

Word Learning Routine

Use the following steps to figure out unfamiliar words. If you figure out what the word means, continue reading. If not, then try the next step.

1. Say the Word or Phrase Aloud.

Circle the word or phrase that you find confusing. Read the sentence aloud.

2. Look Inside the Word or Phrase.

Look for familiar word parts, such as prefixes, suffixes, and root words. Try breaking the word into smaller parts. Can you figure out a meaning from the word parts you know?

3. Look Around the Word or Phrase.

Look for clues in the words or sentences around the word you don't know and the context of the paragraph or selection.

4. Look Beyond the Word or Phrase.

Look for the meaning of the word or phrase in a dictionary, glossary, or thesaurus.

5. Check the Meaning.

Ask yourself, "Does this meaning make sense in the sentence?"

Lesson 21

Homographs



Introduction **Homographs** are words that have the same spelling but different meanings. Sometimes homographs have different pronunciations from one another.

- The word *wind* is a homograph.

A brisk *wind* blew, so I buttoned my coat.

Then I began to *wind* my way down the hill to the village.

- You can use a dictionary to check the meaning and pronunciation of homographs. Each homograph is a separate entry in the dictionary.

Each homograph has a raised number after the entry word.

wind¹ (wĭnd) *n.* **1.** moving air
2. breath, or breathing

wind² (wĭnd) *v.* **1.** to go along a twisty path **2.** to wrap something around another object

The homograph's pronunciation is in parentheses after the entry word.

- To find the right meaning of a homograph, read the definitions for each entry. Then see which meaning makes sense in the sentence you are reading.



Guided Practice

Read the passage. Find each underlined homograph in a dictionary. With a partner, figure out how to pronounce it. Then write a short definition above each word.

HINT Homographs are spelled the same but are not necessarily pronounced the same.

The village was a perfect place to loaf for a few hours. I bought a fresh loaf of bread at a bakery near the beach. A dove was eating crumbs on the sidewalk. Across the street, a sea gull dove for food as I watched. Then I bought a present for my mom at a store. I planned to present it to her tonight at dinner. An old wound in my leg began to ache. So, I wound my way slowly along the streets.

Independent Practice

For numbers 1–5, choose the correct meaning of the underlined word as it is used in the sentence.

- 1** I wandered down to the port to watch cargoes being unloaded from boats.
- A** **port**¹ (pôrt) *n.* a harbor
 - B** **port**² (pôrt) *n.* the left on a ship
 - C** **port**³ (pôrt) *n.* a valve, or opening that lets liquid out
 - D** **port**⁴ (pôrt) *n.* a person's manner, or bearing
- 2** "Your ship looks sound," I said to a fisherman.
- A** **sound**¹ (sound) *n.* a noise
 - B** **sound**² (sound) *adj.* in good shape
 - C** **sound**³ (sound) *n.* a long, wide body of water
 - D** **sound**⁴ (sound) *v.* to measure how deep water is
- 3** "It has to be," he said. "Tomorrow we're bound for the fishing lanes."
- A** **bound**¹ (bound) *v.* to leap or jump forward
 - B** **bound**² (bound) *n.* border
 - C** **bound**³ (bound) *adj.* tied
 - D** **bound**⁴ (bound) *adj.* on the way to a particular place
- 4** "High winds and fierce storms are sure to batter us on the open seas," he continued.
- A** **batter**¹ ('batər) *v.* to hit, pound
 - B** **batter**² ('batər) *n.* a player at bat
 - C** **batter**³ ('batər) *n.* a liquid mixture, often of flour, eggs, and milk
 - D** **batter**⁴ ('batər) *n.* a sloping structure
- 5** "Fortunately, our bow is sturdy and true," he finished.
- A** **bow**¹ (bou) *v.* to bend the head or upper body in greeting
 - B** **bow**² (bou) *v.* to be pushed over with age or pressure
 - C** **bow**³ (bou) *n.* the front of a ship's hull
 - D** **bow**⁴ (bo) *n.* a weapon for shooting arrows

Lesson 8

Finding the Theme of a Poem

Learning Target

Studying how a poet reflects upon a topic and the details she includes will help you identify the theme of a poem.

- **Read** Poems can express feelings and ideas on many **topics**. The **speaker** in a poem **reflects** on a topic by saying what he or she thinks and feels about it. You can use these reflections and other details in a poem to figure out that poem's message, or **theme**.

Identify the theme of this comic strip by studying what the characters say and do. Also think about how the comic strip ends.



- **Think** What have you learned so far about using details to identify a theme? Complete the chart below, filling it out with details from the comic strip.

What Do the Characters Say?	What Do the Characters Do?	How Does the Comic Strip End?	What Is the Theme?
			<p><i>Night can ease the worries of the day.</i></p>

- **Talk** Share your chart with a partner.
- What is the topic of the comic strip?
 - Did you describe in the same way what the friends say and do? How about the ending?
 - Do the details you found support the theme? How do you know?



Academic Talk

Use these words to talk about the text.

- **theme**
- **topics**
- **speaker**
- **reflect**

Darkness in the Desert

by Morena Sommers

For desert animals, the day
Is not a time for work or play.
There's little shade; the world is dry.
The clouds are absent from the sky.

5 Things sizzle in the searing heat,
The burning sands hurt creatures' feet—
And so when it turns light they creep
Beneath the ground to fall asleep.

But late in the day the sky grows dim.
10 The sun drops past the canyon rim.
The stars peek through, and very soon
The night replaces afternoon.

Inside their dens the creatures stir—
They like the cooler temperature.
15 By ones and twos, by fives and tens
The animals creep from their dens.

On mountain, prairie, plain, and hill,
The night is when the world is still.
In deserts, though, the times reverse:
20 The dark is good, the light is worse.
The daytime is the time to rest.
For desert creatures, night is best.

The desert fox, the mouse, the hare,
At night they scamper here and there.
25 Their claws scratch softly in the sand.
Their faint calls echo through the land.
From dusk to dawn, all through the night
They feed and play till morning light.

Close Reader Habits

When you reread the poem, **circle** words and phrases that tell the topic of the poem. Then **underline** details that show the speaker's reflections on the topic.

Explore

What details in the poem “Darkness in the Desert” develop its theme?



Look for evidence of what the speaker thinks about day and night in the desert.

Think

- 1 Complete the chart below. Identify the poem’s topic, the details that develop the topic, and the speaker’s reflections on the topic. Use this information to determine the theme of the poem.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker’s Reflections on the Topic?	What Is the Theme of the Poem?

Talk

- 2 Share your charts. Did you and your partner identify the same theme? What details did you use to support your understanding of the poem’s theme? If necessary, return to your chart to change or add details.



Write

- 3 **Short Response** What is the theme of the poem “Darkness in the Desert”? Use examples from the poem and your chart to support your response. Use the space provided on page 140 to write your answer.

HINT Start your response by stating the theme in one sentence.



Write Use the space below to write your answer to the question on page 137.

Darkness in the Desert

3 Short Response What is the theme of the poem “Darkness in the Desert”? Use examples from the poem and your chart to support your response.

HINT Start your response by stating the theme in one sentence.

[illegible]

Don't forget to
check your writing.

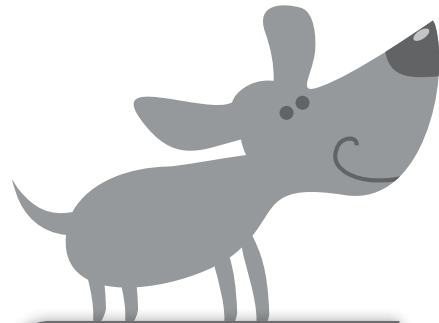
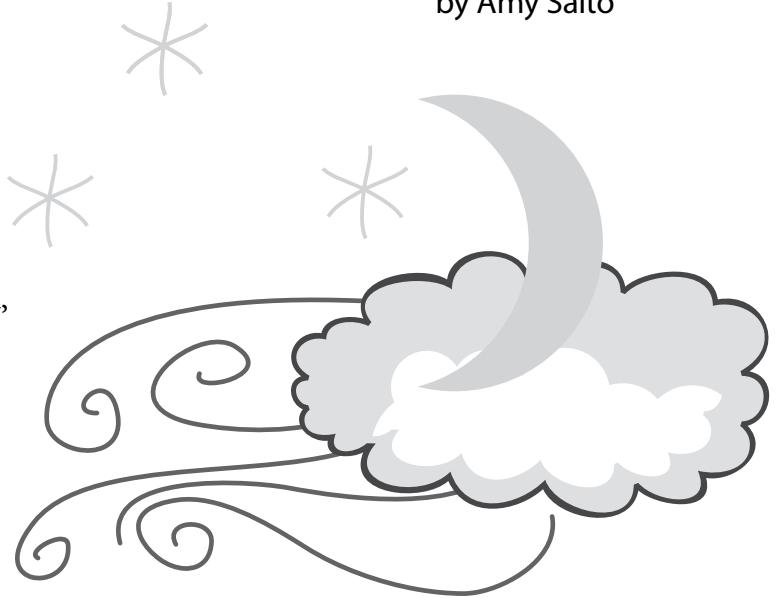
Check Your Writing

- ☐ Did you read the prompt carefully?
- ☐ Did you put the prompt in your own words?
- ☐ Did you use the best evidence from the text to support your ideas?
- ☐ Are your ideas clearly organized?
- ☐ Did you write in clear and complete sentences?
- ☐ Did you check your spelling and punctuation?

NIGHT WALK

by Amy Saito

- 1 The sky above, the streets below,
The stars reflecting off the snow—
A lovely night for us to go
Out for a walk, the puppy thinks.
- 5 The moon's a brilliant shade of gold,
And though she's just a few months old,
The puppy knows the night is cold—
She leans into the wind and blinks.
- What's that thing moving in the tree?
- 10 The puppy dashes up to see.
It's vanished! What a mystery!
She sits beneath the tree to bark.
- Her master guides her through the night
First turning left, then turning right
- 15 The dark is deep, there is no light
She yanks her leash: is this the park?
- The night's a lovely time to roam
But now it's time for heading home.
She's only little, after all,
- 20 Can't run all night when she's so small.
- Someday she'll grow a little more
And when she's three, or maybe four
She'll run all night, and she'll be tough—
Tonight, though, she's gone far enough.
- 25 Her master strokes her furry head,
And yawning, she goes off to bed.
But as she sleeps, the moonlight beams
Will dart and dance inside her dreams.



Close Reader Habits

What is the message of the poem? Reread the poem. **Underline** details showing what the puppy does. Use these details to identify the poem's theme.

► **Think** Use what you learned from reading the poem to answer the following questions.

- 1 This question has two parts. Answer Part A. Then answer Part B.

Part A

How are the events in stanzas three and four important to the theme of the poem?

- A The events show it is a good night for a walk.
- B The events show that puppy is young and active.
- C The events show the speaker is the puppy's master.
- D The events show that the night is dark and dangerous.

Part B

Select **one** choice from **each** stanza that **best** supports the answer to Part A.

- A "What's that thing moving in the tree?" (stanza three)
- B "The puppy dashes up to see." (stanza three)
- C "... sits beneath the tree. ..." (stanza three)
- D "Her master guides her. ..." (stanza four)
- E "... there is no light ..." (stanza four)
- F "She yanks her leash: ..." (stanza four)

► **Talk**

- 2 What details in the poem can help you identify the topic and the theme of "Night Walk"? Use the chart on page 141 to record such details.



Write

- 3 **Short Response** Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response. Use the space provided on page 141 to write your answer.



A narrative poem tells a story. Identifying how characters respond to events will help you figure out the theme of the poem.

HINT Think about the speaker's reflections on how the puppy will change over time.

NIGHT WALK

2 Use the chart below to organize your ideas.

What Is the Topic of the Poem?	What Are the Details About the Topic?	What Are the Speaker's Reflections on the Topic?	What Is the Theme of the Poem?



Write Use the space below to write your answer to the question on page 139.

3 Short Response Describe the topic and the theme of the poem "Night Walk." Use details from the poem and your chart to support your response.
