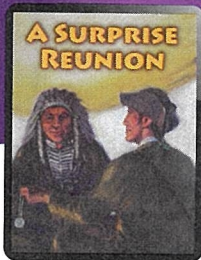
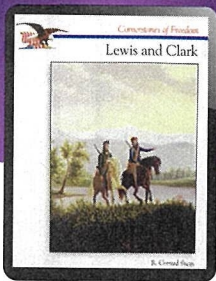


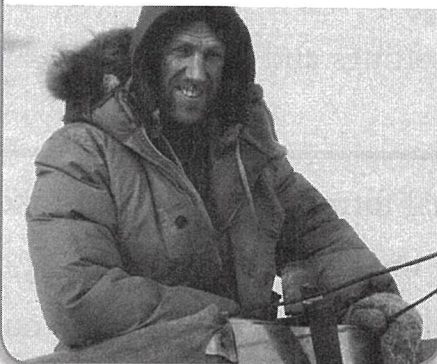
# Lesson 25



# Vocabulary in Context

## 1 expedition

Adventurer Edmund Hillary led an **expedition** to climb Mount Everest.



## 2 tributaries

This creek is one of the **tributaries**, or small branches, of a larger river.



## Q LANGUAGE DETECTIVE

### Talk About the Writer's Words

Nouns are words that name people, places, animals, or things. Work with a partner. Find the blue Vocabulary words that are nouns. What clues did you use? Use the nouns in new sentences.

## 3 trek

These hikers are on a week-long **trek** through a national park.



## 4 barrier

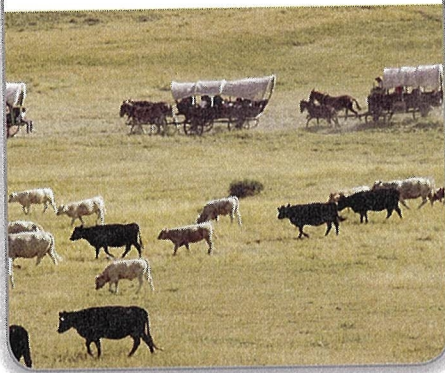
Thick vegetation forms a **barrier** in the jungle. Explorers must cut through the obstacle.



- ▶ Study each **Context Card**.
- ▶ Use a thesaurus to find a word to replace each of the Vocabulary words.

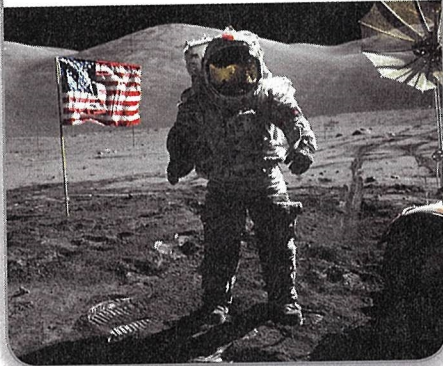
5 **despite**

**Despite** the blazing heat, these pioneers crossed the prairie.



6 **fulfilled**

This astronaut **fulfilled** his lifelong dream of going to the moon.



7 **range**

Jim Bridger explored the mountain chain known as the Rocky Mountain **range**.



8 **techniques**

This hiker knows different **techniques**, or methods, for starting a campfire.



9 **resumed**

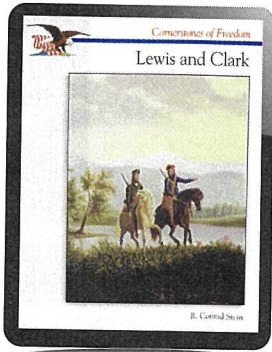
After resting, this boy **resumed** his bike ride. He felt ready to ride again.



10 **edible**

Hikers need to know which berries are **edible** and which ones they must not eat.

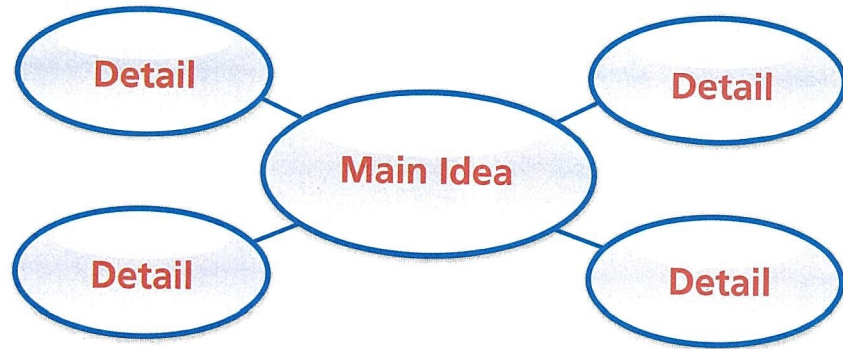




# Read and Comprehend

## ✓ TARGET SKILL

**Main Ideas and Details** As you read “Lewis and Clark,” look for the **main ideas**, or most important points, that the author presents. Notice the **details**—such as facts, examples, and quotations—that explain or support each main idea. Use a graphic organizer like the one shown below to record main ideas and supporting details.



## ✓ TARGET STRATEGY

**Monitor/Clarify** As you read “Lewis and Clark,” **monitor**, or pay attention to, how well you understand the main ideas. Reread parts of the text or look for text evidence to **clarify**, or clear up, confusing details.

## PREVIEW THE TOPIC

### Exploration

President Thomas Jefferson bought the Louisiana Territory from France in 1803. He knew the area was immense, but he didn't know much else about it. He sent Lewis, Clark, and their Corps of Discovery to chart the region. Jefferson hoped they would find a major waterway that ships could use to sail from one coast to the other. Although they never found such a passageway, the expedition made valuable contacts with many Native American communities. The Corps also studied the territory's natural features, animals, and plant life.

This selection is based on journals kept by the explorers. As you read it, you will learn more about the day-to-day challenges they faced and the excitement they felt as they moved west.

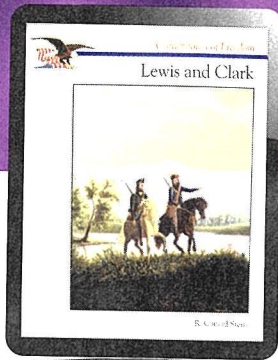


### Talk About It

Think about the qualities that an explorer would need to be successful. Write your ideas. Be sure to include information that explains why they would need those qualities. Then share your ideas with your classmates.

## Lesson 25

# ANCHOR TEXT



### GENRE

**Narrative nonfiction** tells about people, events, or places that are real. As you read, look for:

- ▶ factual information that tells a story
- ▶ features such as photographs and captions
- ▶ events in time order

### MEET THE AUTHOR

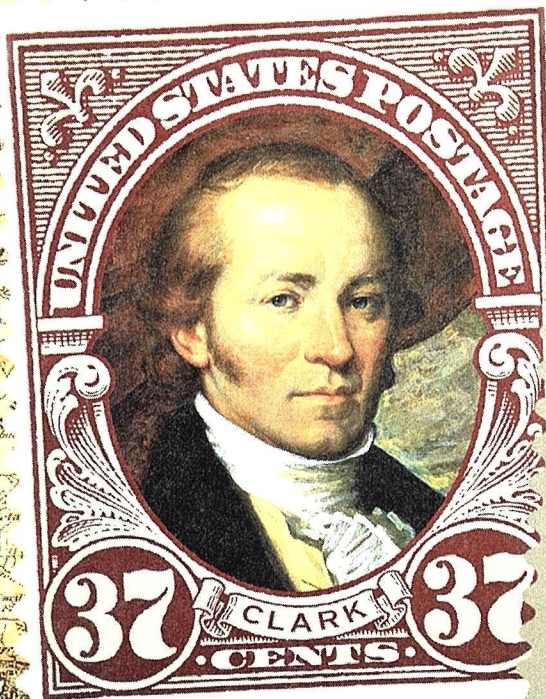
## R. Conrad Stein



R. Conrad Stein knew from the time he was twelve years old that he wanted to be a writer. After serving as a Marine, he studied history at the University of Illinois. A few years after he graduated, his background in history helped him get assignments writing history books for young readers. He has published more than eighty books; many of them are biographies or are focused on history. Stein believes his job is to express the drama of historical events.

# LEWIS AND CLARK

by R. Conrad Stein



## ESSENTIAL QUESTION

How did explorers help America become the country it is today?

Scale of Miles 150 to an Inch

Published by E. B. Telford  
Philadelphia 1820

*In 1803, President Thomas Jefferson doubled the size of the United States after completing an agreement with France called the Louisiana Purchase. He had acquired the vast Louisiana Territory west of the Mississippi River. Jefferson decided to form an expedition through the unexplored Territory to the Pacific Ocean. He asked Meriwether Lewis to lead a group called the Corps of Discovery. Lewis chose William Clark to help him as co-leader. In 1804, Lewis and Clark began their journey from St. Louis, Missouri. They traveled through the Great Plains and then stopped for the winter season. A trader and his wife, a Native American named Sacagawea (sak uh juh WEE uh), joined the expedition when it resumed its journey in April 1805.*

*Lewis considered the Mandan (MAN duhn) Indians' stories about huge bears to be fanciful tales until one of the explorers was chased by a grizzly bear.*





*The Great Falls of the Missouri River were a beautiful sight, but also were difficult to travel around.*

William Clark had perhaps the best eyesight of any crew member. On May 26, he saw the outline of a great mountain **range** to the west. In the next few days, all of the explorers could see the snow-covered Rocky Mountains on the horizon. The sight was inspiring as well as troubling. The explorers knew that they would have to find a way to cross the incredible **barrier**.

Before they could cross the Rockies, the Corps of Discovery faced the Great

Falls of the Missouri River in present-day Montana. Here the river tumbled down a bluff that was as high as a modern six-story building. The roar of the water was deafening. Lewis called it, "the grandest sight I ever beheld." But the waterfall meant that the explorers had to carry their boats and supplies up steep cliffs before they could set out again on quieter waters upstream. Traveling around the falls took the party twenty-four days, and left everyone exhausted.





*Sacagawea quickly proved to be a valuable asset to the expedition.*

Carrying her baby boy on her back, Sacagawea won the admiration of the crew. She carefully scanned the riverbank to find **edible** roots and fruit. These foods provided a welcome relief from the customary diet of meat and water. And in the mountain country, the Missouri River became a crooked stream that split into many small **tributaries**. Sacagawea pointed out landmarks that she remembered from a journey as a slave child, and she helped the captains choose the correct river branches on which to travel.

Soon the members of the party began to wonder why they had not yet seen any Shoshone (shoh SHOH nee) or other American Indians. They had seen signs of Indian settlement—hunters' trails and abandoned campsites—but since they left the Mandan and Hidatsa (hee DAHT suh) villages, the Corps of Discovery had not encountered any other people at all.

#### **ANALYZE THE TEXT**

**Explain Historical Events** What does the author do to make historical events easy to understand? How does this help you see relationships between the events and people described in the text?

In mid-August, Meriwether Lewis, hiking ahead of the party with a few other explorers, came upon three Shoshone women and several children. Lewis had carried an American flag in his pack for just such a meeting.

He waved the banner and walked slowly toward the group. One of the children fled. The women sat very still as if frozen with fear. Lewis explained that he was an explorer, and the women led him to their village.

The Shoshone were a small tribe who were almost always at war

with their powerful neighbors, the Blackfeet. They had never seen white people, but constant warfare made the Shoshone suspicious of all outsiders. Lewis hoped to buy horses from the tribe. Now that the rivers had all but disappeared, he needed horses to cross the peaks of the Rocky Mountains. But the chief, Cameahwait (kuh MEE uh wayt), would not part with any of the animals. Lewis did persuade Cameahwait to send a few Shoshone to find Clark and the rest of the party and bring them to the village.

*At first, the Shoshone were cautious of Lewis and Clark, but the explorers soon realized that they were fortunate to encounter the Indians.*



The next morning, Clark and the others arrived at the village, and a meeting was held with Chief Cameahwait. Sacagawea prepared to serve as the translator. When the meeting began, Sacagawea stared intently at the chief. Then she broke into tears of joy. Lewis wrote, "She jumped up, ran, and embraced him, and threw her blanket over him, and cried profusely." Sacagawea recognized Cameahwait as her brother, whom she had not seen in six years. Cheers and laughter rose from the village. The Shoshone hailed Sacagawea as a lost daughter who had come home.

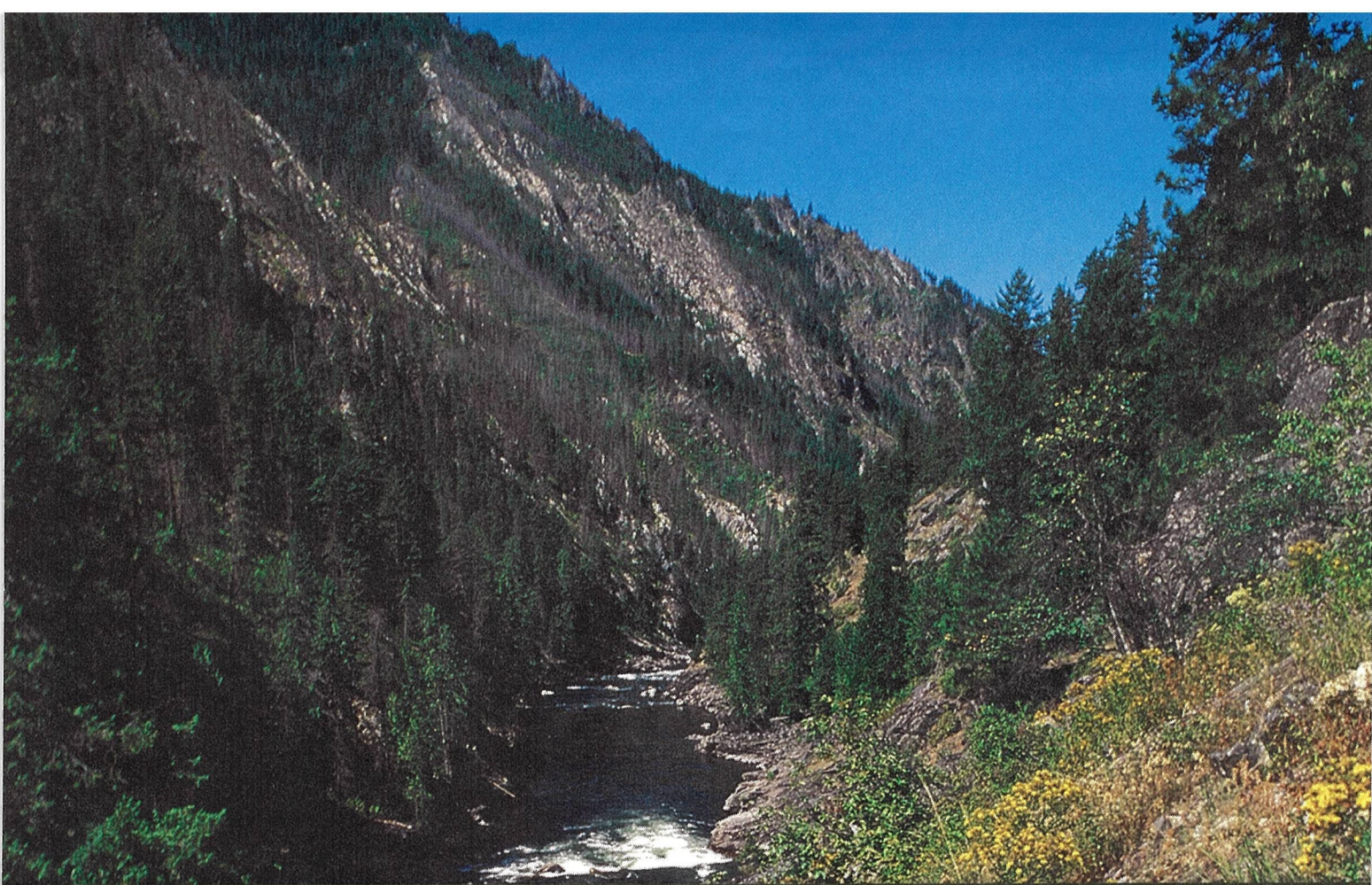
On September 1, 1805, the Corps of Discovery left the Shoshone territory. Chief Cameahwait not only provided the party with horses, he also gave them a guide to show them the best route through the mountains. Crossing the Rockies proved to be a difficult ordeal. The trails were too rugged to ride on, so the party walked and used the horses as pack animals.

#### ANALYZE THE TEXT

**Primary Sources** The author uses a primary source, a direct quote from Lewis's writing, in the first paragraph. What can you conclude about Lewis from his words?

*The expedition crossed the Rockies on foot, using the horses to carry their equipment and supplies.*





*Upon reaching the Clearwater River Valley, the expedition built new canoes to continue their journey west.*

In mid-September, a blinding snowstorm struck. Even the Shoshone guide got lost. Worst of all, the once-abundant wild game could not be found on the high mountain peaks. The explorers were forced to kill some of their pack animals for meat. The explorers' journals report that the men laughed out loud when they finally crossed the mountains and reached grasslands on level terrain.

The Lewis and Clark expedition emerged from the Rocky Mountains into the lovely valley of the

Clearwater River in present-day Idaho. The waters were so clear that the river bottom and schools of fish were visible **despite** the river's depth. In the Clearwater country, Lewis and Clark abandoned their pack horses and built new canoes. They reasoned that the streams on this side of the Rockies would all eventually flow into the Columbia River, the major river of the Pacific Northwest. American Indians called the Columbia River the *Ouragon* or *Origan*. The land around it was later called the Oregon Territory.

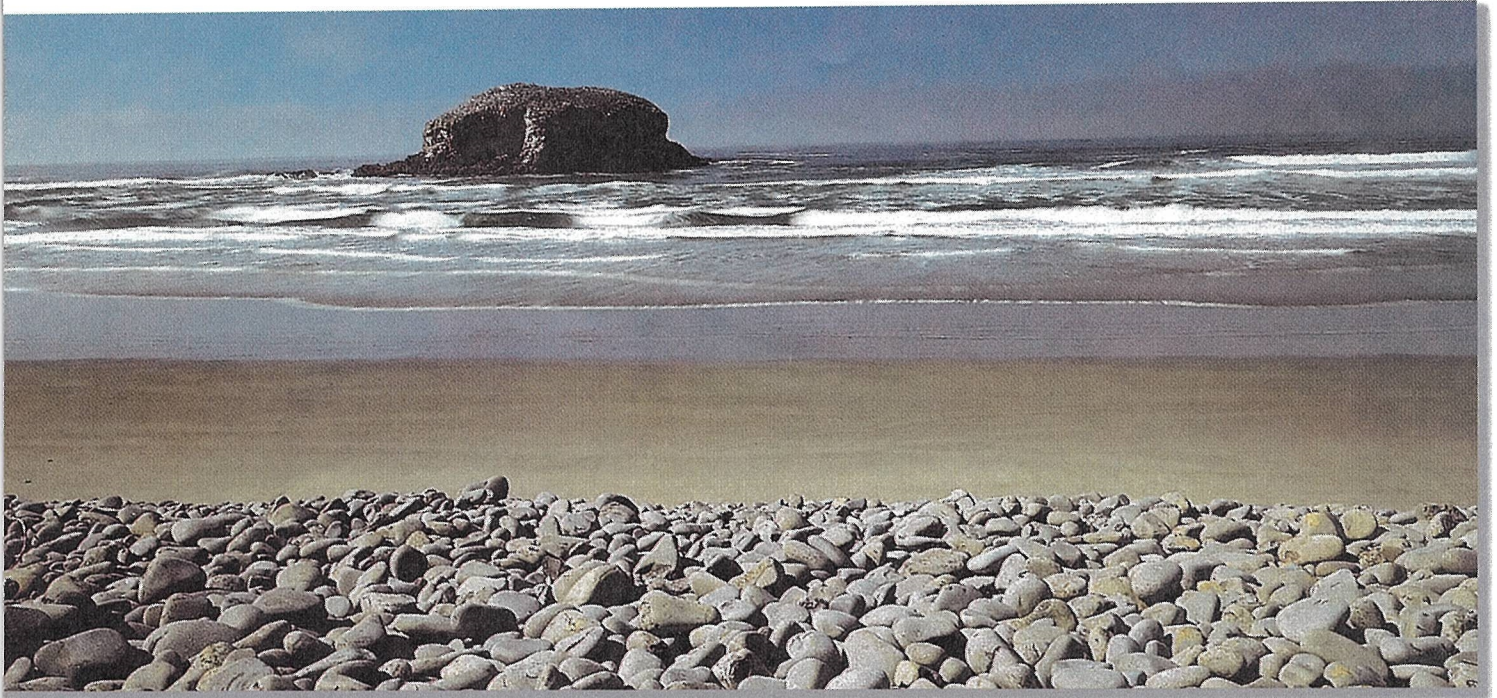
Traveling the rivers, the voyagers met the Nez Perce (NEZ PURS) Indians, who taught them valuable techniques for building and sailing log canoes. Less friendly were the Chinook (shih NOOK), who drove hard bargains when trading for goods. But encountering the Chinook meant that the Pacific Ocean was not far away. One of the Chinook wore a black navy coat that he may have bought from a North American or European sailor.

A dismal rain pelted the travelers in early November as they sailed

down the Columbia River. They made a camp near an Indian village and spent a restless night. On the morning of November 7, 1805, the rain stopped and the fog cleared. A chorus of shouts suddenly went up from the camp. William Clark scribbled in his notes, "Ocean in view! O! the joy." On the horizon, still many miles to the west, lay the great Pacific Ocean. Upon seeing the ocean, some of the explorers wept, and others said prayers of thanksgiving.

*The explorers experienced some difficulty in dealing with the Chinook Indians, but their encounter brought signs that the Pacific Ocean was near.*





*The explorers saw the Pacific Ocean for the first time near present-day Astoria, Oregon.*

But arriving at the Pacific Ocean did not end the Lewis and Clark expedition. The party still had to return home to St. Louis. President Jefferson had provided Meriwether Lewis with a letter of credit guaranteeing payment to any ship captain who would take the explorers to the eastern coast. The party made a winter camp at the mouth of the Columbia River near present-day Astoria, Oregon, and kept a watch for ships. No vessels were spotted. Finally, on March 23, 1806, the crew broke camp and began the long trek east toward St. Louis.

To the explorers, the six-month return journey seemed to be easier than their first journey because they knew what to expect in the river and

mountain country. When the crew reached the Mandan village, they said good-bye to Sacagawea and her husband and continued back to St. Louis.

On September 23, 1806, the Lewis and Clark expedition arrived safely back in St. Louis, Missouri, where their journey had begun more than two years earlier. The travelers had gone a distance of just less than 4,000 miles (6,400 km) from St. Louis to the mouth of the Columbia River and back. But the twisting rivers and mountain trails meant that the Corps of Discovery had actually covered about 8,000 miles (13,000 km) on the history-making trip. Throughout the explorers' travels, they encountered more than fifty American-Indian tribes.

The journals kept by Captains Lewis, Clark, and several members of their expedition have been compiled into many published accounts since the journey ended in 1806.



The expedition returned with numerous samples of plant and animal life that had never before been seen by American scientists. Before the expedition, President Jefferson had hoped that the explorers would find a broad river that ships could use to sail directly to the Pacific Ocean. Lewis and Clark failed to find such a river, and the expedition was final proof that an inland waterway in North America did not exist.

From St. Louis, Lewis and Clark traveled to Washington, D.C. Almost every town they passed through brought out bands to welcome them as heroes. In Washington, D.C., the explorers delighted President Jefferson with tales of grizzly bears and high mountain passes. The president said, "Lewis and Clark have entirely fulfilled my expectations....

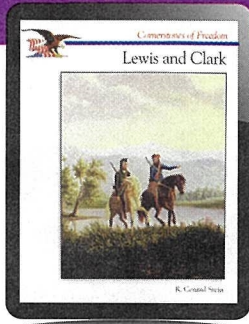
The world will find that those travelers have well earned its favor."

To Meriwether Lewis and William Clark, the mission itself was their greatest reward. Traveling through virtually unexplored lands was an exhilarating experience that they would cherish for the rest of their lives. Although they faced many dangers, the thrill—not the peril—of the expedition bursts from the pages of the journals they kept. As Lewis wrote the day he left the Indian village to enter the Western wilderness, "I could but esteem this moment of my departure as among the most happy of my life."

#### ANALYZE THE TEXT

**Main Ideas and Details** What is the main idea of the text on this page? What is the selection's overall main idea? Identify the key details that support it.





# Dig Deeper

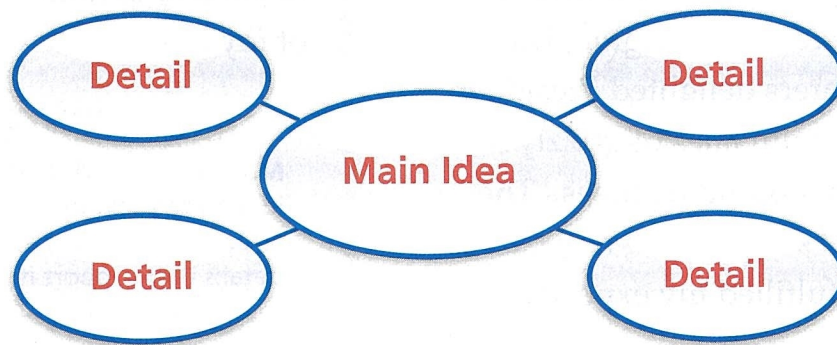
## Use Clues to Analyze the Text

Use these pages to learn about Main Ideas and Details, Primary Sources, and Explaining Historical Events. Then read "Lewis and Clark" again to apply what you learned.

### Main Ideas and Details

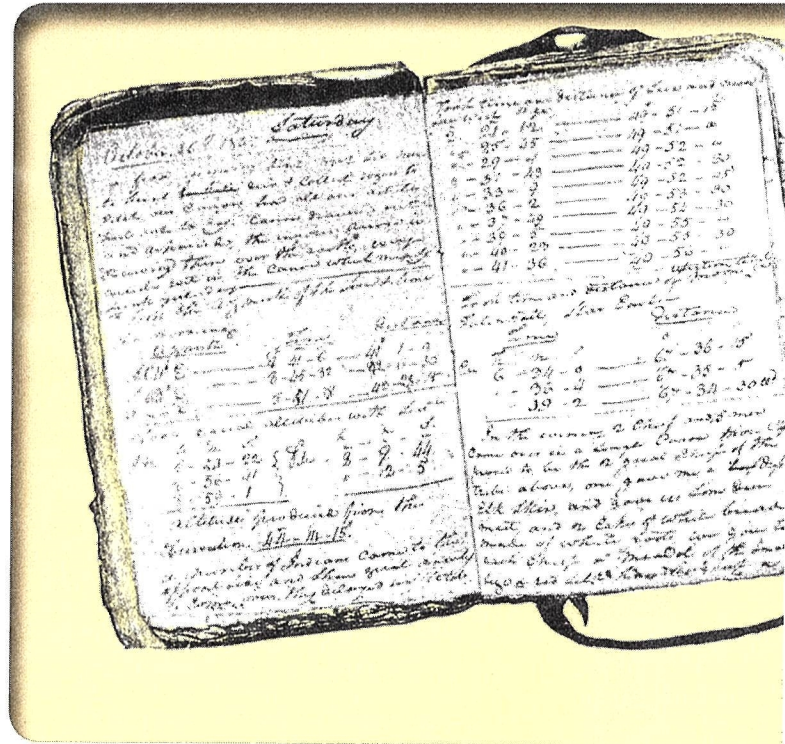
The **main idea** is what a text is mostly about. In addition to the overall main idea, paragraphs and sections of a text also have their own main ideas. Each main idea is supported by **details**. These details may be facts, examples, descriptions, quotations, or other types of text evidence.

Sometimes main ideas are stated directly. At other times, **implied** main ideas must be inferred from the information given. To find an implied main idea, readers ask themselves what point all of the details in a paragraph or section support. On page 757, the main idea is implied. Readers have to read carefully and make inferences based on text evidence to understand it.



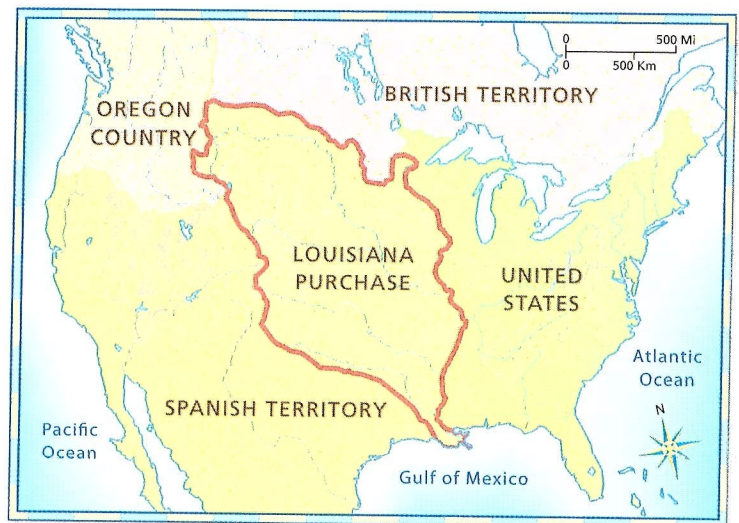
## Primary Sources

Authors of narrative nonfiction often rely on **primary sources** for details and information about people and events. Primary sources are materials created by someone who witnessed or took part in the event he or she is describing. Throughout "Lewis and Clark," the author refers to the expedition members' journals. From these primary sources, the author uses quotations and information to support his points.



## Explain Historical Events

In most of "Lewis and Clark," the author presents **events** in sequence, helping readers understand the experiences of expedition members. The last part of the text, however, examines the significance of the explorers' accomplishments. It shows how individual events on the journey are related to the greater historical purpose of the expedition. Look for relationships between events in a historical text to understand what happened, when it happened, and why.



# Your Turn

## RETURN TO THE ESSENTIAL QUESTION



Review the selection to prepare to discuss this question: *How did explorers help America become the country it is today?* Discuss the question in small groups. As you present your ideas, be sure to relate them to what others in the group have said.



## Classroom Conversation

Continue your discussion of “Lewis and Clark” by using text evidence to explain your answers to these questions:

- 1 Why was an expedition to explore the Louisiana Territory necessary?
- 2 Why was Sacagawea’s role in the expedition important?
- 3 How does the author make Lewis and Clark seem like real people instead of just historical figures?

## ALL IN THE DETAILS

**List It** Think about the words, descriptions, and examples the author uses when he refers to the explorers Lewis and Clark. With a partner, create a list of these details. Use quotation marks to show the details that you quote directly from the text. Discuss what you learn about the explorers from your list. Then analyze what the details show about the author’s feelings toward the two men.

“Traveling around the falls . . . left everyone exhausted.”

“Lewis had carried an American flag in his pack for just such a meeting.”

## Performance Task

### WRITE ABOUT READING .....



**Response** One word that could describe the Lewis and Clark expedition is *eventful*. The group met one challenge after another in their quest to reach the Pacific Ocean.

Write a paragraph in which you explain what happened on the expedition and why it was a great achievement.

Support your ideas with quotations, details, and other text evidence.

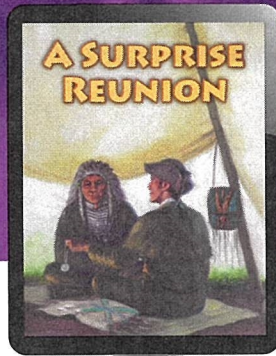


### Writing Tip

Use sequential order to organize your paragraph. Be sure to include words and phrases that describe each event.

## Lesson 25

# PLAY



### GENRE

A **play**, like this dramatic adaptation, tells a story through the words and actions of its characters.

### TEXT FOCUS

#### **Dialogue and Theme**

Dialogue is lines of text in a play that stand for the words spoken by the characters. Because much of what happens in a play is conveyed through dialogue and interactions between characters, these elements are used to establish the play's theme.

# A SURPRISE REUNION

By Byron Cahill

## Cast of Characters

Narrator

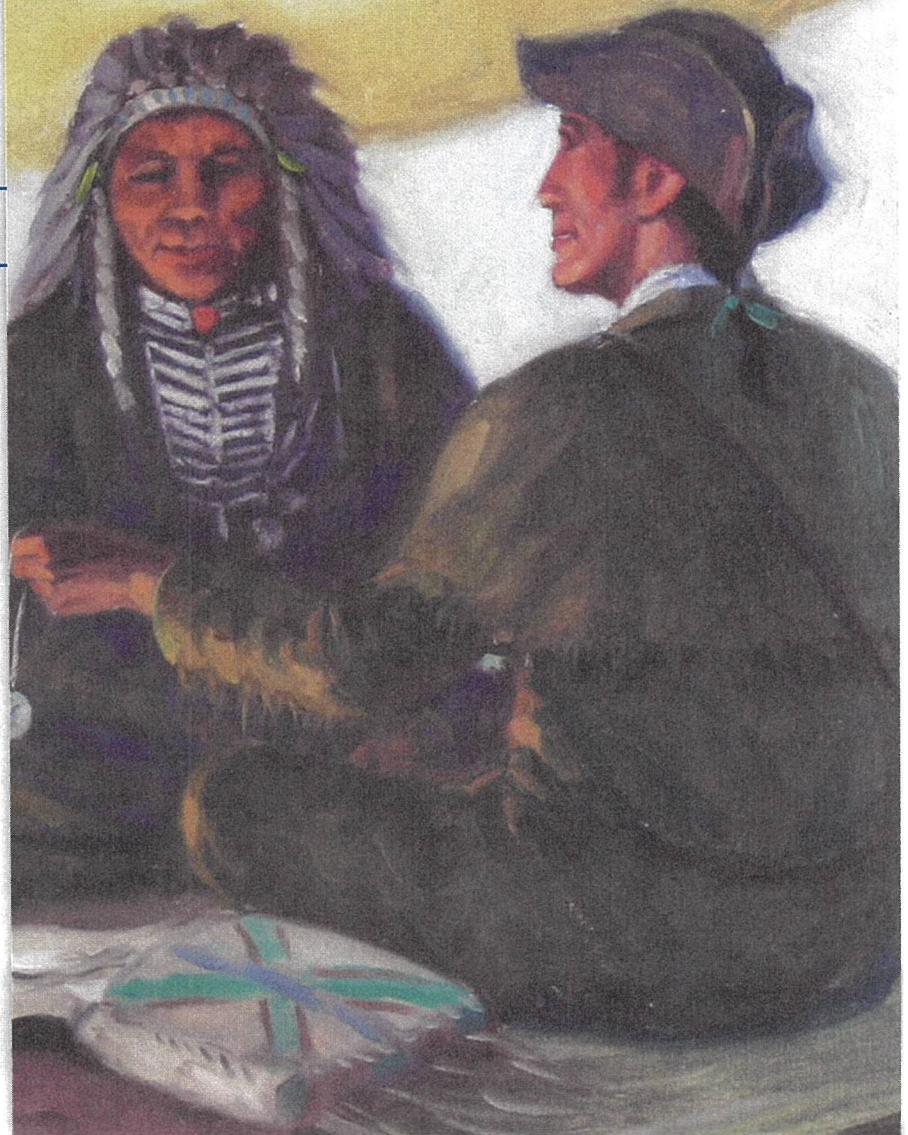
Chief Cameahwait

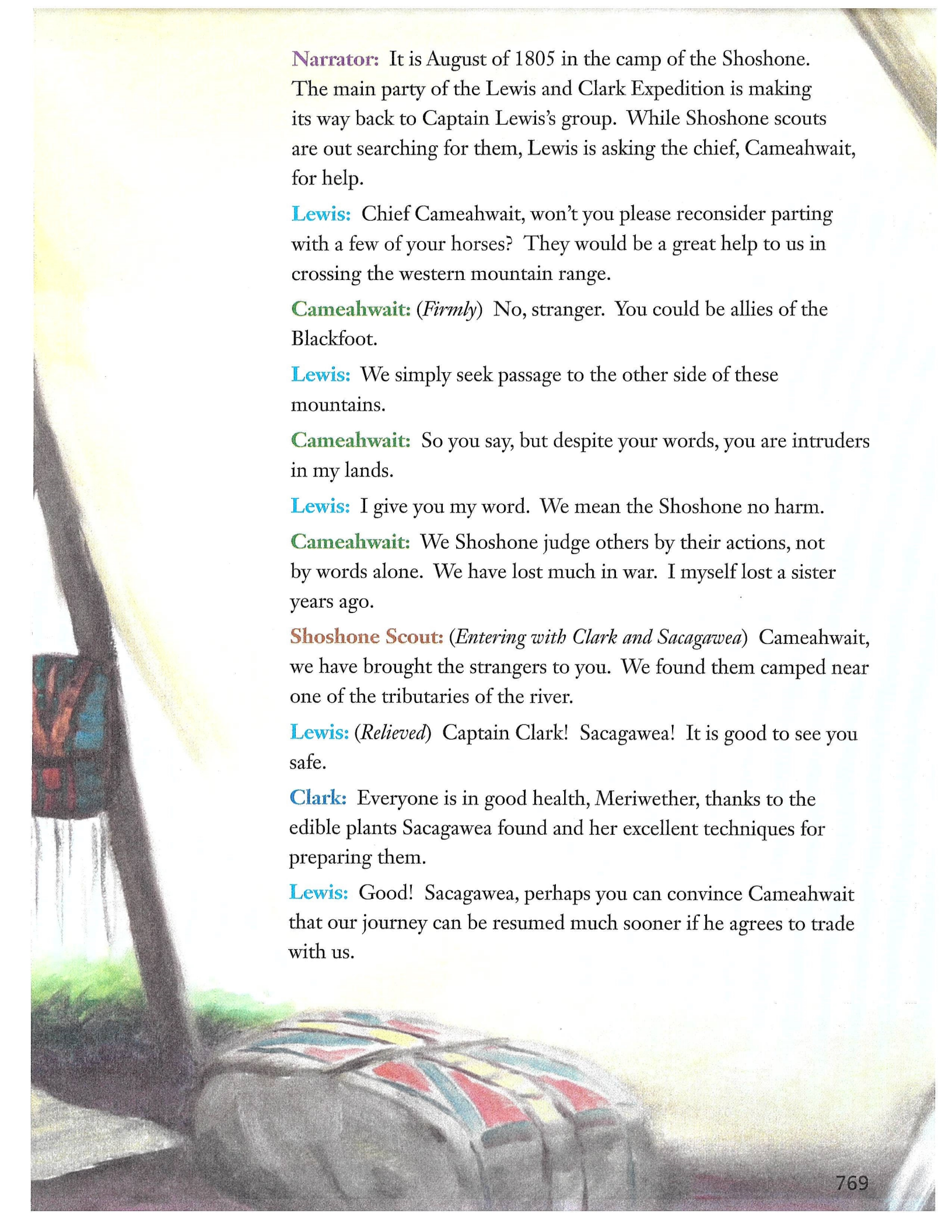
Captain Meriwether Lewis

Captain William Clark

Sacagawea

Shoshone Scout





**Narrator:** It is August of 1805 in the camp of the Shoshone. The main party of the Lewis and Clark Expedition is making its way back to Captain Lewis's group. While Shoshone scouts are out searching for them, Lewis is asking the chief, Cameahwait, for help.

**Lewis:** Chief Cameahwait, won't you please reconsider parting with a few of your horses? They would be a great help to us in crossing the western mountain range.

**Cameahwait:** (*Firmly*) No, stranger. You could be allies of the Blackfoot.

**Lewis:** We simply seek passage to the other side of these mountains.

**Cameahwait:** So you say, but despite your words, you are intruders in my lands.

**Lewis:** I give you my word. We mean the Shoshone no harm.

**Cameahwait:** We Shoshone judge others by their actions, not by words alone. We have lost much in war. I myself lost a sister years ago.

**Shoshone Scout:** (*Entering with Clark and Sacagawea*) Cameahwait, we have brought the strangers to you. We found them camped near one of the tributaries of the river.

**Lewis:** (*Relieved*) Captain Clark! Sacagawea! It is good to see you safe.

**Clark:** Everyone is in good health, Meriwether, thanks to the edible plants Sacagawea found and her excellent techniques for preparing them.

**Lewis:** Good! Sacagawea, perhaps you can convince Cameahwait that our journey can be resumed much sooner if he agrees to trade with us.

**Clark:** Sacagawea? What is wrong? You are shaking!

**Narrator:** Sacagawea does not answer. She gazes at Cameahwait, then rushes into his arms and throws her blanket around his shoulders, weeping loudly.

**Sacagawea:** *(Through her tears)* Brother! It is you, is it not?

**Cameahwait:** It is not possible! You were taken. Are these men your captors?

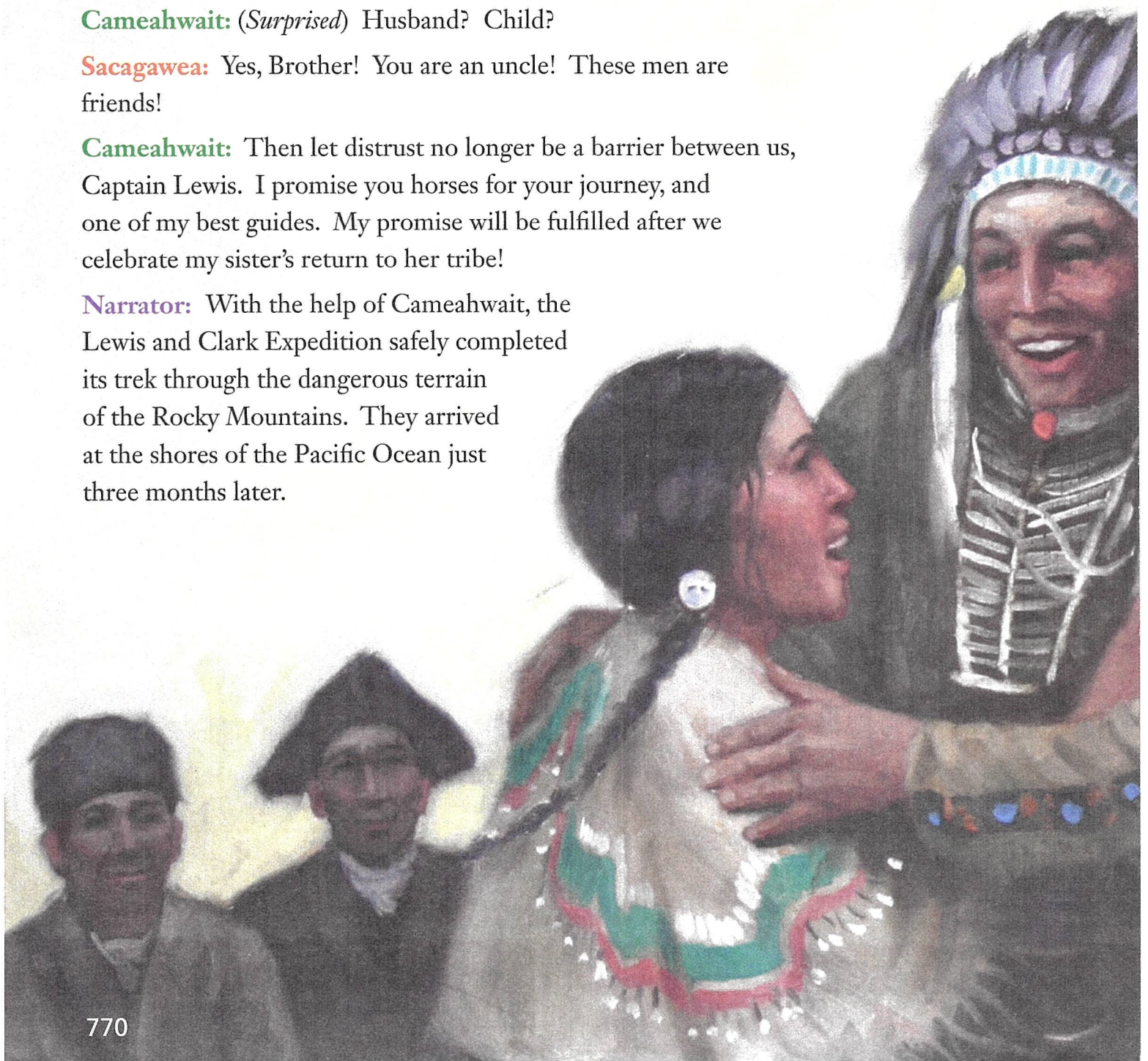
**Sacagawea:** No! I am a free woman. I am helping them on their journey. My husband and child are outside with the rest of the group.

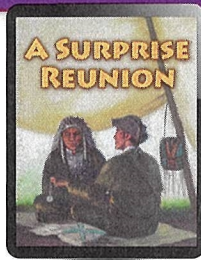
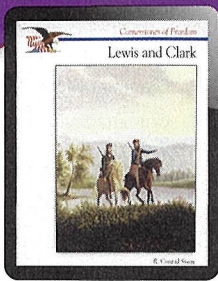
**Cameahwait:** *(Surprised)* Husband? Child?

**Sacagawea:** Yes, Brother! You are an uncle! These men are friends!

**Cameahwait:** Then let distrust no longer be a barrier between us, Captain Lewis. I promise you horses for your journey, and one of my best guides. My promise will be fulfilled after we celebrate my sister's return to her tribe!

**Narrator:** With the help of Cameahwait, the Lewis and Clark Expedition safely completed its trek through the dangerous terrain of the Rocky Mountains. They arrived at the shores of the Pacific Ocean just three months later.

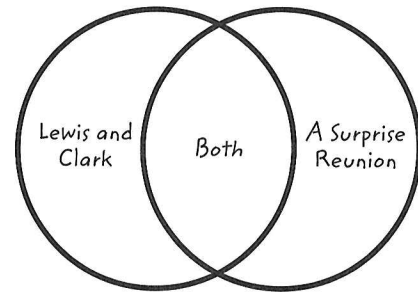




# Compare Texts

## TEXT TO TEXT

**Compare Presentations of Events** With a partner, review the play and the account of Sacagawea's reunion with her brother in "Lewis and Clark." Discuss the ways in which the portrayal of the event in both versions is the same and different. Identify the author's purpose in both texts and explain how the purpose affects the way the event is described. Summarize your key points and share them with the class, supporting your ideas with evidence and quotations from each text.



## TEXT TO SELF

**Write a Story** Write a short story about a key event that happened after Lewis and Clark left St. Louis, Missouri. Include sensory details, appropriate language, and dialogue. Read your story aloud to a small group, using different voices, facial expressions, and gestures to add interest and convey feeling.



## TEXT TO WORLD

**Connect to Social Studies** Use print or online sources to research the Louisiana Purchase. Take notes on the new facts you learn about this historic land purchase. Then discuss those facts with a partner.



# Grammar

**What Is a Contraction?** A **contraction** is a word formed by joining two words into one shorter word. An **apostrophe** (') takes the place of the letter or letters that are dropped to make the shorter word. You can combine some verbs with the **negative** word *not* to make contractions. You can also combine personal pronouns with verbs such as *is*, *are*, *have*, *had*, and *will* to make contractions.

## Examples of Contractions Made with Verbs Plus *not*

|          |         |          |         |
|----------|---------|----------|---------|
| do not   | don't   | were not | weren't |
| does not | doesn't | will not | won't   |
| is not   | isn't   | has not  | hasn't  |

## Examples of Contractions Made with Pronouns Plus Verbs

|          |         |           |         |
|----------|---------|-----------|---------|
| I am     | I'm     | I have    | I've    |
| he is    | he's    | he has    | he's    |
| you are  | you're  | you have  | you've  |
| they are | they're | they have | they've |
| you will | you'll  | you had   | you'd   |

### Try This!

Rewrite each sentence below on a sheet of paper. Replace each pair of boldfaced words with a contraction.

- 1 The expedition **will not** be an easy trip.
- 2 **It is** likely that supplies will run short.
- 3 However, that **does not** mean we should be afraid.
- 4 **We will** find people along the way who can help us.
- 5 **I am** sure the experience will be a great adventure!

When using a contraction, put the apostrophe in the correct place. In a contraction with a pronoun and a verb, make sure the verb agrees in number with the pronoun. When using a contraction with *not*, avoid including another “no” word and creating a double negative. Finally, avoid using the contraction *ain’t*.

### Contractions



#### Incorrect

Chief Cameahwait **don't** speak English. Sacagawea is able to translate. **She're** able to help the explorers borrow horses from the Shoshone.

#### Correct

Chief Cameahwait **doesn't** speak English. Sacagawea is able to translate. **She's** able to help the explorers borrow horses from the Shoshone.

### Connect Grammar to Writing

As you edit your response essay, make sure you have used and written contractions correctly. Be sure to correct any contraction errors you find.

Reading-Writing Workshop: **Revise**

# Opinion Writing

**✓ Elaboration** When you write your **response essay**, use strong verbs and adjectives to help make your points clear. Support your opinion and reasons with good examples, and provide a conclusion that readers will find memorable.

Kira used her chart to draft a response to the prompt, *Does the journal format of "Rachel's Journal" tell the story better than a traditional narrative would have? Why or why not?* Then she revised her essay to strengthen her topic sentence and her conclusion.

Use the Writing Process Checklist below as you revise your writing.

## Writing Process Checklist

Prewrite

Draft

**▶ Revise**

- Did I express a clear opinion in my first paragraph?
- Did I include strong reasons for my opinion?
- Did I use good examples to explain my reasons?
- Is my conclusion strong and convincing?

Edit

Publish and Share

### Revised Draft

"Rachel's Journal" is a story about a young pioneer. ~~I like its journal format.~~ Sometimes you even forget you are reading fiction! *When she writes in her journal, Rachel is like a reporter taking notes on her life.*

*Because the story is written in the main character's journal, it feels very realistic.*

## Final Copy

# Good Storytelling

by Kira Delaney

“Rachel’s Journal” is a story about a young pioneer. Because the story is written in the main character’s journal, it feels very realistic. Sometimes you even forget you are reading fiction!

When she writes in her journal, Rachel is like a reporter taking notes on her life. She writes about what she sees, what she does, and the people she meets. She describes the Platte River, cut-offs, and buffalo. She also writes about her family. Sometimes she writes about everyday chores such as washing and drying things out and repairing wagons.

The journal format makes it easy to imagine what a real pioneer girl would sound like. Rachel uses words that sound old-fashioned, such as *fret*. She also uses sayings that people don’t use much today, such as “worth a bean” and “two shakes of a lamb’s tail.”

The journal format is the perfect choice for this story. It makes readers feel close to Rachel and makes it easy to see the settings, events, and people through her eyes. It seems like we could be sitting next to her on the wagon.

### Reading as a Writer

How did Kira make her response essay more convincing? Where can you strengthen your essay to make it more convincing?

In my final paper, I made my topic sentence and my conclusion stronger. I also used strong adjectives to convey my thoughts.



- ▶ Writing to Sources
- ▶ Writing as a Process: Plan and Draft
- ▶ Writing as a Process: Revise and Edit

## Write a Response to Literature

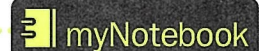
**TASK** You have read two historical fiction stories about young pioneers traveling west during the mid-1800s. In *Tucket's Travels*, you read about three children who endure dangerous conditions as they travel west. In *Rachel's Journal*, you read about a pioneer girl and her family traveling to California in a wagon train.

Think about the way the authors tell these two stories. Which format do you think is a better way of telling a story? Now, write a response-to-literature essay in which you explain which format you think is more effective. Use ideas in both stories to support your opinion. Remember that the audience for your essay is your teacher and your classmates.

### Make sure your essay

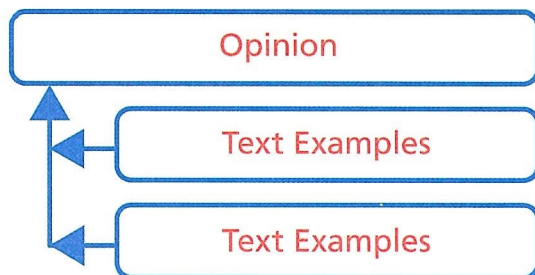
- clearly states your opinion in the introduction.
- is organized by grouping related ideas logically.
- supports your opinion with reasons and examples from the texts.

### PLAN



Use the annotation tools in your eBook to find examples of each storytelling format.

**Gather Details** Which story presents its events more effectively? Which story paints the best picture of the conditions faced by pioneers during the 1800s? Revisit the texts as necessary. Which story details can you use to support your opinion?



## DRAFT



**Write Your Response to Literature** Now begin working on your response to literature. Use the flow chart and what you have already learned about writing response essays to write your draft.

Write your rough draft in *myWriteSmart*. Focus on getting your ideas down rather than perfecting your word choices.

### BEGINNING

Write the beginning of your essay. Clearly introduce your **topic** by stating your **opinion** about the stories and their formats. Be sure to **organize** your ideas in a logical way. Make sure each **idea** has its own paragraph.

### MIDDLE

Develop your essay by providing logically ordered **reasons** that explain your opinion. Support your reasons with **examples** from the stories. Use **quotation marks** to indicate words and phrases that are taken directly from the stories. Be sure to use clear **transitions** to **link** your opinions to your reasons.

### ENDING

Provide a strong **conclusion** for your essay. Be sure to restate your **opinion** about the stories and why you feel one format is more effective than the other.

## REVISE



**Review Your Draft** Remember that the revision and editing steps give you a chance to look carefully at your writing and make changes. Work with a partner to determine whether your essay clearly introduces your topic, states your opinion and supports it with reasons and text evidence from the stories, is logically organized, and provides a concluding section that sums up your thoughts.

Have your partner review your essay in *myWriteSmart* and note where the essay is not clear. Discuss how to make improvements.

### Purpose and Organization

- ✓ Did I introduce my opinion clearly?
- ✓ Did I explain the focus of my essay?
- ✓ Are my reasons organized in a logical way?
- ✓ Do I have a strong conclusion that restates my opinion?

### Evidence and Elaboration

- ✓ Did I support my opinion with reasons and details from the stories?
- ✓ Did I use transitions to link my ideas to my opinion?
- ✓ Did I use precise language to state my opinion and reasons?

### Conventions

- ✓ Does my essay include a variety of complete sentences?
- ✓ Have I used quotation marks to show that the words are directly from the text?
- ✓ Is my spelling, punctuation, and capitalization correct?

## PRESENT

**Create a Finished Copy** Write or type a final copy of your essay. You may want to include illustrations. Choose a way to share your response essay with your classmates. Consider these options.

1. Briefly summarize each story for your classmates. Then read aloud your essay to them. Be sure to speak clearly and at an understandable pace.
2. Publish your essay on a school website or blog and ask for feedback from readers.
3. Collect the essays and bind them together in an anthology for your classroom library.