billed woodpecker. (It might not be extinct as once thought.) Then check out the stories behind three extinct birds.

### The Ivory-Billed Woodpecker

A team of bird experts is walking through mud and swamps in Louisiana’s Pearl River forest. They hope to find the mysterious ivory-billed woodpecker. Experts believed this bird had been extinct for more than fifty years. A college student’s sighting of unusual-looking birds sparked hopes that it might still be alive.

**Loggers** cut down trees in the Pearl River forest during the early 1800s. But some trees have grown back. There are now many old cypress, sweet gum, and oak trees that would serve as a good home for ivory-billed woodpeckers. The birds were known to eat the fat grubs that live under the bark of these trees. The researchers have already found trees with areas of bark that have been chipped off, as if by a large woodpecker. Only time will tell if it is an ivory-billed one.

The Dodo

The dodo was the first bird to be wiped out by people during modern times. Dodos were large, flightless birds. They were first seen around 1600 on Mauritius, an island in the Indian Ocean. Less than eighty years later, the dodo was extinct. The dodo’s heavy, clumsy body made it an easy target for sailors, who hunted it for food. As forests were destroyed, so was the dodo’s food supply. And the cats, rats, pigs, and other predators unleashed by sailors preyed on the dodos. Together these factors led to the dodo’s extinction.

The Passenger Pigeon

These pigeons once lived in the eastern United States. They flew across this area in flocks so huge that they darkened the sky. In 1808 a single flock in Kentucky was estimated to contain over 2 billion birds. Today the passenger pigeon is extinct because of human activities. Settlers moving West during the nineteenth century cleared huge numbers of eastern chestnut and oak trees to make room for farms and towns. These trees were the passenger pigeon’s main source of food. The birds were seen as a threat to crops, so people killed the birds. They were also hunted for food. All of these factors wiped out the passenger pigeon. The last one, which lived in the Cincinnati Zoological Garden, died on September 1, 1914.

The Carolina Parakeet

This colorful bird was the only parrot native to the eastern United States. It had green feathers with a yellow head and orange cheek patches and forehead. The largest Carolina parakeets were 33 centimeters (13 in.) long, including their tail feathers. They once lived throughout the Southeast, as far north as Virginia and as far west as Texas. Parrots are among the smartest of birds. However, farmers thought these fruit-eaters were pests. So they shot them from the skies. The Carolina parakeet became extinct in the 1920s. As a result, all that’s left are stuffed examples of this bird in museums.

preyed on, hunted and ate

BEFORE YOU GO ON

1. What caused the passenger pigeon to become extinct?
2. Why did farmers kill the Carolina parakeet?

On Your Own

Why should we try to prevent species (kinds) of birds from becoming extinct?
Bird lovers were chirping back in April of 2005. Why? Scientists from Cornell University announced they’d rediscovered the ivory-billed woodpecker. The rare bird was thought to have been extinct since 1944. It was rediscovered at Cache River National Wildlife Refuge in eastern Arkansas.

Wildlife Refuge, protective environment for animals

The ivory-billed woodpecker ▶

In July, a small group of bird experts said that they weren’t sure the ivory-billed woodpecker had really been rediscovered. They said a blurry videotape of the bird wasn’t enough evidence. Researchers then decided to send them more proof. They shared a sound recording of the ivory-billed woodpecker’s one-of-a-kind double-rap.

one-of-a-kind, unique, or very special because there is nothing else like it

The unique sounds made believers out of the bird experts. “The thrilling new sound recordings provide clear and convincing evidence that the ivory-billed woodpecker is not extinct,” said Richard Prum, a scientist from Yale University.

The ivorybill is the largest woodpecker in the United States. It has a wingspan of about 91 centimeters (3 ft.). The ivorybill began to disappear because loggers cut down forests across the Southeast between 1880 and the 1940s. Soon after the ivorybill was rediscovered, the U.S. government announced a $10 million plan to protect the rare bird.

**Conservationists** are trying to help the woodpecker by killing trees. Sound strange? The woodpecker feeds on beetle larvae found under the bark of dead trees. When the trees are killed, more beetles will likely be attracted to the trees. With more food for the woodpeckers, the species will have a better chance at recovering.

Only about thirty-five to fifty trees will be cut on four 4-acre sections of land. There are 2,000 to 2,800 trees on each section. In about two or three years, scientists hope the trees will have lots of beetles for the woodpeckers. Then the double-rap of the ivorybill will be a common sound.

**larvae**, young insects with soft, tube-shaped bodies, which will eventually become adult insects with wings

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**Before You Go On**

1. What caused bird lovers to be happy?
2. What effect did loggers have on the ivory-billed woodpecker?

**On Your Own**

How is losing a species different from losing a competition?
Recall
1. About how many kinds of birds do experts estimate have become extinct in the last 300 years?
2. Where was the ivory-billed woodpecker rediscovered?

Comprehend
3. What factors contributed to the extinction of the passenger pigeon?
4. What two things helped to convince bird experts that the ivory-billed woodpecker was not extinct?

Analyze
5. Why does the author use a question mark rather than a period in the title “Going, Going, Gone?”
6. What could you have said to farmers to protect the Carolina parakeet from becoming extinct?

Connect
7. Which animals do you know of that are in danger of becoming extinct? Are changes to the animals’ environment part of the cause? Explain.
8. How can people help protect animals and plants from extinction?

In Your Own Words
Imagine that you are telling a classmate about “Going, Going, Gone?” and “Ivory-Billed Woodpeckers Make Noise.” For each article, make a three-column chart with these headings in your notebook: Section, Main Ideas, and Important Details. Use the charts to organize the information in each article. Try to use the academic words. Then share your summaries with a classmate.

The green turtle, giant panda, and Bengal tiger are in danger of becoming extinct.
DISCUSSION

Discuss in pairs or small groups.

1. How are the four kinds of birds in “Going, Going, Gone?” similar and different?

2. Do you believe that the ivory-billed woodpecker is extinct or not? Why?

What do we learn through winning and losing? Imagine that you could bring back the dodo, passenger pigeon, or Carolina parakeet. Which one would you choose? Why? What lessons would people need to learn to make sure the bird didn’t die out again?

READ FOR FLUENCY

It is often easier to read a text if you understand the difficult words and phrases. Work with a partner. Choose a paragraph from the reading. Identify the words and phrases you do not know or have trouble pronouncing. Look up the difficult words in a dictionary.

Take turns pronouncing the words and phrases with your partner. If necessary, ask your teacher to model the correct pronunciation. Then take turns reading the paragraph aloud. Give each other feedback on your reading.

EXTENSION

Utilize Endangered species are kinds of animals that are in danger of becoming extinct. Learn more about how people around the world are working to protect endangered species. Use encyclopedias, reference books, and reliable websites. Copy the chart below into your notebook. Use it to organize the information you find by writing your notes in the columns. Share your findings with the class.

<table>
<thead>
<tr>
<th>Ways to Protect Endangered Animals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Placing Animals in Preserves</td>
</tr>
<tr>
<td>Protecting Habitats</td>
</tr>
<tr>
<td>Breeding Animals</td>
</tr>
<tr>
<td>Passing Protective Laws</td>
</tr>
</tbody>
</table>

Huge flocks of passenger pigeons used to fill the sky.

Listening SKILL

Listen carefully to your classmates. If a speaker’s perspective, or point of view, is unclear, ask for clarification.
Complex Sentences with Subordinating Conjunctions

A complex sentence has a main, or independent, clause and one or more subordinate, or dependent, clauses. A subordinate clause “depends” on a main clause. A subordinate clause has a subject and a verb, but it is not a complete sentence. It must be attached to a main clause.

A subordinating conjunction, such as *when*, joins a subordinate clause to a main clause. A subordinate clause can come before or after the main clause. If it comes before the main clause, use a comma after the subordinate clause.

**Practice**

Work with a partner. In your notebook, rewrite the sentences below, switching clauses. Remember to use correct punctuation.

Example: When it began to rain, we went inside.  
*We went inside when it began to rain.*

1. He works quickly when he has to.  
2. When he was in New York, Bob stayed with us.  
3. When I saw the *statistics*, I was surprised.  
4. She was afraid of dogs when she was a child.  
5. We called you when we were in town.

**Apply**

Work with a partner. Write three clauses that begin with *when* in your notebook. Take turns finishing each other’s clauses.
Subordinating Conjunctions with Adverb Clauses

As you have learned, a subordinating conjunction introduces a subordinate clause. Often the subordinate clause is an adverb clause. An adverb clause answers the question Why? When? or How?

<table>
<thead>
<tr>
<th>Main Clause</th>
<th>Subordinate (Adverb) Clause</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bird experts need proof</td>
<td>although there was a videotape.</td>
</tr>
<tr>
<td>The ivorybill began to disappear</td>
<td>because loggers cut down forests.</td>
</tr>
<tr>
<td>The parakeets flew overhead</td>
<td>while the farmers shot them.</td>
</tr>
<tr>
<td>We can save ivorybills</td>
<td>if we cut down more trees.</td>
</tr>
<tr>
<td>Experts believed birds existed</td>
<td>after they heard the recording.</td>
</tr>
<tr>
<td>There were many Carolina parakeets</td>
<td>before settlers cleared trees.</td>
</tr>
</tbody>
</table>

Remember that a subordinate clause must always be attached to a main clause. Use a comma after the subordinate clause when it begins a sentence.

Practice

Work with a partner. Copy the sentences into your notebook. Choose the best subordinating conjunction to complete the adverb clause in each sentence.

Example: We stayed (while / after / although) the movie was boring.

1. (After / Because / If) we ate dinner, we went shopping.
2. Be sure to read over your tests (if / because / before) you hand them in.
3. (Although / While / If) you want me to call, give me your number.
4. (Before / Because / If) there was a lot of traffic, I was late.
5. Allie phoned (because / if / while) we were talking.

Apply

Work with a partner. Take turns reading the sentences in the chart above, switching the clauses so the subordinate clauses come first.
Write a Cause-and-Effect Paragraph

You have learned that expository writing presents information. In expository writing, a writer often needs to explain causes and effects. A cause is the reason something happens. An effect is the result of the cause. Writers sometimes use words such as because, therefore, and as a result to signal cause-and-effect relationships.

Writing Prompt
Write a cause-and-effect paragraph that explains why the ivory-billed woodpecker was nearly wiped out. Show how the causes and effects of this situation are related. Include subordinating conjunctions such as because and so to signal a cause-and-effect relationship.

1 PREWRITE Reread Going, Going, Gone? and Ivory-Billed Woodpeckers Make Noise.

- Think about the activities that caused the ivory-billed woodpecker almost to become extinct.
- Ask yourself what specific effects these activities had.
- List your ideas in a graphic organizer.

A student named Tamar used this graphic organizer. Her assignment was to write about why the passenger pigeon has become extinct.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>People cleared oak and chestnut trees to build towns and farms.</td>
<td>Passenger pigeons lost their habitat and their main source of food.</td>
</tr>
<tr>
<td>The birds were viewed as a danger to crops.</td>
<td>People hunted and killed them.</td>
</tr>
<tr>
<td>The birds lost their habitat, source of food, and were hunted.</td>
<td>Passenger pigeons became extinct.</td>
</tr>
</tbody>
</table>
At one time, passenger pigeons flew in abundance. Now, they can no longer be found because of human actions. These birds, native to the eastern United States, became extinct in the early 1900s. Several factors caused their extinction. The birds lost their habitat because people cleared a great number of oak and eastern chestnut trees to build towns and farms. In doing so, people wiped out the bird’s main source of food. The birds were also viewed as a danger to crops, so people killed them. In addition, passenger pigeons were hunted for food. As a result of these causes, their population gradually decreased until fewer and fewer were left. The last passenger pigeon died in the Cincinnati Zoological Garden in 1914.
**What You Will Learn**

**Reading**
- Vocabulary building: Literary terms, word study
- Reading strategy: Identify author’s purpose
- Text type: Literature (fable and myth)

**Grammar**
- Adverbs of manner
- Placement of adverbs of manner

**Writing**
- Write to compare and contrast

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**THE BIG QUESTION**

What do we learn through winning and losing? What can ancient stories teach us about winning and losing? Every culture has stories that teach a lesson. Many of these stories have animal characters that talk, think, and act as if they were human. You may know the story “The Grasshopper and the Ant.” Who is the winner in this story?

All summer long, Grasshopper relaxed, chirping and singing all day. Ant went by carrying an ear of corn to her nest. “Why work so hard?” Grasshopper said to Ant. “It’s summer. Come and relax with me.” “I can’t,” Ant replied. “I’m preparing my nest for winter.” Grasshopper laughed and began singing again. “Why worry about winter? We have plenty to eat.” When winter came, Grasshopper had nothing to eat and was dying of hunger. He watched the ants eating the food they had gathered in summer. Then Grasshopper realized: It is best to prepare for the future in the present.

Work with a partner. Discuss stories you know that teach a lesson or have animal characters that act like human beings. Compare and contrast them.

**BUILD BACKGROUND**

Almost every culture in the world has fables and myths. These stories are traditionally passed down from one generation to the next. They are wonderful to listen to or read. They often contain wise messages and advice.

“The Hare and the Tortoise” is a fable from ancient Greece about a race between two animals. The main characters are very different from each other. Their character traits lead one to victory and the other to defeat.

“Orpheus and Eurydice” is a myth that is also from ancient Greece. Like many myths, it tells a story and explains how something in nature came into existence.

According to the road sign, what lesson does the fable “The Hare and the Tortoise” teach?
VOCABULARY

Learn Literary Words

A fable is a brief story that teaches a lesson called a moral. The moral is sometimes stated at the end of the fable in a short sentence. At other times, the moral is implied. You, the reader, must figure it out yourself. You may have heard the word proverb. The morals at the ends of fables are like proverbs, or short statements of advice. Here are the titles of two other fables and the morals they teach.

<table>
<thead>
<tr>
<th>Fable</th>
<th>Moral</th>
</tr>
</thead>
<tbody>
<tr>
<td>“The Lion and the Mouse”</td>
<td>A little friend can be a big help.</td>
</tr>
<tr>
<td>“The Wolf in Sheep’s Clothing”</td>
<td>Don’t be fooled by outward appearances.</td>
</tr>
</tbody>
</table>

As you learned earlier, animal characters in a fable talk and act like human beings. When writers create animal characters that have human traits, this is called personification. Most fables, such as the one you are about to read, contain examples of personification.

A myth is a story from long ago that has been passed on by word of mouth. Myths often try to explain cultural beliefs and why certain things occur in the natural world, such as thunder and lightning. Many myths also tell stories about the actions of gods and heroes.

<table>
<thead>
<tr>
<th>Place</th>
<th>Myth</th>
<th>What It Explains</th>
</tr>
</thead>
<tbody>
<tr>
<td>Greece</td>
<td>“Poseidon, the God of the Sea”</td>
<td>earthquakes, shipwrecks, storms</td>
</tr>
<tr>
<td>Hawaii</td>
<td>“Pele, Goddess of Fire”</td>
<td>fire and volcanoes</td>
</tr>
</tbody>
</table>

Practice

Work with a partner to discuss these morals and proverbs. Explain what each one means to you. Write your explanations in your notebook.

1. Absence makes the heart grow fonder.
2. Look before you leap.
3. Evil wishes, like chickens, come home to roost.
4. Little by little does the trick.
Learn Academic Words

Study the red words and their meanings. You will find these words useful when talking and writing about literature. Write each word and its meaning in your notebook. After you read “The Hare and the Tortoise” and “Orpheus and Eurydice,” try to use these words to respond to the text.

**Define** = show or describe what something is or means

<table>
<thead>
<tr>
<th>define</th>
<th>One way to define a word is to use a synonym, another word that has the same meaning.</th>
</tr>
</thead>
</table>

**Instruct** = teach someone or show him or her how to do something

<table>
<thead>
<tr>
<th>instruct</th>
<th>The teacher planned to instruct the class on how to write a fable. His outline helped him teach the lesson.</th>
</tr>
</thead>
</table>

**Objective** = something that you are working hard to achieve

<table>
<thead>
<tr>
<th>objective</th>
<th>The author’s objective was to entertain. She wanted readers to enjoy the story.</th>
</tr>
</thead>
</table>

**Style** = a way of doing, making, or painting something that is typical of a particular period

<table>
<thead>
<tr>
<th>style</th>
<th>The artist who drew pictures for the fable had a good style. He drew funny, colorful characters.</th>
</tr>
</thead>
</table>

Practice

Work with a partner to answer the questions. Try to include the red word in your answer. Write the sentences in your notebook.

1. What would you say if you were asked to define what a fable is?
2. Who would you ask to instruct you in how to write a short story?
3. What would be your objective if you were running in a race?
4. What kind of writing style do you like best?

This woman is dressed in the style of the Hawaiian goddess Pele.
Word Study: Spellings for r-Controlled Vowels

When a vowel is followed by an \( r \), the vowel stands for a special sound, called an \( r \)-controlled vowel. The letters \( er \), \( ir \), and \( ur \) all stand for the same \( r \)-controlled vowel sound. It is the /\( \text{ar} /\) sound you hear in \( \text{her} \), \( \text{bird} \), and \( \text{hurt} \). The letters \( \text{ar} \) stand for the \( r \)-controlled vowel sound you hear in \( \text{car} \). The letters \( \text{or} \) stand for the \( r \)-controlled vowel sound you hear in \( \text{for} \).

<table>
<thead>
<tr>
<th>/( \text{ar} / ) as in car</th>
<th>/( \text{ar} / ) as in her</th>
<th>/( \text{ar} / ) as in bird</th>
<th>/( \text{or} / ) as in for</th>
<th>/( \text{or} / ) as in hurt</th>
</tr>
</thead>
<tbody>
<tr>
<td>start</td>
<td>fern</td>
<td>third</td>
<td>horse</td>
<td>turn</td>
</tr>
<tr>
<td>dark</td>
<td>certain</td>
<td>first</td>
<td>tortoise</td>
<td>burst</td>
</tr>
</tbody>
</table>

Practice

Work with a partner. Copy the chart above into your notebook. Sort the words from the box below by their sound-spelling and add them to the chart. Then add other words with \( r \)-controlled vowels.

<table>
<thead>
<tr>
<th>artist</th>
<th>corner</th>
<th>curve</th>
<th>nerve</th>
<th>short</th>
</tr>
</thead>
<tbody>
<tr>
<td>circle</td>
<td>curled</td>
<td>large</td>
<td>person</td>
<td>thirst</td>
</tr>
</tbody>
</table>

Reading Strategy

Identifying an author’s purpose (or reason for writing) can make you a better reader because you understand why the author wrote the text. Authors can choose to write to inform, to entertain, or to persuade. Sometimes an author has more than one purpose for writing. To identify an author’s purpose, ask yourself these questions:

- Is this entertaining? Am I enjoying reading it?
- Am I learning new information? Is something being explained?
- Is the author trying to persuade me about something?

As you read “The Hare and the Tortoise” and “Orpheus and Eurydice,” identify the author’s purpose.
Set a purpose for reading  Is speed the most important thing in a race? How does the night sky remind us of Orpheus and his loss? Read the classic fable and myth to answer these questions.

The *Hare* and the *Tortoise*

*Aesop*
On a hot, sunny day, Hare saw Tortoise plodding along on the road. Hare teased Tortoise because she was walking so slowly.

Tortoise laughed. “You can tease me if you like, but I bet I can get to the end of the field before you can. Do you want to race?”

Hare agreed, thinking that he could easily win. He ran off. Tortoise plodded steadily after him.

Before long, Hare began to feel hot and tired. “I’ll take a short nap,” he thought. “If Tortoise passes me, I can catch up to her.” Hare lay down and fell asleep.

Tortoise plodded on steadily, one foot after another. The day was hot. Hare slept and slept in the heat. He slept for a longer time than he wanted. And Tortoise plodded on, slowly and steadily.

Finally, Hare woke up. He had slept longer than he wanted, but he still felt confident that he could reach the finish line before Tortoise.

He looked around. Tortoise was nowhere in sight. “Ha! Tortoise isn’t even here yet!” he thought.

Hare started to run again. He leaped easily over roots and rocks. As he ran around the last corner and stopped to rest, he was amazed to see Tortoise, still plodding steadily on, one foot after another, nearer and nearer the finish line.

Now Hare ran as fast as he could. He almost flew! But it was too late. He threw himself over the finish line, but Tortoise was there first.

“So what do you say?” asked Tortoise. But Hare was too tired to answer.

MORAL: Slow and steady wins the race.

plodding, walking slowly
 teased, made jokes and laughed at in order to embarrass
 steadily, moving in a continuous, gradual way
 nap, short sleep
 catch up to, come from behind and reach by going fast
 confident, sure
 finish line, line at which a race ends

ABOUT THE AUTHOR

Aesop was a slave in ancient Greece. He was a great storyteller. In many of his fables, Aesop uses personification to teach people lessons. Some historians believe that Aesop gained his freedom because of his stories. His fables are still popular today.

 BEFORE YOU GO ON

1. What kind of character is Hare? Describe Hare’s traits.

2. What is Tortoise like? How is she different from Hare?

On Your Own
Who did you want to win the race? Why?

Reading 3 263
In ancient times, no one played more beautiful music or sang more lovely songs than Orpheus. The god Apollo gave Orpheus a lyre made out of a turtle shell. When Orpheus played on the lyre and sang, everyone—gods, humans, and wild creatures—stopped and listened. The trees and stones danced. Even the rivers stopped flowing to listen to his song.

Orpheus was married to a wood nymph named Eurydice. He loved her more than anything else in the world. One day Eurydice was running across a meadow, and failed to notice a poisonous snake. The snake bit her ankle, and she died. Orpheus was left grief-stricken and alone. From that time on, Orpheus played such sad songs that gods, nymphs—anyone

Apollo, Greek god of the sun, medicine, poetry, music, and prophecy
lyre, musical instrument with strings across a U-shaped frame, used especially in ancient Greece
wood nymph, spirit of nature who, according to ancient Greek and Roman stories, appeared as a young girl living in trees, mountains, and streams
grief-stricken, feeling very sad because of something that has happened
BEFORE YOU GO ON
1 What great skill does Orpheus have?
2 What is the objective of Orpheus's trip to the Underworld? What is the objective of Orpheus's trip to the Underworld?
3 Why is Orpheus desolate at the end of the story?

Who heard the music—felt sorry for him. Soon, Orpheus could not bear his grief any longer. He decided to travel to the Underworld to find his beloved Eurydice. The god Hades and his wife Persephone ruled this underground kingdom of the dead.

As Orpheus came near the secret cave that led to the Underworld, he grew hopeful. He whispered to himself, “I will play such lovely songs that maybe Hades himself will return Eurydice to me.”

A fierce three-headed guard dog, called Cerberus, stood in front of the entrance to the cave. Orpheus was determined to find Eurydice. He did not turn back. He played on his lyre until Cerberus fell fast asleep, letting him pass. Next, Orpheus came to the river Styx. Here, the boatman Charon ferries dead souls to the Underworld. At first, Charon refused to take Orpheus across the water. But when he heard the lovely music Orpheus made, he was entranced and ferried Orpheus to the other side.

At last, Orpheus entered the Underworld and stood before Hades and Persephone. “I beg you, please, let Eurydice come back with me,” Orpheus pleaded. The Lord of the Underworld said, “No. I cannot return her to you.”

Bold Orpheus did not give up. He played passionately on his lyre. Hades softened, and Persephone was moved to tears. Suddenly, the Lord of the Underworld understood Orpheus's grief.

“I will let Eurydice go,” Hades said, “on one condition. You cannot turn around to look back at her until you reach the light of the living world above.”

Orpheus agreed. Eurydice followed Orpheus up the steep path out of the Underworld. They had almost reached the cave entrance, when Orpheus was overwhelmed by a desire to see his wife's face. He glanced back and she cried out. Then Eurydice vanished into the mist. She was caught in the Underworld forever.

Orpheus was desolate and remained so for the rest of his life. When he died, the gods hung his lyre in the night sky. To this day, if you look at the night sky, you can see the constellation called Lyra. It is a reminder of the sad story of Orpheus and Eurydice.

ferries, carries a short distance from one place to another in a boat
entombed, focused so much on something that other things go unnoticed
passionately, with very strong feeling
condition, something that is stated in an agreement that must be done
desolate, very sad and lonely
constellation, group of stars that forms a particular pattern and has a name

The body of a lyre was sometimes made out of a turtle shell.
**READER’S THEATER**

Act out this scene between Hare and Tortoise.

**Hare:** Everyone knows that I am the fastest animal in the forest. No one can run as fast as I can. That’s why they call me Speedy.

**Tortoise:** You think you are so fast. You just like to brag.

**Hare:** Well, how about having a race to prove that I am the fastest animal of all? I can beat anyone. I can certainly beat you. You are such a slowpoke.

**Tortoise:** Okay, let’s race. But I wouldn’t be so sure I’d win if I were you. I may not be so fast, but I am steady.

**Hare:** Ha! Steady doesn’t matter at all. Speed is the only important thing in a race.

**Tortoise:** We’ll just see about that. Let’s get some friends to watch us and time us.

**Hare:** I’ll ask Mouse to time us. He’s good at keeping time because he likes to run up and down clocks.

**Tortoise:** Here we go! Let the steadiest animal win!

**Hare:** Yes, here we go! Let the fastest animal win!

**COMPREHENSION**

**Recall**

1. What is the moral of the fable “The Hare and the Tortoise”?

2. What instrument does Orpheus play in the myth “Orpheus and Eurydice”? Who gave it to him?

**Comprehend**

3. Why does Hare take a nap and sleep longer than he planned to?

4. How does Orpheus use his music to find Eurydice in the Underworld? What words does the author use to describe the style of his music?
Analyze
5. Why does Hare lose the race? Why do you think that Aesop created a character like Hare?
6. Why do you think that Orpheus was unable to obey the instructions he received from Hades?

Connect
7. Why are fables a good way to instruct people on important lessons in life?
8. Why do all cultures have myths that try to explain aspects of nature?

> DISCUSSION
Discuss in pairs or small groups.
1. How does Aesop use personification in “The Hare and the Tortoise”?
2. What did you learn about loss from reading “Orpheus and Eurydice”?
3. How are the fable and myth you read similar? How are they different?

What do we learn through winning and losing? Why do you think that winning and losing are often themes in traditional stories, such as myths and fables? How are winning and losing experiences that everyone can relate to?

> RESPONSE TO LITERATURE
Utilize Write a brief fable of your own. Use animals as your main characters and give them human traits. Be sure to use dialogue and personification to make your story lively and appealing.

When you are done writing, read your fable to a small group of classmates. Don’t read the moral. See whether your friends can identify the moral on their own.

Orpheus and Eurydice with the messenger of the gods, who guided dead souls to the Underworld ▶
Adverbs of Manner

An adverb describes a verb, an adjective, or another adverb. Many adverbs answer the question *How?* These are called adverbs of manner. They are used only to describe verbs. Form adverbs of manner by adding *-ly* to an adjective. For example, the adjective *slow* becomes the adverb *slowly*.

Hare teased Tortoise because she was walking *slowly*.

Follow these spelling rules when forming adverbs of manner.

<table>
<thead>
<tr>
<th>Rule</th>
<th>Adjective</th>
<th>Adverb</th>
</tr>
</thead>
<tbody>
<tr>
<td>Change <em>-y</em> to <em>-i</em></td>
<td>easy</td>
<td>he leaped <em>easily</em> over roots and rocks.</td>
</tr>
<tr>
<td>Double final consonant</td>
<td>fearful</td>
<td>Orpheus <em>fearfully</em> looked back.</td>
</tr>
<tr>
<td>Drop final <em>-le</em></td>
<td>possible</td>
<td>Hare couldn’t <em>possibly</em> win.</td>
</tr>
<tr>
<td>Add <em>-ally</em> if ends in <em>-ic</em></td>
<td>tragic</td>
<td>Tragically, Orpheus lost Eurydice.</td>
</tr>
</tbody>
</table>

Practice

Work with a partner. Copy the sentences below into your notebook. Complete each sentence with the correct form of the adverb, using the adjective in parentheses.

Example: We walked *quickly* (quick) to the car.

1. The dog _____ (hungry) ate his dinner.
2. Saul plays the piano _____ (beautiful).
3. He defined his position _____ (scientific).
4. Josie speaks French _____ (confident)
5. We’ll _____ (probable) meet you at the restaurant.

Apply

Work with a partner. Find some adjectives in the reading. Use a dictionary to find the adverb form of each one.
Placement of Adverbs of Manner

An adverb, unlike an adjective, can be placed in many places in a sentence.

<table>
<thead>
<tr>
<th>Placement of Adverbs of Manner</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>After the verb</td>
<td>Tortoise plodded <strong>steadily</strong> after him.</td>
</tr>
<tr>
<td>Before the verb</td>
<td>He <strong>sadly</strong> played his lyre.</td>
</tr>
<tr>
<td>Between an auxiliary and main verb</td>
<td>Hare agreed, thinking that he could <strong>easily</strong> win.</td>
</tr>
<tr>
<td>At the beginning of a sentence or clause</td>
<td><strong>Suddenly</strong>, he understood Orpheus's grief.</td>
</tr>
<tr>
<td>At the end of a sentence or clause</td>
<td>He played on his lyre <strong>passionately</strong>.</td>
</tr>
</tbody>
</table>

Never put an adverb between the verb and the object.

Tortoise crossed the finish line **slowly**.

NOT Tortoise crossed **slowly** the finish line.

Practice

Work with a partner. Copy the sentences into your notebook. Circle the adverbs. Then rewrite each sentence, moving the adverb to a different place.

**Example:**

Quietly he opened the door.

He quietly opened the door.

1. Lilly joyfully opened her presents.
2. The wind blew gently.
3. We walked quickly to the shop.
4. Sally probably will go to Egypt.
5. Gene tapped his fingers nervously.

Apply

Work with a partner. Take turns reading the sentences in the charts above, moving the adverbs to different places.
Write a Compare-and-Contrast Paragraph

You have learned that expository writing presents information. One type of expository writing explains a topic by comparing and contrasting information. When you compare, you tell how two people, places, events, things, or ideas are alike. When you contrast, you tell how they are different.

**Writing Prompt**

Write two paragraphs that compare and contrast two people or things. Tell how the two people or things are alike in the first paragraph and how they are different in the second paragraph. Use words such as *similar, too,* and *also* to signal similarities. Use words such as *however* and *although* to signal differences. Be sure to use adverbs of manner correctly.

1 **PREWRITE** Begin by choosing a story to tell.

- **Think about two people or things with clear similarities and differences.**
- **Ask yourself how these two people or things are alike, and how they are different.**
- **List your ideas in a graphic organizer.**

A student named Wendy used a Venn diagram to compare and contrast “The Hare and the Tortoise” with “Orpheus and Eurydice.”

**Topic A “The Hare and the Tortoise”**

- **Differences**
  - fable with a moral: Hare can still live happily ever after.

**Topic B “Orpheus and Eurydice”**

- **Differences**
  - how-and-why myth: Orpheus stays sad for the rest of his life.

- **Similarities**
  - ancient Greek stories
  - two main characters
  - One character acts without thinking and suffers a loss.
The fable by Aesop and the myth of Orpheus have several similarities. First, they are both ancient Greek stories about a series of events that occur between two main characters. In each story, one character acts without thinking. Hare does not think deeply before lazily napping. Orpheus does not think when he carelessly looks back at Eurydice. Both characters suffer a loss because of their mistakes.

There are also differences between the two stories. “The Hare and the Tortoise” is a fable with a moral: Slow and steady wins the race. “Orpheus and Eurydice” is a how-and-why myth that explains how Lyra became a constellation. Each story has a very different ending, too. Hare may have lost the race but can still live happily ever after. Orpheus stays madly in love with Eurydice, so he is sad for the rest of his life.

Here is Wendy’s compare-and-contrast paragraph. Notice how she presents similarities in the first paragraph, and differences in the second.
THE BIG QUESTION

What do we learn through winning and losing? What are the qualities of a good athlete? What are some traits that most award-winning athletes have in common? Athletes need more than skill to become winners.

Work with a partner. Look at the events listed below. How do you win each activity? Use your prior knowledge to complete the chart. When you are finished, share your ideas with the class.

<table>
<thead>
<tr>
<th>Activity</th>
<th>How to Win</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spelling bee</td>
<td>Spell each word correctly.</td>
</tr>
<tr>
<td>Game of chess</td>
<td></td>
</tr>
<tr>
<td>Soccer game</td>
<td></td>
</tr>
<tr>
<td>Marathon race</td>
<td></td>
</tr>
</tbody>
</table>

BUILD BACKGROUND

In “The Biggest Winner of All,” you will read about the cyclist Lance Armstrong. A great athlete, he triumphed on the race course, but his most important victory occurred when he defeated cancer.

The article explains how Armstrong recognized that fighting a disease was more difficult than training for a race. Though the odds were against him, he went on to win the most prestigious cycling race of all—the Tour de France.
VOCABULARY

Learn Key Words

Read and listen to these sentences. Use the context to figure out the meaning of the highlighted words. Use a dictionary to check your answers. Then write each word and its meaning in your notebook.

1. We studied cancer in science class.
2. Patients in chemotherapy often feel very sick.
3. Cycling is a popular sport in France.
4. The triathlon competition was grueling for the athletes.
5. A Nobel Prize is a prestigious award.
6. When Keesha competed in the triathlon, she liked cycling better than swimming and running.

Practice

Write the sentences in your notebook. Choose a key word from the box above to complete each sentence. Then take turns reading the sentences aloud with a partner.

1. The doctor decided that ______ was the best treatment for his cancer.
2. When they went ______ they rode their bikes through the mountains.
3. A ______ consists of swimming, biking, and running.
4. Each year, doctors develop better treatments for ______.
5. Because the Tour de France is so long and difficult, it can be ______.
6. Winning the most admired and important race of all is very ______.

Racing requires endurance.
Learn Academic Words

Study the red words and their meanings. You will find these words useful when talking and writing about informational texts. Write each word and its meaning in your notebook. After you read “The Biggest Winner of All,” try to use these words to respond to the text.

<table>
<thead>
<tr>
<th>Element</th>
<th>Positive</th>
<th>Require</th>
</tr>
</thead>
<tbody>
<tr>
<td>One part of a plan, system, piece of writing, and so on</td>
<td>Endurance is an important element in cycling.</td>
<td>Cyclists require physical strength, endurance, and coordination to compete.</td>
</tr>
<tr>
<td>Focus</td>
<td>Cyclists must focus on the course to avoid accidents with other cyclists.</td>
<td>A good attitude can have a positive effect on a competitor in a race.</td>
</tr>
<tr>
<td>Positive</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Word Study: Multiple-Meaning Words

Many English words have more than one meaning. You must figure out which meaning fits the particular context. First, look for any clues to the meaning in the words and sentences surrounding the word. Also, identify the word’s part of speech. It may be an important clue to the correct meaning. If you still need help, look up the word in a dictionary. Compare and contrast the words in the chart below.

<table>
<thead>
<tr>
<th>Sentence</th>
<th>Part of Speech</th>
<th>Word and Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>She will train for the competition every day.</td>
<td>Verb</td>
<td>train: to prepare for a sports event especially by exercising</td>
</tr>
<tr>
<td>He saw the train jump the track.</td>
<td>Noun</td>
<td>train: a connected line of railroad cars</td>
</tr>
<tr>
<td>Because there has been so much rain, the foundation sank into the ground.</td>
<td>Noun</td>
<td>foundation: the base of a building</td>
</tr>
<tr>
<td>The foundation gave money to help the children go to camp.</td>
<td>Noun</td>
<td>foundation: an organization that collects money for a cause</td>
</tr>
<tr>
<td>Jane asked if I could record the time for the race.</td>
<td>Verb</td>
<td>record: to write down information</td>
</tr>
<tr>
<td>He won the world’s record for running.</td>
<td>Noun</td>
<td>record: a unique achievement</td>
</tr>
</tbody>
</table>

Practice

Work with a partner to explore the different meanings of these words: finish, race, native, award, and ride. Start by looking up each word in a dictionary. Then use each word in two sentences to show two of the word’s meanings. Write the sentences in your notebook.

Reading Strategy: Ask Questions

Asking questions makes you a better reader because you get more information from the text. The five questions you should ask are: Who? Where? When? What? and Why? These questions are sometimes called the 5Ws. They focus on people, places, time, events, and reasons. To ask questions, follow these steps:

- Read a paragraph. Stop and ask yourself one of the five questions.
- Now try to answer the questions from what you’ve learned in the text.
- Read on and see if your answer was correct. Then ask more questions.

As you read “The Biggest Winner of All,” remember to ask yourself the 5Ws.
Lance Armstrong is a determined competitor.

Anyone who plays sports knows how important it is to win. Being first is a good thing. All your hard work is recognized. You may get a trophy, or at the very least, a ribbon. Think about having all eyes on you as you accept your prize. That’s a great feeling. Your picture may even appear in the newspaper. You’re the envy of all your friends. If you’ve broken a record, people will talk about it for a long time.

For one Texas athlete, the biggest win of all had nothing to do with sports. Sure, this athlete has broken many records. He’s won numerous awards and prizes. His name has appeared in newspapers and magazines hundreds or even thousands of times. You’ve probably seen him on television. He even has his own official website.

His toughest opponent wasn’t another athlete, though. It was something that’s even harder to fight. It was a disease—cancer. If you haven’t guessed by now, this famed athlete is Lance Armstrong. He survived a battle with cancer.
The Winning Begins

Lance Armstrong was born in Plano, Texas. His mother encouraged him to do his best. When Lance was just a little boy, his mom recognized his talent. He was strong, coordinated, and determined—the elements of a good athlete. By the time he was just thirteen years old, he had won the Kids Triathlon. A triathlon is a sports competition with three events: swimming (the first event), cycling (the second event), and running (the third event). The distance required for each event is based on the age of the athlete. The cycling part of the competition requires great endurance.

By the time Lance was sixteen, he had become a professional athlete. As he got older he decided to train to be a competitive cyclist. Cycling requires good coordination, because cyclists ride around corners at a fast pace. Serious cyclists must train every day. If they are serious about entering races, they must show determination.

talent, natural ability
coordinated, not awkward or clumsy
competition, game or sport with a winner
events, activities
determination, quality of trying to do something even when it is difficult

BEFORE YOU GO ON

1. What qualities did Lance show as a young child?
2. What event did Lance win at the age of thirteen? What were the elements of that competition?

On Your Own

What types of sports do you like to play? What skills do you need to play those sports?

Reading 4 277
A Dangerous Setback

Lance worked hard and earned a place on the U.S. Olympic Team. It seemed as if he had everything he had ever dreamed of. Then, Lance learned that he had cancer. His doctor told him that without treatment, he would die. Even with treatment, he had less than a 50 percent chance to live.

His Biggest Challenge

Lance was determined to fight cancer in much the same way that he would train for a competition. During the repeating pattern of treatments, called chemotherapy, he continued to exercise. He maintained a positive attitude. It was harder than any cycling competition, but Lance was determined to beat cancer and win the race of his life.

After his courageous fight, Lance took up another challenge. He entered one of the most prestigious races of all—the Tour de France. This grueling race requires each competitor to ride 3,600 kilometers (2,237 miles) in 22 days. The course is over plains as well as mountains.

Lance won the Tour de France. This victory inspired him to keep competing. With each win, he scored a personal victory for himself and a national victory for the United States. Lance won the famed Tour de France an unbelievable seven times! He still competes today.

---

personal, having to do with oneself
unbelievable, hard to imagine

The yellow shirt is worn by the leader in the Tour de France.
His Fight Continues

Lance Armstrong is a symbol of hope for cancer patients throughout the world. Anyone suffering from cancer can read about Lance and find inspiration. After he won his battle with cancer, he set up a foundation to help others. The foundation collects money for research to cure and prevent cancer. It also supports community organizations that help people living with this disease.

Though Lance has won his battle, he continues to help others win theirs. This spirit makes Lance the biggest winner of all.

symbol, something that stands for a particular idea
spirit, courage, energy, and determination

▲ Like Lance Armstrong, people everywhere stage events to raise money for cancer research.

BEFORE YOU GO ON

1 Why did Lance need endurance to compete in the Tour de France?

2 How does Lance Armstrong inspire other cancer patients to fight for survival?

On Your Own

Why do you think Lance Armstrong’s story gives hope to cancer patients?

Reading 4 279
Recall
1. Who was first to spot Lance’s talent?
2. What and where is the Tour de France?

Comprehend
3. How did Lance focus on his battle with cancer?
4. What experiences in his life enabled Lance to win the Tour de France?

Analyze
5. Why do you think Lance formed a foundation?
6. What are the elements of Lance’s successes on and off the racing course?

Connect
7. What would be the most challenging event in a triathlon for you? Why?
8. What positive qualities do you have that could inspire others?

IN YOUR OWN WORDS
Authors of informational texts often use clues to help readers follow the main idea. Section headings, or subheadings, are helpful clues. Imagine that you are telling a classmate about “The Biggest Winner of All.” Use subheadings to help you identify the main idea of each section. Complete the chart below to help you organize your ideas. Then share your summaries with a classmate. See how they compare.

<table>
<thead>
<tr>
<th>Part of the Text</th>
<th>Summary of Main Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduction (no subheading)</td>
<td>Winning is not always about sports.</td>
</tr>
<tr>
<td>The Winning Begins</td>
<td></td>
</tr>
<tr>
<td>A Dangerous Setback</td>
<td></td>
</tr>
<tr>
<td>His Biggest Challenge</td>
<td></td>
</tr>
<tr>
<td>His Fight Continues</td>
<td></td>
</tr>
</tbody>
</table>
**DISCUSSION**

Discuss in pairs or small groups.

1. What role did Lance’s mother play in his success as an athlete?
2. Why do you think Lance decided to become a competitive cyclist? Explain.
3. How does a positive attitude help a person with any kind of a challenge? Give some specific examples.

**What do we learn through winning and losing?** Why do you think people like to hear about Lance Armstrong? What can we learn from his way of dealing with winning and losing?

**READ FOR FLUENCY**

Reading with feeling helps make what you read more interesting. Work with a partner. Choose a paragraph from the reading. Read the paragraph. Ask each other how you felt after reading the paragraph. Did you feel happy or sad?

Take turns reading the paragraph aloud to each other with a tone of voice that represents how you felt when you read it the first time. Give each other feedback.

**EXTENSION**

Utilize “The Biggest Winner of All” provides a lot of information about one athlete, Lance Armstrong. Go to www.LongmanKeystone.com for links to other types of media on the topic of winning and losing in competition and life. Follow the online instructions to analyze how similar information is conveyed in different media. Study the effect that visual and sound techniques have on these messages. Do they change your reaction to the information? If so, explain how. What effect do editing, sequencing, music, and reaction shots have on the way information is delivered?

Beating cancer will make everyone a winner.
Past Perfect

Use the past perfect to describe something that happened before a specific time in the past. You can use time phrases such as *all his life* and *by then* to make reference to the past. You can also use the adverbs *already* and *finally*.

- **All his life, he had wanted** to ride.
- **By then, he had already gotten** sick.

Form the past perfect with *had* + the past participle. For regular past participles, add *-d* or *-ed* to the base form of the verb. Other past participles are irregular. These you must memorize.

<table>
<thead>
<tr>
<th>Irregular Past Participles</th>
</tr>
</thead>
<tbody>
<tr>
<td>be → been</td>
</tr>
<tr>
<td>become → become</td>
</tr>
<tr>
<td>catch → caught</td>
</tr>
<tr>
<td>do → did</td>
</tr>
<tr>
<td>fall → fallen</td>
</tr>
<tr>
<td>let → let</td>
</tr>
<tr>
<td>sleep → slept</td>
</tr>
<tr>
<td>stand → stood</td>
</tr>
<tr>
<td>wake → woken</td>
</tr>
</tbody>
</table>

Form the negative with *hadn’t* + the past participle. Form questions in the past perfect by switching *had* and the subject. You can use the adverbs *yet* and *already* with negatives and questions in the past perfect.

- **Before 1996, Armstrong hadn’t been** sick.
- **Had he already competed** in the Tour de France? No, he *hadn’t* yet.

### Practice

Work with a partner. Write the sentences in your notebook. Complete each sentence with the correct form of the past perfect using the verb in parentheses. **Example:** By September, he *had finished* (finish) his degree.

1. Min ______ already ______ (eat) by the time we got there.
2. Wes ______ (not lock) the door yet.
3. By five o’clock, she ______ (leave) already.
4. All her life, Aimee ______ (want) to go to Paris.
5. ______ they already ______ (arrive) by then?

### Apply

Write down three things you did (or didn’t do) this morning before nine o’clock. Discuss with a partner. **Example:** By nine o’clock, I had already . . .
Past Perfect and Simple Past

Use the past perfect and the simple past together to show two events that happened in the past. The clause in the past perfect shows the first action; the clause in the simple past shows the action that happened after that. You can use subordinating conjunctions such as before with the clause in the simple past and after with the clause in past perfect. Subordinating conjunctions connect dependent (subordinate) clauses with independent (main) clauses. You can also use time phrases such as by the time with the clause in the simple past.

Lance had gotten sick before he set up the foundation.
Lance set up the foundation after he'd gotten sick.
[First, he got sick. Then he set up the foundation.]
By the time Lance was sixteen, he'd started doing sports.
[First, he started doing sports. Then he turned sixteen.]

Practice

Work with a partner. Rewrite the pairs of sentences using the past perfect and simple past, plus the conjunction or phrase in parentheses.

Example: First, she applied to three schools. Then they accepted her. (before)

She had applied to three schools before they accepted her.

1. First, she woke up. Then we arrived. (by the time)
2. First, he studied for hours. Then he fell asleep. (before)
3. First, she packed the car. Then she called me. (by the time)
4. First, she went to the bank. Then she went shopping. (after)
5. First, I finished my lunch. Then my brother started eating. (before)

Apply

Copy the following sentence starters into your notebook. Then complete them using the past perfect or the simple past and your own ideas. Compare with a partner.

1. By the time I got to school, . . .
2. By the time I was ten, . . .
3. Before I went to bed last night, . . .
4. After I had finished my homework, . . .
Write a Newspaper Article

You have learned that expository writing gives information and explanations. Newspaper articles are one type of expository writing. Newspaper articles tell about recent events of interest to the public. A newspaper article is introduced by a short phrase or title called a headline. A newspaper article always answers the questions known as the 5W’s: Who? What? Where? When? Why?

Writing Prompt

Write a newspaper article about a sports event or some other competition or game that you found exciting. Be sure to title your article with a headline. Remember to provide information that answers each of the 5Ws. Be sure to use the past perfect tense correctly.

1 PREWRITE Begin by choosing a topic.
   • Think about an exciting competition that will interest readers.
   • Ask yourself which facts about the event your article needs to include.
   • List your ideas in a graphic organizer.

Here’s a graphic organizer created by a student named Anna. She decided to write about the FIFA World Cup soccer tournament.

<table>
<thead>
<tr>
<th>Who?</th>
<th>soccer players from 32 countries</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where?</td>
<td>Germany</td>
</tr>
<tr>
<td>When?</td>
<td>June 9 to July 9, 2006</td>
</tr>
<tr>
<td>What?</td>
<td>FIFA World Cup soccer tournament</td>
</tr>
<tr>
<td>Why?</td>
<td>To compete to be the world champions</td>
</tr>
</tbody>
</table>
2 **DRAFT** Use your organizer to help you write a first draft.

- Remember your purpose—to inform and explain.
- Title your article with a headline.
- Answer the 5Ws clearly and completely.

3 **REVISE** Read over your draft. Look for places where the writing is unclear or needs improvement. Use the Writing Checklist to help you identify problems. Then revise your draft, using the editing and proofreading marks listed on page 456.

4 **EDIT** Check your work for errors in grammar, usage, mechanics, and spelling. Trade papers with a partner to obtain feedback. Use the Peer Review Checklist on Workbook page 152. Edit your final draft in response to feedback from your partner and your teacher.

5 **PUBLISH** Prepare a clean copy of your final draft. Share your newspaper article with the class. Save your work. You’ll need to refer to it in the Writing Workshop at the end of the unit.

Here is Anna’s article about an exciting sports event. Notice that she answers the five questions: Who? What? Where? When? Why?

**Anna Espinola**

2006 World Cup

Over the past seventy years, the FIFA World Cup tournament has brought countries together, helping them forget their differences as they play soccer and compete to be the world champions. The 2006 Men’s World Cup was held in Germany, from June 9 to July 9. Out of 198 countries, 32 countries had qualified to compete in the Cup. To reach the final championship game, teams must first advance past the first round, the quarterfinals, and the semifinals. In 2006, the two finalists were France and Italy. It was a breathtaking game that remained a 0–0 tie after an hour and a half of play. When overtime ended, the teams were still tied. The teams then began a shootout of penalty kicks, the last possible way to determine the winner. In the end, Italy beat France 5–3 and the World Cup was theirs!
Link the Readings

Critical Thinking

Look back at the readings in this unit. Think about what they all have in common. They all have something to do with winning or losing. Yet they do not all have the same purpose. The purpose of one reading might be to inform, while the purpose of another might be to entertain or persuade. In addition, the content of each reading relates to winning or losing in different ways. Copy the chart into your notebook and complete it.

<table>
<thead>
<tr>
<th>Title of Reading</th>
<th>Purpose</th>
<th>Big Question Link</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Casey at the Bat,” “Swift Things Are Beautiful,” “Buffalo Dusk”</td>
<td>to entertain</td>
<td></td>
</tr>
<tr>
<td>“Going, Going, Gone?”</td>
<td></td>
<td>explains what happens when a species is lost</td>
</tr>
<tr>
<td>“Ivory-Billed Woodpeckers Make Noise”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Hare and the Tortoise”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“Orpheus and Eurydice”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>“The Biggest Winner of All”</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Discussion

Discuss in pairs or small groups.

● How does the author’s purpose in “Ivory-Billed Woodpeckers Make Noise” differ from the author’s purpose in “The Hare and the Tortoise”?

What do we learn through winning and losing? Is it always important to win? What sorts of lessons can you learn from losing? Can you learn as much from winning as you can from losing? Explain.
Media Literacy & Projects

Work in pairs or small groups. Choose one of these projects.

1. Working with some classmates, define what “winning” and “losing” mean to you. Talk about what character traits it takes to be a real winner.

2. Use the Internet to research species that are in danger of becoming extinct. What is putting these species in danger? Make a poster with your findings and present it to the class.

3. Perform “The Hare and the Tortoise” as a play. Work with several classmates. First, rewrite the fable as a script. Then create simple costumes and props. Learn the lines and rehearse the play. When everyone is ready, perform the play for the class.

4. Find out more about buffaloes. Why did they almost become extinct? How did they come back? Research this topic, and write a brief report about buffaloes. Use visuals and present your report to the class. Be sure to mention your sources in your report.

Further Reading

Choose from these reading suggestions. Practice reading silently for longer periods with increased comprehension.

**Moby Dick**, Herman Melville
In this Penguin Reader® adaptation of the classic novel, Captain Ahab and his men hunt for Moby Dick, the most dangerous whale in the ocean.

**Black Star, Bright Dawn**, Scott O’Dell
When her father is injured, Bright Dawn takes his place in the Iditarod, a 1,000-mile dogsled race through Alaska’s frozen wilderness. She must learn to keep going despite her fears.

**Sasha Cohen: Fire on Ice: Autobiography of a Champion Figure Skater**, Sasha Cohen
The much admired skater describes the hard work and challenges she faced that made her a National Champion and an Olympic silver medalist.
Put It All Together

LISTENING & SPEAKING WORKSHOP

TV Sports Report

You will explain what happened at a sports event as if you were a TV newscaster on the scene.

1 THINK ABOUT IT  Think about the baseball game in “Casey at the Bat” and the footrace in “The Hare and the Tortoise.” How would a TV sports reporter at the scene tell what happened?

Work in small groups. Discuss what kinds of sports you like to watch in person or on TV. Work together to develop a list of sports events you would like to tell about on TV. For example:

- A championship soccer match
- A World Series baseball game
- An Olympic skating competition

2 GATHER AND ORGANIZE INFORMATION  Choose a sports event from your group’s list. Write down what you would like to find out about it. Think about how a TV sports reporter would describe it. Watch a TV news show and get ideas from the sports reporters.

Research  Go to the library and read newspaper articles about your sports event, or look for information about it on the Internet. If possible, watch the event on TV or in person. Take notes on the information you find. Include details that show why the event was exciting, surprising, or special.

Order Your Notes  Arrange your notes in a logical way. For example, you could use a timeline to arrange them in time order, from the beginning of the event to the end. Put extra information, such as descriptive details and quotes from players, in a separate section.

Use Visuals  TV sports reporters often show video clips of the events they describe. Make or find posters or other visuals to show during your report, such as drawings of team logos or photographs of the star players. Be sure your visuals can be seen from the back of the room.

Prepare a Script  Use your notes to write a script for a TV sports report. Include enough details to explain what happened and to convey the excitement or other emotions felt by people at the event.
3 PRACTICE AND PRESENT  Read your script aloud. To make your report more interesting, use a variety of grammatical structures, sentence lengths and types, and connecting words. Practice giving your sports report and showing your visuals to a friend or family member.

Deliver Your TV Sports Report  Remember that a TV sports report is an informal presentation. Use appropriate language. Speak loudly enough so that everyone in the class can hear you. Say each word carefully so that it is clear. Emphasize key ideas by pausing or slowing down. Use natural hand and body movements, too. Make eye contact with the audience as you speak, and don’t hide behind your script! Hold up your visuals so that everyone can see them.

4 EVALUATE THE PRESENTATION  A good way to improve your speaking and listening skills is to evaluate each presentation you give and hear. Use this checklist to help you judge your TV sports report and the sports reports of your classmates.

- What was the speaker’s topic?
- Did the speaker clearly tell the results and other details of the sports event?
- Did the speaker provide enough details that showed why the event was exciting, surprising, or special?
- Could you hear the speaker easily?
- Did the speaker use formal or informal language? Was it appropriate?
- What suggestions do you have for improving the presentation?
Write an Expository Essay

In this lesson you’ll use your skills to write an expository essay. An expository essay gives information and explanations about a specific topic. A good expository paragraph introduces the writer’s topic in the first paragraph. Two or more body paragraphs develop and explain the topic with specificity and detail. A conclusion sums up the writer’s ideas in a new and interesting way.

Writing Prompt
Write a five-paragraph expository essay about a topic that interests you. Focus on the theme of winning and losing. Use a method of organization that fits the topic. For example, you might compare and contrast information or explore cause-and-effect relationships. Remember to use a variety of sentence lengths and patterns.

1 PREWRITE Review your previous work in this unit. Now brainstorm ideas for a topic that interests you. After choosing your topic, answer these questions in your notebook:

• What do my readers already know about my topic?
• What do I want them to learn from reading my essay?
• List your ideas in a graphic organizer that fits your topic.

Here’s a graphic organizer created by a student named Tamar. She plans to write about why certain bird species are extinct or endangered.

<table>
<thead>
<tr>
<th>Cause</th>
<th>Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Passenger Pigeon</td>
<td>Extinct</td>
</tr>
<tr>
<td>1. Food supply destroyed by people</td>
<td></td>
</tr>
<tr>
<td>2. Killed for food and to protect crops</td>
<td></td>
</tr>
<tr>
<td>Great Auk</td>
<td>Extinct</td>
</tr>
<tr>
<td>1. Climate change</td>
<td></td>
</tr>
<tr>
<td>2. Hunted for its valuable feathers</td>
<td></td>
</tr>
<tr>
<td>Whooping Crane</td>
<td>Endangered</td>
</tr>
<tr>
<td>1. Wetlands habitat destroyed</td>
<td></td>
</tr>
<tr>
<td>2. Hunted for food and sport</td>
<td></td>
</tr>
</tbody>
</table>
2 DRAFT  Use your graphic organizer and the model on page 294 to help you write a first draft.

• Keep your purpose in mind—to inform and explain.
• Remember to include an introduction and conclusion.
• Present information in an order that fits your topic.

3 REVISE  Read over your draft. Think about how well you have addressed questions of purpose, audience, and form. Does your essay include an introduction and conclusion? Will your topic capture readers’ attention? Does your essay include good information and clear explanations?

   Keep these questions in mind as you revise your draft. Use the Writing Checklist below to help you identify additional issues that may need revision. Mark your changes on your draft using the editing and proofreading marks listed on page 456.

SIX TRAITS OF WRITING CHECKLIST

☑ IDEAS: Does my topic focus on winning and losing?
☐ ORGANIZATION: Do I present information in an order that readers can easily follow?
☑ VOICE: Does my writing show my knowledge of the topic?
☐ WORD CHOICE: Do I accurately use newly-acquired and content-based vocabulary?
☑ SENTENCE FLUENCY: Do I use simple, compound, and complex sentences?
☐ CONVENTIONS: Do I use verb tenses correctly?

LEARNING STRATEGY

Monitor your written language production. Using a writing checklist will help you assess your work. Evaluate your essay to make sure that your message is clear and easy to understand.
Here are the revisions Tamar plans to make to her first draft.

Extinct and Endangered Birds

It may seem that there are plenty of birds in the world. Several bird species are endangered, and others already have become extinct. It is important to realize that when a bird species dies out, it's gone forever. In addition, we're always in danger of losing more birds.

When European explorers first came to this continent, passenger pigeons were abundant. Today, this species no longer exists. People chopped down forests. In doing so, they wiped out the passenger pigeon's food supply. Also, passenger pigeons were shot. They were viewed as a threat to crops. Huge numbers were hunted for food as well. As a result, their population decreased. Eventually, none remained.

Another extinct bird is the great auk, a flightless bird that lived in the North Atlantic. Climate change may have helped cause the great auk's extinction. During a period known as “the little ice age, the climate turned colder. Many birds died. However, one of the most important causes of the bird's disappearance is that people hunted the great auk for its valuable feathers. They killed as many birds as they could. Mainly because of these human activities, the species did not survive.
The whooping crane, the largest bird in North America, is endangered. It has been hunted for food and also shot for sport. Wetlands, which are its habitat, often have been turned into farmlands and towns. Some of the reasons it is endangered are familiar. Collisions with power lines have killed many birds. Fortunately, the whooping crane, although endangered, still exists.

These three bird species are just a few among the many that are extinct or in danger of becoming so. If people work hard, we may be able to help prevent more birds from becoming extinct. Once a bird species becomes extinct, it has been lost forever.

4 EDIT Check your work for errors in grammar, usage, mechanics, and spelling. Then trade stories with a partner and use the Peer Review Checklist below to give each other constructive feedback. Edit your final draft in response to feedback from your partner and your teacher.

**PEER REVIEW CHECKLIST**

- Does the essay have an introduction and conclusion?
- Does it include precise words and specific examples and details?
- Does the order of information fit the topic?
- Does the writing have energy?
- Are adverbs of manner used correctly?
- What changes could be made to improve the essay?

Look at the next page to see the changes Tamar decided to make to her final draft as a result of her peer review.
Extinct and Endangered Birds

It may seem that there are plenty of birds in the world, but several bird species are endangered, and others already have become extinct. It is important to realize that when a bird species dies out, it’s gone forever. In addition, we’re always in danger of losing more birds.

When European explorers first came to this continent, passenger pigeons were abundant. Today, this species no longer exists. One reason is that people chopped down forests. In doing so, they wiped out the passenger pigeon’s food supply. Also, passenger pigeons were shot because they were viewed as a threat to crops. Huge numbers were hunted for food as well. As a result, their population decreased. Eventually, none remained.

Another extinct bird is the great auk, a flightless bird that lived in the North Atlantic. Climate change may have helped cause the great auk’s extinction. During a period known as “the little ice age,” the climate turned colder, so many birds died. However, one of the most important causes of the bird’s disappearance is that people hunted the great auk for its valuable feathers and rare eggs. They killed as many birds and took as many eggs as they could. Mainly because of these human activities, the species did not survive.

The whooping crane, the largest bird in North America, is endangered. Some of the reasons it is endangered are familiar. It has been hunted for food and also shot for sport. Wetlands, which are its habitat, often have been turned into farmlands and towns. Collisions with power lines have killed many birds. Fortunately, the whooping crane, although endangered, still exists.

These three bird species are just a few among the many that are extinct or in danger of becoming so. If people work hard, we may be able to help prevent more birds from becoming extinct. Once a bird species becomes extinct, it sadly has been lost forever.
PRACTICE

Read the following test sample. Study the tips in the boxes. Work with a partner to complete the statement or answer the question.

The Watchful Hikers

1 One day two friends decided to hike along the Tejas Trail in Dog Canyon. Juan packed water and food. Pete carried their map and other equipment. The experienced hikers checked in at the trailhead, then set off in the early light.

2 The sun sparkled through the large maples and pines that grew along the well-worn trail. Years of use had made the pathway easy to follow. The men moved along at an easy pace, careful not to step on the bluebells and cardinal flowers that grew on the forest floor. They were also on the lookout for the black-tailed rattlesnake, a beautiful but deadly critter commonly seen in the park.

3 As they came to a bend in the trail, Pete spotted three huge rocks. “This is a perfect spot to have lunch and rest our feet,” he said.

4 Suddenly, Juan heard a sound near the rocks. All at once, the biggest boulder moved! It wasn’t a rock at all, but a large black bear! Fortunately, the bear was just as startled as the hikers were. She took off into the bushes just as Juan and Pete ran back down the trail toward home.

1 In paragraph 2, well-worn means —
   A much appreciated
   B nicely trimmed
   C full of weeds
   D much used

2 What caused the hikers to run away?
   F a deadly rattlesnake
   G a black bear
   H sore feet
   J a bend in the trail
Americans love to watch and play many different sports. Baseball, basketball, hockey, and football are all very popular. In these games, one team will win and another will lose. Everyone loves a winning team, but we don’t always cheer for the winner. Sometimes the losing team has played a great game. Then we might cheer for the loser, too.


Artist Mark Sfirri’s ten-year-old son wanted a new baseball bat. Sfirri agreed to make him one. As he worked, Sfirri realized that he could do a lot with the wood and shape of the bat as an artist. So he made his son a regular bat first. Then he made the five bats hanging in *Rejects from the Bat Factory*.

Sfirri made his bats out of different kinds of unusual wood. A wood called curly maple has a wavy pattern of red and yellow colors in it. Zebrawood has stripes. Sfirri used a method called turning to create the bats. Turning allows a woodworker to give pieces of wood a rounded shape by rotating them against a cutting tool. The bat on the far left still has a ball “stuck” in it. The bat fourth from the left has a dent!

Sfirri wanted to create a fun set of bats, but he also wanted to show how we often value things that aren’t perfect. Sometimes a “loser” can be a real “winner.”

Mark Sfirri, *Rejects from the Bat Factory*, 1996, wood, 15¾ x 36½ in., Smithsonian American Art Museum
Morris Kantor, *Baseball at Night* (1934)

Morris Kantor captures the charm of a small-town baseball game in *Baseball at Night*. The crowd fills the stands. The players in the field are ready for the next play. The pitcher steps toward the batter, and . . . .

The painting doesn’t show what happens next, but you can use your imagination. Kantor puts all of the important elements in his painting: the players, the tall umpire dressed in black, the crowd, the lights that light up the field, and the warm lights from the house behind the stands. Night lights had just begun to be added to fields at this time. Now everyone is out to enjoy the game!

Both of these artists focus on the fun of team sports, where winning is just one part of a much larger story.