

# TABE<sup>®</sup> MASTERY

**SAMPLER**



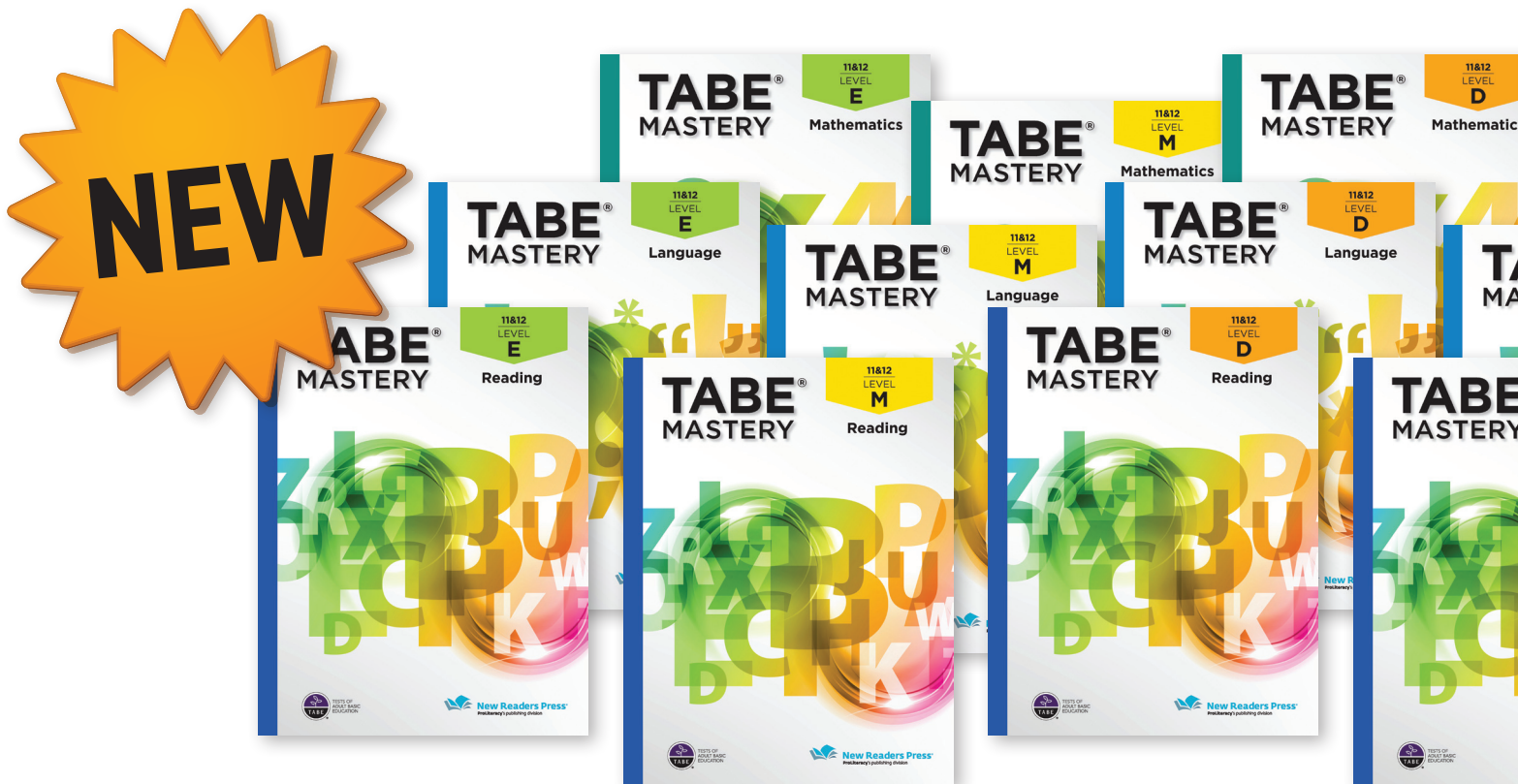
TESTS OF  
ADULT BASIC  
EDUCATION



**New Readers Press<sup>®</sup>**  
ProLiteracy's publishing division

# Help students gain the skills they need to succeed on TABE 11/12.

High-interest lessons use real-world scenarios to connect TABE-aligned instruction to everyday life and work-related situations.



Each lesson features a consistent, easy-to-follow format:

## Learning Goals

- Goals are aligned to TABE 11/12 and CCR standards, and connected to everyday skills

## Learn the Skill

- Explains key skills and concepts, vocabulary, rules, and properties
- Examples show skills in the context of a problem or a reading passage

## Guided Practice

- Activates critical thinking skills by modeling a practice question

## Independent Practice

- Reinforces the concepts and rules with practice on individual skills or operations

## Lesson Review

- Reviews each learning goal covered in the lesson

## Answer Key and Glossary

- Answers include detailed explanations to continue the learning
- Glossary provides simple definitions for key vocabulary

Detailed **Scope and Sequence** available online includes lesson objectives

### Level E:

Reading Level 2–3.9

### Level M:

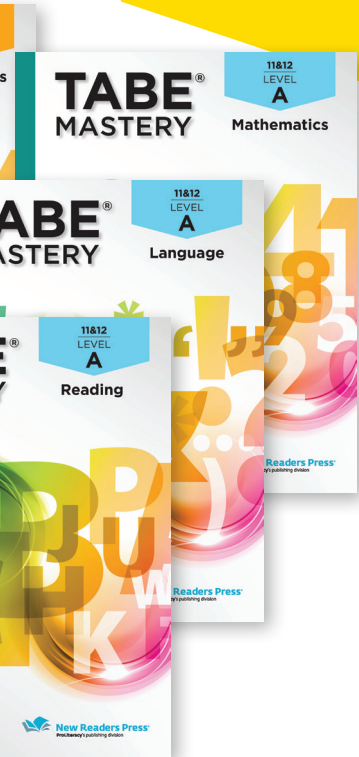
Reading Level 4–5.9

### Level D:

Reading Level 6–8.9

### Level A:

Reading Level 9–12.9



## Teacher's Guides

Lesson strategies and support for instructors working with students in a variety of ways.



Assessments throughout each book ensure mastery of skills:

#### Diagnostic Pretest

- Answer key and diagnostic chart pre-assess students' skills

#### Unit Skills Check

- TABE-style questions check for mastery of lesson skills before students move on

#### Diagnostic Posttest

- Practice questions modeled on the TABE 11/12 test, with answer key and diagnostic chart to check for skill mastery

#### Learning Goals

- Lesson objectives written in student-friendly language

#### Standards

- Career and College Readiness standards, for easy reference

#### Prerequisite Skills

- Skills your students should have already mastered, plus references to previous lessons if reinforcement is needed

#### Background Information

- How the skill builds, prerequisite skills, a review of the skill, or why the skill is important
- Helps instructors who may want a refresher on the content

#### Vocabulary

- Terms are defined in simple language in the glossary of both the Teacher's Manual and student book

#### Learn the Skill and Guided Practice

- Tips for teaching the skill with an emphasis on applied learning
- Strategies to use with individuals, small groups, or an entire class

#### Independent Practice

- Explanations of marginal features, common misconceptions, and classroom strategies

#### Differentiated Instruction

- Support for English language learners and struggling students

#### Lesson Review

- Summaries and practice for the topics covered in the lesson

#### WorkLink

- Examples that connect the skill to real-world job situations

# Pretest

1. Which sentence is written correctly?

- A. We went to the park, but either the swings nor the basketball court were free.
- B. We went to the park, but neither the swings nor the basketball court were free.
- C. We went to the park, but neither the swings or the basketball court were free.
- D. We went to the park, but either the swings or the basketball court were free.

2. Read the paragraph.

(1) The sun, which warms and lights Earth, is one of many stars in our galaxy. (2) Because of that, nobody can say for sure how many stars are in the galaxy. (3) We cannot see everything in the whole galaxy. (4) The Earth is in the Milky Way galaxy, which is a collection of stars, planets, and other space objects.

What is the correct order of sentences for an introduction paragraph?

- A. 4, 1, 2, 3
  - B. 1, 2, 4, 3
  - C. 2, 1, 3, 4
  - D. 4, 1, 3, 2
3. Which sentence uses a past participle?
- A. He had walked to the store for milk.
  - B. He was walking to the store for milk.
  - C. He would like to walk to the store for milk.
  - D. He will walk to the store for milk.

4. Which sentence uses correct capitalization?

- A. My friend Stacey wants to be a Teacher.
- B. On tuesday, I am going to take the Train to New York City.
- C. My mom wants me to talk to the doctor for her.
- D. Over the weekend, we saw a Whale in the Ocean.

5. Read the paragraph.

Summer school is not just for students who do not do well in a class, but also for students who want to get ahead or learn something new. Many schools offer interesting classes. My friend took a really cool art class. Some colleges also have special programs for high school students or adult learners. Students can focus on an area of interest they may not have time for during the school year. This can truly enhance the educational experience.

Which sentence should be removed because it does not fit the paragraph?

- A. Many schools offer interesting classes.
- B. Students can focus on an area of interest they may not have time for during the school year.
- C. My friend took a really cool art class.
- D. Some colleges also have special programs for high school students or adult learners.



## Pretest Action Plan

Highlight all the questions that you answered correctly. Count the number of correct answers and write that in the second column. The results will help identify the skills that need improvement.

Questions	Number Correct	Skills	Pages
14, 27	____ / 2	Write Complete Sentences	16–17
16, 49	____ / 2	Use Relative Pronouns and Adverbs	18
18, 46	____ / 2	Use Frequently Confused Words	18–19
1, 31, 45	____ / 3	Use Conjunctions, Prepositions, and Interjections	23–25
3, 30, 44	____ / 3	Form Verb Tenses	25–27
4, 32	____ / 2	Capitalize Correctly	33
26, 42	____ / 2	Write Titles of Works	33–34
6, 33	____ / 2	Spell Correctly	34–35
10, 20, 35	____ / 3	Use Commas	39–41
8, 41	____ / 2	Punctuate Quotations	41
5, 36	____ / 2	Modify Sentences	45–46
25, 48	____ / 2	Identify Dialects in Fiction	47–48
12, 37	____ / 2	Determine Definitions	59–61
22, 23, 24, 38	____ / 4	Use Topic Words	65–66
13, 28, 39, 40	____ / 4	Use Relationship Words	71
7, 15, 19, 29, 34, 47	____ / 6	Write Opinion Pieces	79–80
11, 50	____ / 2	Introduce Informative/Explanatory Texts	85
2, 9, 17, 21, 43	____ / 5	Write Informative/Explanatory Texts	86–87
<b>Total</b>	____ / <b>50</b>		

# UNIT 1

# Standard English Conventions



This unit will cover the following topics:

- Following grammar rules
- Using correct sentence structure
- Following capitalization and spelling rules
- Using correct punctuation
- Using varied sentence styles

Alejandro works in a call center for a large company that sells outdoor lawn equipment. He has been doing the same job for about five years and really likes his boss, James.

Recently, James told Alejandro there was a chance for him to get a promotion. In the new job, Alejandro would have to respond to written messages and e-mails from customers. Alejandro was very excited about the opportunity. He was also worried that he did not have the basic skills to write clearly in response to the customers.

Alejandro began to learn the rules of grammar and practiced using correct punctuation and spelling by writing letters to his family. After a few weeks, he was able to write a letter to James asking for the new job. As a result of learning and practicing the rules of grammar, Alejandro got a new job and a raise.

Language is the way we communicate with one another. Following certain rules helps to make our language more clear and professional. With good language skills, we can create better opportunities for ourselves.

# Use Correct Punctuation: Commas

## Learning Goals

In this lesson, you will learn to use commas in your writing. Commas help make the meaning clear in your writing. You will learn to use commas to join ideas in a sentence. You will learn how to use commas to separate items in a series. Also, you will learn how commas set off special words and phrases in sentences and in direct quotations.

## Learn the Skill

Using commas in your writing will help readers better understand your meaning. Commas can link ideas in compound sentences. Commas are also used to separate lists of three or more items. They signal the reader to pause briefly when there are introductory words in a sentence. Commas also separate the words in a direct quotation from its source.

### Example 1

#### Commas Separate Compound Sentences

Writers often combine short sentences into a compound sentence. A **compound sentence** has two or more **independent clauses** joined by a **coordinating conjunction**. Place a comma before the conjunction to show that another complete thought is coming in the sentence.

Read the following compound sentence. Notice the two independent clauses and the coordinating conjunction:

I would have picked up milk at the store, but you didn't tell me that we needed it.

The independent clauses are *I would have picked up milk at the store* and *you didn't tell me that we needed it*. The coordinating conjunction *but* tells the reader that the two thoughts are connected. The comma before the conjunction gives the reader a pause before the second idea in the sentence.

## Vocabulary

- compound sentence
- independent clause
- coordinating conjunction
- direct quotation

## Check for Errors

Commas are the most-often used punctuation mark, but some writers make the mistake of using a comma whenever the word *and* is used. Be sure that your sentence has two complete thoughts before you separate them with *and*.

## Think

If the introductory phrase is shorter than six words, many writers choose to leave out the comma. Read your writing carefully and use a comma if it will make your writing clearer. Using too many commas forces the reader to stop and start too often. Using too few commas causes ideas to run into each other.

### Example 2

#### Commas Separate Items in a Series

A list of three or more items is called a series. In a sentence, use commas to separate the items in a series. Placing a comma before the conjunction in a list will help avoid misunderstanding. Compare the following sentences:

Tom went to the store to buy chicken, broccoli, carrots, macaroni and cheese.

Tom went to the store to buy chicken, broccoli, carrots, macaroni, and cheese.

In the first sentence it is not clear if Tom is buying four items or five. Your reader might think that he is picking up a box of macaroni and cheese mix for dinner. But the comma before *and* in the second sentence makes it clear to the reader that Tom bought five separate items.

### Example 3

#### Commas Set Off Words and Phrases

When you write a sentence that begins with a long phrase or clause as an introduction, a comma sets that introduction off from the rest of the sentence. Here are two examples of sentences with introductory phrases:

When the rain began coming down in buckets, we decided to go inside.  
On the bench under the blooming magnolia tree, I waited for the bus.

Each of these sentences begins with information that adds detail to the main idea but is not necessary to the overall meaning of the sentence. The comma separates the beginning words from the main idea of the sentence. It makes the sentence easier to understand. Consider the following sentences:

We decided to go inside when the rain began coming down in buckets.  
I waited for the bus on the bench under the blooming magnolia tree.

The comma is no longer needed when the same words are placed at the end of each sentence. Use commas to set off introductory words and phrases in your sentences.



**Example 4****Commas Set Off Direct Addresses**

Commas are used to set off special words that express conversation. Use a comma to set off words when:

- a person is directly addressed
- the first word of a sentence is yes or no
- a sentence ends with question words

Look at the following sentences and notice the commas.

Mario, what time will the orchestra performance begin?  
No, I haven't found my keys.  
You heard that strange noise, didn't you?

These are examples of commas used in direct address.

Now read the following sentences. Notice there are no commas needed.

Mario told us what time the orchestra performance will begin.  
No keys were found.  
Did you hear that strange noise?

In these sentences, no one is being addressed directly. No comma is needed.

**Example 5****Commas Set Off Direct Quotations**

In your writing, if you are repeating someone's exact words, that is called a **direct quotation**. Use quotation marks to show the words that were spoken. Place a comma between the speaker and the speaker's words.

Notice the placement of the quotation marks and the commas in the following sentences:

Sara said, "My favorite restaurant is closed on Monday."  
"My favorite restaurant is closed on Mondays," said Sara.

In the first sentence, the speaker is named first, and her words follow. A comma is placed after the word *said* to separate the speaker from the quote.

In the second sentence, the quote comes first, followed by a comma that is inside the quotation marks. The comma separates the quote from the speaker.

When quoting a written work, the same rule applies for using commas. Look at the sentences below.

"This guide includes trails for all skill levels, from beginner to expert," stated the hiking guidebook.

The sign in the restroom at the gas station says, "All employees must wash their hands before returning to work."

**Think**

When you are writing conversation and are not sure where to put the comma, think about what the comma is doing in the sentence. If it separates the name of the speaker from the quote, then it does not belong inside the quotation marks. If the exact words come first in the sentence, put the comma inside the quotation marks, before the speaker.

## Guided Practice

Read the paragraph and add commas where they are needed. Then write the reason to use each comma.

1. When I woke up on Tuesday morning I was excited. (2) My car was packed with my suitcase a cooler my towel and beach umbrella. I was going to the beach! (3) I had made plans with my friend to go on this trip but she broke her foot the day before. (4) "I'm sorry that you have to stay home and miss the waves" I told her. (5) She waved goodbye to me instead.

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**Answers:** Place comma after (1) **morning**—comma sets off the long introductory phrase from the main subject of the sentence (2) **suitcase, cooler, towel**—items in a series (3) **trip**—before the coordinating conjunction in a compound sentence (4) **waves** (inside the quotation mark)—separating a quote from the speaker (5) none

## Independent Practice

Choose the sentence that shows a correct use of commas.

2. No the bus does not stop here anymore.
  - A. No the bus does not, stop here anymore.
  - B. No the bus, does not stop, here anymore.
  - C. No, the bus does not stop here anymore.
  - D. No the bus does not stop here, anymore.
3. After you get off the phone we can go to the mall.
  - A. After you get off the phone, we can go to the mall.
  - B. After you get off, the phone we can go to the mall.
  - C. After you, get off the phone, we can go to the mall.
  - D. After, you get off the phone we can go to the mall.
4. You will find parsley basil and oregano in the pantry.
  - A. You will find parsley basil, and oregano in the pantry.
  - B. You, will find parsley, basil, and oregano in the pantry.
  - C. You will find parsley, basil, and oregano in the pantry.
  - D. You will find parsley, basil, and oregano, in the pantry.
5. Though the movie starts at 7 we should arrive earlier for good seats.
  - A. Though the movie starts at 7, we should arrive earlier for good seats.
  - B. Though the movie starts, at 7 we should arrive earlier for good seats.
  - C. Though the movie starts at 7 we should arrive, earlier, for good seats.
  - D. Though, the movie starts at 7, we should arrive earlier for good seats.
6. Maria asked "What time do you think the movie will end?"
  - A. Maria asked "What time, do you think the movie will end?"
  - B. Maria asked, "What time do you think the movie will end?"
  - C. Maria asked "What time do you think the movie will end?"
  - D. Maria, asked "What time do you think the movie will end?"
7. Which sentence needs a comma?
  - A. The mayor held a meeting with the town council members.
  - B. They held the meeting but many of the members were absent.
  - C. One topic they discussed was building a new town park.
  - D. The new park would be in the center of town.

## Lesson Review

In this lesson, you learned to

- use commas to separate independent clauses and items in a series;
- use commas to set off introductory words, direct address, yes or no, and question words in a sentence;
- use commas with quotation marks to separate exact speech from the speaker.

### Use commas to separate independent clauses and items in a series.

8. Which sentence uses a comma correctly?
- His birthday is Saturday and he wants, a party.
  - I wanted to get a cat, but my landlord won't allow it.
  - The lights the sounds and the crowds are things I love about the city.
  - The first thing, I noticed about the car was that the paint was peeling.

9. Read the sentence.

Would you like to have tacos, burritos or fajitas for dinner tonight?

Where should a comma be placed in this sentence?

- after the word *burritos*
- after the word *you*
- after the word *dinner*
- after the word *fajitas*

### Use commas to set off introductory words, direct address, yes or no, and question words in a sentence.

10. Read the sentences below. Choose the three sentences that use commas correctly.
- Yes, the furniture is going to be delivered, on Saturday.
  - Because we were not sure of the address, we did not find the house.
  - She is still going to deliver the package to your cousin, right?
  - Pablo, I think you should mow the lawn today.

11. Which sentence uses a comma correctly?

- Yes, the movers will be here on Tuesday.
- I'm sorry for, the delay in calling you back.
- The books are ready for pickup, at the library.
- We were unhappy and the company offered to help us.

### Use commas with quotation marks to separate exact words from the speaker

12. Read the sentence.

We will meet you at the bank to sign the papers said Marcia.

Which sentence shows the correct placement of the quotation marks and commas?

- "We will meet you at the bank to sign the papers" said Marcia.
- "We will meet you at the bank to sign the papers" said, Marcia.
- "We will meet you at the bank to sign the papers", said Marcia.
- "We will meet you at the bank to sign the papers," said Marcia.

Answers begin on page 106.



# Skill Check

## Lesson 1

1. Read the sentence.

Gene and I order pizza every Friday night.

Which part of the sentence is the predicate?

- A. Gene and I
- B. and I order pizza
- C. order pizza
- D. order pizza every Friday night

2. Read the sentence.

My friend has two tiny, Dalmatian, well-behaved, black and white puppies.

Rewrite the sentence to put the adjectives in the correct order.

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3. Which of the following sentences is written correctly?

- A. Patricia, who works at the coffee shop, is organizing the community farmers market.
- B. Patricia who works at the coffee shop is organizing the community farmers market.
- C. Patricia is organizing the farmers market, who works at the coffee shop.
- D. Patricia, who works at the coffee shop, and who is organizing the community farmers market.

4. Read the paragraph.

Here are some tips for new drivers: Do not roll threw stop signs. To slow down to a stop, take your foot off the gas pedal and gently hit the break. Its important to make sure you keep your eyes on the road.

Circle the words that are incorrect. Then, write the correct replacements.

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## Lesson 2

5. Which sentence uses a preposition?

- A. My flight was delayed, so I read my book.
- B. Well, I read my book.
- C. I read my book while waiting at the airport.
- D. My flight was delayed, but at least I had my book.

6. Which sentence uses a correlative conjunction correctly?

- A. We can order both pizza and sushi.
- B. We can order not only pizza and sushi.
- C. We can order both pizza or sushi.
- D. We can order either pizza and sushi.

7. Select the three sentences from the list below that use modal auxiliaries.

- A. I study for every test.
- B. I can study for the test after class.
- C. I might study for the test.
- D. Can you help me study for the test?
- E. I don't like studying for tests.

8. Which sentence uses a past participle correctly?
- She have seen that movie several times.
  - She seen that movie several times.
  - She has saw that movie several times.
  - She has seen that movie several times.
9. Which sentence uses the present progressive verb tense correctly?
- I was working in my garden.
  - I am working in my garden.
  - I worked in my garden.
  - I will work in my garden.
10. Read the paragraph.
- My Birthday is in June. Every year, I take a weekend trip around that time. This year, my Sister and I will leave on a friday to drive to lake Michigan. I love going to the beach in the summer!
- Rewrite the paragraph to fix the capitalization errors.
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11. Which sentence presents titles of works correctly?
- I read a fantastic article titled *How to be Happier* in "The New York Times."
  - I read a fantastic article titled "How to be Happier" in *The New York Times*.
  - I read a fantastic article titled How to be Happier in The New York Times.
  - I read a fantastic article titled "How to be Happier" in "The New York Times."
12. Select the pair of words that shows the correct singular and plural versions.
- fox foxs
  - wolf wolfs
  - canary canaries
  - sheep sheeps
13. Which sentence contains a spelling error?
- The lumberjack wore a flannel shirt and carried a shovel.
  - The man drove slowly down the gravel road in the rain.
  - The child was so well behaved they called her an angel.
  - The remote control was broken, so we couldn't change the channle.

## Lesson 3

10. Read the paragraph.

My Birthday is in June. Every year, I take a weekend trip around that time. This year, my Sister and I will leave on a friday to drive to lake Michigan. I love going to the beach in the summer!

Rewrite the paragraph to fix the capitalization errors.

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11. Which sentence presents titles of works correctly?
- I read a fantastic article titled *How to be Happier* in "The New York Times."
  - I read a fantastic article titled "How to be Happier" in *The New York Times*.
  - I read a fantastic article titled How to be Happier in The New York Times.
  - I read a fantastic article titled "How to be Happier" in "The New York Times."

## Lesson 4

14. Read the paragraph.

Congress chose the District of Columbia to be the capital of the United States government in 1790. Congress first met in Washington, D.C., in 1800 although construction on the first phase of the Capitol was not done until 1826. Moving forward in time to today millions of people visit Washington, D.C., to see the Capitol the White House the Library of Congress and many other monuments.

Insert commas in the correct places.

15. Which sentence uses a comma correctly?
- When I first saw the new community garden, I was stunned.
  - I was stunned, when I first saw the community garden.
  - After, the first day of class I felt a lot less nervous.
  - I felt a lot less nervous, after the first day of class.

16. Which sentence uses a comma correctly?
- A. Grace are you, coming over for dinner?
  - B. Yes she does.
  - C. You haven't seen my wallet, have you?
  - D. I'm over here Eric!
17. Which sentence uses a comma correctly?
- A. Aida said, "I think we should leave for the party in an hour."
  - B. Aida, said "I think we should leave for the party in an hour."
  - C. "I think we should leave for the party in an hour" Aida said.
  - D. "I think, we should leave for the party in an hour" Aida said.

## Lesson 5

18. Read the sentence.

The movie had just started, and then I spilled my popcorn, which went all over the floor.

Which new sentence shows the best way to shorten the sentence above?

- A. The movie had just started, and then I spilled my popcorn all over the floor.
- B. The movie had just started when I spilled my popcorn all over the floor.
- C. The movie had just started when I spilled my popcorn, which went all over the floor.
- D. When the movie had just started, I spilled my popcorn, which went all over the floor.

19. Read the sentences.

In the winter, I like to sit by the fireplace. I like to drink hot chocolate. Finally, I like to read a good book.

Write a new sentence that combines all three sentences above.

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20. What is the correct definition of dialect?
- A. the level of formality in language
  - B. a shortened word formed by combining two words and replacing letters with an apostrophe
  - C. a way of speaking that is particular to a specific area
  - D. a shortened form of a word or phrase that often ends with a period
21. Which sentence uses formal language?
- A. That conference Sophia went to was last weekend.
  - B. Sophia went to the conference with a bunch of students.
  - C. Sophia didn't want to attend the conference without her students.
  - D. Sophia attended the leadership conference with thirteen of her students.

# Understand Rational Numbers

## Vocabulary

- rational numbers
- positive numbers
- negative numbers

## Learning Goals

In this lesson, you will learn to use positive and negative numbers to describe situations. You will represent rational numbers on a number line. You will also identify the opposites of rational numbers.

## Learn the Skill

**Rational numbers** include integers, terminating decimals, and repeating decimals. Fractions are rational numbers. You will use **positive** and **negative numbers** to represent quantities in real-world contexts. For example, temperature is described as above and below zero. Elevation is defined as above or below sea level. Credits and debits are also represented by positive and negative numbers. You will find and position rational numbers on horizontal and vertical number line diagrams. On vertical number lines, negative numbers are below zero and positive numbers are above zero. On horizontal number lines, negative numbers are to the left of zero and positive numbers are to the right of zero.

### Example 1

#### Represent Rational Numbers on a Number Line

Integers are the set of whole numbers and their opposites. Opposite numbers are at the same distance on opposite sides of 0 on the number line. Find positions of positive and negative numbers on a vertical number line diagram.

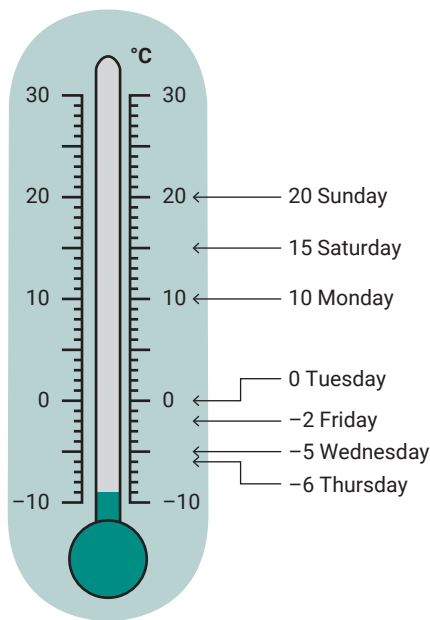
The table shows temperatures in degrees Fahrenheit that happened in one week in February in a town in Colorado.

#### Temperatures in a Colorado Town

Days of the week	Mon.	Tues.	Wed.	Thurs.	Fri.	Sat.	Sun.
°F	10	0	-5	-6	-2	15	20

A thermometer represents a vertical number line. The positions of these temperatures on the thermometer are given as shown. Temperatures with opposite signs are located on opposite sides of 0 on the thermometer.





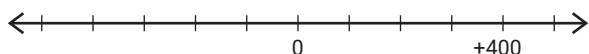
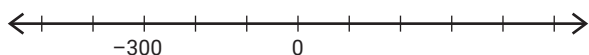
The lowest temperature is  $-6^{\circ}\text{F}$ . So  $-2^{\circ}\text{F}$  is warmer than  $-6^{\circ}\text{F}$ . The highest temperature is  $20^{\circ}\text{F}$ . The temperature dropped 15 degrees from Monday to Wednesday.

### Example 2

#### Use Positive and Negative Numbers to Describe Situations

Numbers with opposite signs are located on opposite sides of 0 on the horizontal number line.

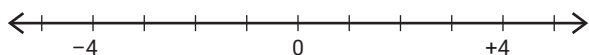
Credits and debits on your bank account are recorded as positive and negative amounts. For example, an account transaction of  $-\$300$  describes the amount of a debit in dollars. An account transaction of  $+\$400$  describes the amount of a credit.



### Example 3

#### Identify the Opposites of Rational Numbers

The opposite of a number is the number at the same distance on the opposite side of zero on the number line. The number 0 is its own opposite.



The opposite of  $+4$  is  $-4$ . The opposite of  $-4$  is  $+4$ . The opposite of  $-4$  is a positive number, so it will be greater than  $-4$ . So  $-4$  is less than  $+4$ .

### Skills Tip

Whole numbers greater than zero are positive integers. These numbers are to the right of zero on the horizontal number line. Whole numbers less than zero are negative integers. The integer zero is neither positive nor negative.

### Check for Errors

Make sure opposite numbers are on opposite sides of zero on a number line, but at the same distance from zero.

**Workplace Connection**

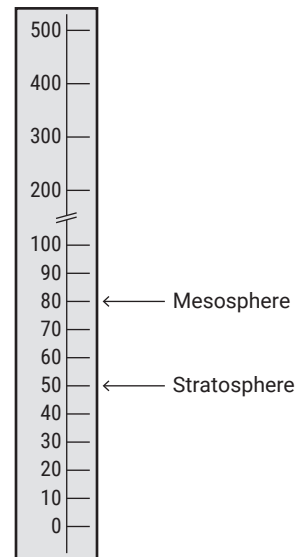
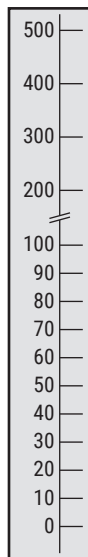
Accountants and bankers use negative and positive numbers for posting credits and debits. Climate scientists use positive and negative temperature measurements of the Earth's surface and oceans.

**Guided Practice**

- The table shows the layers of the atmosphere surrounding Earth and their distances from the surface of the planet. What is the maximum elevation at which a balloon can be launched, in order to collect data on pressure, composition, and temperature in the mesosphere and the stratosphere? Indicate the positions of the balloon's elevation on the vertical number line.

**Layers of Earth's Atmosphere and Distances**

Troposphere	Stratosphere	Mesosphere	Thermosphere	Exosphere
surface–14.5 km	15–50 km	51–85 km	86–600 km	601 km and above



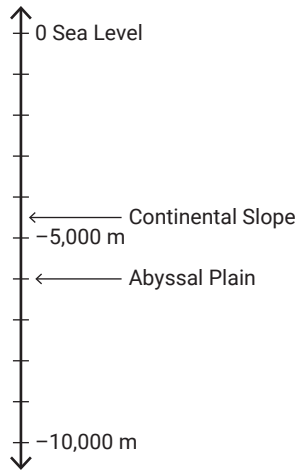
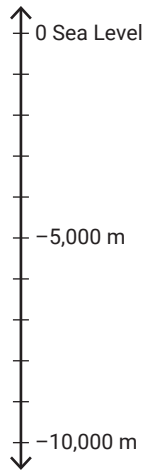
**Solution:** Zero indicates the surface of Earth. Look in the table. What is the highest elevation of the mesosphere? What is the highest elevation of the stratosphere? Mark these on the number line.

For the stratosphere, the balloon could be launched at a maximum height of 50km. For the mesosphere, the balloon could be launched at up to 80km.

2. The distances of the ocean floor from sea level are measured as negative elevations. The table lists each characteristic's elevation from sea level. Indicate how far down the continental slope extends and how deep the abyssal plain reaches on the vertical number line.

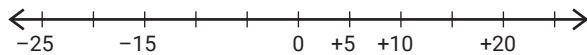
**Ocean Floor Features and Depths**

Continental Shelf	Continental Slope	Ocean Trench	Abyssal Plain	Hydrothermal Vents
-100m to -350m	-350m to -4,500m	-11,000m	-4,000m to -6,000m	-6,000m



**Solution:** Notice that sea level corresponds to zero on this number line. The abyssal plain is deeper than the continental slope. Negative numbers are below zero.

3. The number line represents credits and debits posted to a credit card. List the credits and debits.



Credits: \_\_\_\_\_

Debits: \_\_\_\_\_

**Solution:** Positive numbers represent credits and negative numbers represent debits.

Credits: +\$5, +\$10, +\$20

Debits: -\$25, -\$15

4. What is the opposite of -9? \_\_\_\_\_

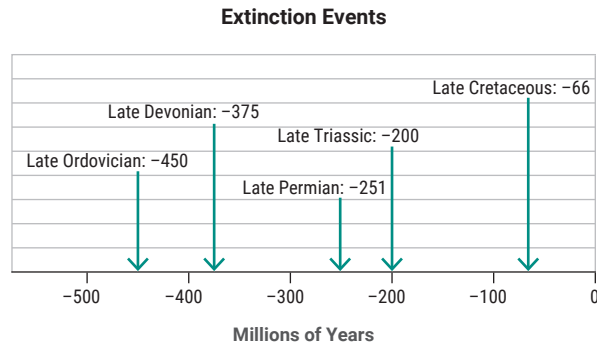
**Solution:** The opposite number of -9 is located on the opposite side of zero on the number line at the same distance from zero. The opposite of -9 = +9.

**Check for Errors**

When solving problems with positive and negative integers, check whether your answer makes sense. For example, +\$20 represents a credit. \$20 is added to or deposited in an account. So it's a positive number.

## Independent Practice

5. The graph shows the timeline, or number line, of the five mass extinction events that occurred during the history of life on Earth.



- A. When did the first extinction event occur according to the timeline?

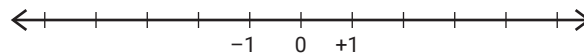
\_\_\_\_\_

- B. If the sixth mass extinction happens in the future, where will it be positioned on this number line? Explain your answer.

\_\_\_\_\_

\_\_\_\_\_

6. Place the numbers 2 and -5 on the number line:



7. Write the following temperatures as negative or positive numbers.

A. 3 degrees below 0: \_\_\_\_\_

B. 23 degrees above zero: \_\_\_\_\_

8. What is the opposite of the rational number 65? \_\_\_\_\_



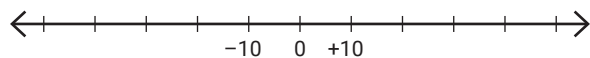
## Lesson Review

In this lesson, you learned to

- use positive and negative numbers to describe situations,
- represent rational numbers on a number line, and
- identify the opposites of rational numbers.

9. Describe each quantity as a positive or negative number:
- Temperature above zero: \_\_\_\_\_
  - Elevation below sea level: \_\_\_\_\_
  - A bank deposit: \_\_\_\_\_
  - Golf scores: \_\_\_\_\_
10. Where is  $-46$  positioned on a vertical number line? Circle the correct answer.
- below zero
  - above zero

11. Position a withdrawal of \$20 and a deposit of \$40 on the number line.



12. The table represents milestones in the history of computers.

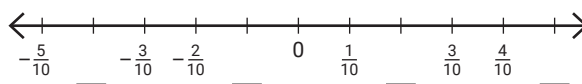
### Historical Information About Computers

500 BC	The abacus calculator is in use.
1821 AD	The first computer is invented.
1939	The first electric computer is in use.
1973	The first computer with graphical user interface, keyboard, and mouse is in use.
1975	The first affordable home computer is in use.
1983	The global internet is created.

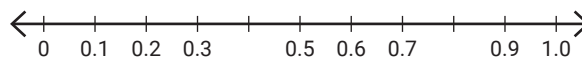
In 1971 the first email was sent. Where does this event fit on a timeline of these events? Explain in a short sentence.

\_\_\_\_\_

13. Fill in the missing fractions on the number line.



14. Fill in the missing decimal numbers on the number line.



15. Which of these are not rational numbers?

- integers
- fractions
- repeating decimals
- non-repeating decimals

16. The change in value of a foreign currency was  $-\$0.45$  over two days. Where would its opposite be graphed on a number line?

- at zero
- at the same distance on the other side of zero
- at twice the distance on the other side of zero
- at twice the distance on the same side of zero

17. Find the opposites of these rational numbers:

- 567 \_\_\_\_\_
- $-4\frac{1}{3}$  \_\_\_\_\_
- 0.8 \_\_\_\_\_
- $\frac{5}{8}$  \_\_\_\_\_

# Describe and Compare Text Structures

## Vocabulary

- text structure
- chronological
- compare
- contrast
- cause
- effect
- problem
- solution
- signal word

## Skills Tip

To find out if a text uses chronological structure, list the major events. Number them in the order they appear in the text. Do the events appear in chronological order?

## Learning Goals

In this lesson, you will learn some of the structures we use for informational texts:

- chronological
- compare and contrast
- cause and effect
- problem and solution

## Learn the Skill

An informational text is built in a pattern. The pattern, or **text structure**, of a reading passage is important. It shows how the parts of the text are connected. **Chronological** texts have an order. They are shown from first to last. This helps you understand when events happened in relation to other events. It also helps you follow directions from start to finish. **Compare** and **contrast** texts show similarities and differences. When you notice how things are the same or different, you will understand them better. Next, **cause** and **effect** texts tell how one event makes another event happen. Finally, **problem** and **solution** texts present a problem. Then they tell what happens, or how the problem is resolved. Learning these patterns can help you get more from what you read.

### Example 1

#### Chronological Text Structure

Texts that are organized in chronological order tell the order in which events happened. They can also list steps that show how to make or do something. You will see words like *first*, *next*, *then*, and *finally*. These are **signal words**, or words that give clues that can help you figure out something about a text. In this case, the signal words show the order of events.

On my first day of class, I had to do many things. First, I had to introduce myself. Next, I met each of my classmates. Third, I got my book and my desk. Then I took several tests. Finally, I was able to take a break and relax.

**Example 2****Compare and Contrast Text Structure**

Texts structured in a compare and contrast pattern are common. They tell how two or more things are the same or different. Look for signal words like *same*, *alike*, *as opposed to*, *however*, and *on the other hand*. They point to a compare and contrast text pattern.

My two favorite subjects are math and social studies. They are alike in some ways but different in others. Graphs make complicated ideas easier to understand in both subjects. Both show information on grids too. On the other hand, there is a clear right answer and a clear way to get it in math. In social studies, there is not.

Similarities	Differences

**Example 3****Cause and Effect Text Structure**

Texts with a cause and effect structure describe why one or more events happened. Signal words and phrases like *so*, *because*, *therefore*, *consequently*, *for this reason*, and *as a result* point to this structure.

After I read my social studies lesson, I thought about people who farmed in the mountains. The farmers I read about grew corn, but they could not sell it because they could not get to the market. So, they turned their corn into whiskey. They could sell whiskey for ten times the price of corn. They made money. For this reason, the government said they should pay taxes. The farmers didn't want to. They even rolled a tax collector in tar and put feathers on him. As a result, the government sent soldiers to make them pay taxes. This conflict was called the Whiskey Rebellion.

**Example 4****Problem and Solution Text Structure**

Problem and solution structured texts describe a problem. They then give one or more solutions. These texts are tricky because they share signal words with other types of text.

At the end of a long day, I could not find my bus pass. Since I could not get home without it, I came up with a plan to look for it. I walked back to where I'd been working and looked on the ground—no pass there. Then, I looked near the hook where I'd hung up my coat, but it was not there either. The last place I looked was in the lunchroom where I'd eaten earlier. Success! My plan was to retrace my steps, and it finally worked.

**Skills Tip**

To make sense of a compare and contrast text, set up two columns. In one, list the ways the things are the same. In the other, list the ways they differ. Then put the main idea of the text below the columns. You will have a good understanding of the passage.

**Skills Tip**

Look for the problem and underline it. Then find and underline the solution(s). Next underline the part of the passage that shows that the solution worked.

## Guided Practice

**Read the passage and think about this question: Which signal words point to relationships between the events or ideas?**

When Napoleon's troops invaded Russia, they were successful. His soldiers captured and destroyed Moscow. As a result, he pushed to get more land. The Russians pulled back as his men went farther east. Consequently, Napoleon's army found itself far inside Russia. This seemed like a good thing. The Russians let Napoleon think he was winning. But it was a trap. All the fields and cities had been burned. Therefore, the troops could not find much to eat. Winter arrived, so the soldiers had to deal with bitter cold, snow, and illness. As a result, about 400,000 of Napoleon's men and their horses died.

1. **Part A**

What is the structure of this passage?

- A. problem/solution
- B. cause/effect
- C. compare/contrast
- D. chronological

**Part B**

List four signal words or phrases you find in the passage.

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**Answer:** Part A: B. The passage has a cause/effect structure.

Part B: This is shown by these signal words and phrases: *as a result*, *consequently*, *therefore*, and *so*. One event causes another event which causes another event in this passage.

## Independent Practice

Read the passage “The Wild Horses of Assateague” and answer the questions below.

### The Wild Horses of Assateague

The wild horses on Assateague Island are feral animals. This means that their ancestors were once tame. The wild island horses are pretty. They are also very tough animals. They have learned to survive in this harsh environment. Changing their habitat can hurt the horses. Also, feeding and/or petting them can hurt both visitors and horses. Horses can get sick from human food. Those that beg for food are often hit and killed by cars. Visitors are kicked, bitten, and knocked down every year. This happens because people get too close to the wild horses. This is dangerous. Once, a parent let his child go up to a horse to pet it. The horse stomped on the child. Another issue is that treating wild horses like tame animals takes away the wildness that makes them special. If you visit the horses, you can help solve this problem in two ways. First, protect your family by respecting theirs. Second, keep your distance. Give the horses the space they need to be wild. These animals are more like deer than like little ponies.



2. What is the structure of this passage?
- A. compare/contrast
  - B. cause/effect
  - C. problem/solution
  - D. chronological



3. What is one effect of people going too close to the horses?
  - A. They make new lifelong friends.
  - B. The horses kick people.
  - C. The wild horses suddenly become tame.
  - D. The horses get a disease and die.
  
4. According to the passage, how does giving food to the horses harm them?
  - A. It makes them gain too much weight.
  - B. Horses refuse to eat grass after eating human food.
  - C. Horses can get sick from human food.
  - D. They don't like human food, so they won't eat.
  
5. What is one solution to the problem of people playing with the horses, according to the passage?
  - A. Move the horses far away from people.
  - B. Place the horses in an animal shelter.
  - C. Put people who bother the horses in jail.
  - D. Give the horses space.
  
6. How do you know the structure of the passage? In the space below, give evidence to support your opinion.

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## Lesson Review

In this lesson, you learned about text structures. These are the patterns of words and ideas in a passage.

The patterns you learned about are:

- chronological order
- compare and contrast
- cause and effect
- problem and solution

**Read the article “How to Find a Job You Like.” Then answer the questions.**

### How to Find a Job You Like

(1) There are many steps to finding a job you like. First, look online or in the newspaper. What jobs sound interesting? Next, talk to friends and family about their jobs. After that, learn more about jobs that appeal to you. Finally, pick two jobs that look good for you. You can now explore them in more depth.

(2) Consider how the jobs you like are similar and how they are different. This will help you understand them better. For example, say you have chosen nursing and day care work as your two job options. In both jobs, you help people. In both you get to work with a wide variety of people. But there are differences too. It takes more schooling to be a nurse. Nursing also pays better.

(3) Choosing a job direction has consequences. One result of a job choice is that you may have to go back to school to qualify for it. Another consequence is that you may have less time for family and friends.

(4) Are you prepared to make sacrifices to reach your goals? You need to have time for family and friends as well as school and work. But there is a way to handle this. Plan out your schedule on a calendar. Then you may be able to find time for everyone and everything.

- What is the structure of paragraph 1?
  - problem/solution
  - cause/effect
  - compare/contrast
  - chronological
- What is the structure of paragraph 2?
  - problem/solution
  - cause/effect
  - compare/contrast
  - chronological
- What is the structure of paragraph 3?
  - problem/solution
  - cause/effect
  - compare/contrast
  - chronological
- What is the structure of paragraph 4?
  - problem/solution
  - cause/effect
  - compare/contrast
  - chronological
- Each of these patterns is marked by signal words or phrases. From the box below, write the signal words under the correct patterns.

Chronological	Compare/Contrast	Cause/Effect

as opposed to	because	consequently
finally	first	however
next	on the other hand	same
so	then	therefore

Answers begin on page 133.

## Lesson 2: Describe and Compare Text Structures

### WorkLink

Students may have worked in jobs that required learning new terms. Nearly all jobs have some specialized terminology. For example, to work in a coffee shop, one must learn terms such as *latte* and *Americano*. And the coffee shop may have drinks specific to its brand, as well as seasonal items, such as the *honey-lavender cinnamon oat milk latte*. Students may not be aware that 25 years ago, the average American had no idea what the term *barista* meant.

Invite students to share domain-specific terms they have learned at work or in school. How did they feel when they first heard the terms? How did they figure out their meanings? What strategies from the lesson might they apply in the future?

## Lesson 2: Describe and Compare Text Structures

### Learning Goals

- Identify and explain the structure of informational texts.
- Determine whether a passage is organized into one of the following text structures: chronological, compare/contrast, cause/effect, and problem/solution.

### Standards

**4.RI.5** Describe the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

**5.RI.5** Compare and contrast the overall structure (e.g. chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.

### Prerequisite Skills

- Determine central ideas or themes of a text and analyze their development.
- Summarize the key supporting details and ideas.
- Analyze how and why individuals, events, or ideas develop and interact over the course of a text.

### Background Information

While students now have the skill to determine main ideas and details and analyze the interaction of events and ideas over the course of a text, they lack the skill of determining the relationships between

parts of the text. Each example of text structure has a definition and signal phrases. These are the signposts of relationships between parts.

### Vocabulary

- text structure
- chronological
- compare
- contrast
- cause
- effect
- problem
- solution
- signal words

### Learn the Skill and Guided Practice

1. Introduce students to the learning goals by reading the skills aloud. Explain that authors purposefully organize text in a variety of ways to convey information. Then tell them that authors usually let the reader know how the writing is organized by using signal words.
2. Review the lesson vocabulary with students and check that they understand the terms. Chronological can be broken down into *chron*, which means “time” and *logy* which means “the study of.”
3. Read aloud the Learn the Skill paragraph. Pause to give students a chance to relate each pattern to a reason to write. Why do we need *chronological order*? Why *compare and contrast*, *cause and effect*, *problem and solution*? Thinking as a writer helps students understand the author’s craft.
4. Divide the class into groups. Have each group read two of the paragraphs while ensuring that all of the paragraphs are read. Then have them complete the Skills Tip activity. After all groups are done, have the students share their responses with the class. If there are differences, you can clarify them.
5. Next, have the students create their own graphic organizers by arranging the information in the paragraphs by idea. Choose a different way of underlining or highlighting for each structure. If possible, use a different colored pencil for each text type. A chronological organizational pattern could look like a horizontal or vertical set of rectangles with arrows going from one to the next. A compare and contrast paragraph could be a Venn diagram of two overlapping circles, or

it could be a T chart with similarities on one side and differences on the other. A cause and effect organizer could resemble the chronological chart with cause leading to effect, which becomes a cause leading to another effect. Some students may think of it as a chain. It is important to note here that there could be a single cause leading to many effects or many causes having a single effect. Finally, the problem and solution organizer will resemble others. Noting this is important because problem and solution writing resembles others as well. A T chart could work, with problems on one side and solutions on the other.

6. Review each type of paragraph with the ideal graphic organizer and common signal words.
7. Read the Guided Practice aloud. Have students pick the answer to the first question. Then review the cause and effect graphic organizer and signal words. Next, ask why the compare and contrast graphic organizer is not appropriate for this passage. This provides a review of the compare and contrast style.

### Whole Group Activity

Reinforce the text structures by having students create their own notes for text structure in their notebooks. Each set of notes should have the graphic organizer, signal words, and a use for at least one text structure in a subject area—math, science, or social studies. The application of text structures to subject areas can seem confusing but is very important. Particularly important is connecting the chronological structure to math, the cause/effect and problem/solution structures to science, and the compare/contrast and cause/effect structures to social studies.

### Independent Practice

Read the directions to the students, and have students independently practice the items. Circulate around the room to address any misunderstandings they may have. Review the correct answers with the whole class, providing answer explanations. For more practice, you may want to have students revise a writing assignment they've completed, using the notes that the class created.

### Differentiated Instruction English Language Learners

The focus of this lesson is determining text structure, so the students' focus can be determining the text

structure by identifying signal words. Highlighting one signal word and asking them to find others can support instruction for English language learners. You can also post examples of graphic organizers for each text structure after the ideal graphic organizers have been studied.

### Struggling Students

For students who have struggled with this concept, model the completion of a graphic organizer for each text structure they are struggling with. Often, they need more time with one or two of the structures to understand them.

### Students Who Have Mastered the Skill

Provide longer pieces of nonfiction from content areas like science and social studies for students to read and analyze. Ask them to determine text structure. Select a graphic organizer, and incorporate the main idea and significant details into it. Often, text features in that type of writing will provide structural clues that readers don't get in other texts.

### Lesson Review

The following is the main concept taught in this lesson:

- Use words and phrases to determine text structure, including chronological order, compare and contrast, cause and effect, and problem and solution.

Start the review with the purpose of the lesson: students will encounter many structures in the texts they read and write. The structures they have gone over are the most common. Then have students reflect on a favorite activity or hobby and write about it briefly, using one of the text structures. Share several examples, making sure that each structure is represented. This review will allow students to engage with the material and with the group.

### WorkLink

Understanding the layout of ideas in a passage is important for work. Students will receive job training which is often in writing. They will need to be able to troubleshoot problems and determine solutions based on that training. They will also see written instructions in chronological order. Being able to read this information and see the pattern in paragraph form, as a numbered list, or on posters with pictures is an important skill.