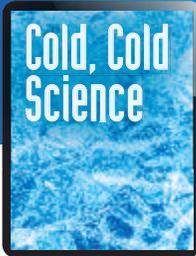
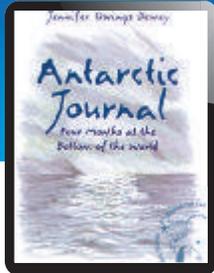


# Lesson 13

# Vocabulary in Context



## ✓ TARGET VOCABULARY

**display**  
**alert**  
**weariness**  
**fractured**  
**standards**  
**vision**  
**huddle**  
**graceful**  
**stranded**  
**concluded**

Vocabulary  
Reader



Context  
Cards



### 1 **display**

The natural world is full of glorious scenes, such as this **display** of wildlife.



### 2 **alert**

These animals are **alert**. They are wide awake and ready to take action.



### 3 **weariness**

This bird can fly many miles. It may get tired, but it isn't stopped by its **weariness**.



### 4 **fractured**

In Antarctica, chunks of **fractured**, or broken, ice float through the icy sea.



COMMON  
CORE

**L.4.6** acquire and use general academic and domain-specific words and phrases

- ▶ Study each **Context Card**.
- ▶ Use a dictionary to help you pronounce these words.

**5 standards**

By these polar bears' **standards**, or ways of measuring, cold air might be comfortable.

**6 vision**

Artists can have a **vision**, or mental image, of how to paint a scene from nature.

**7 huddle**

Baby goslings often **huddle**, or crowd together, to stay warm while they nap.

**8 graceful**

The delicate design of a spider's web is **graceful** and pleasing to see.

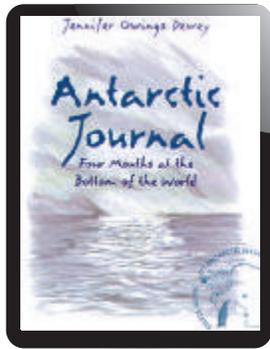
**9 stranded**

This fawn may seem **stranded**, or left helpless. Its mother is nearby, though.

**10 concluded**

Many people have **concluded**, or decided, that nature is full of beauty.





# Read and Comprehend



## ✓ TARGET SKILL

**Sequence of Events** As you read “Antarctic Journal: Four Months at the Bottom of the World,” notice the **sequence**, or order, in which events take place. The author explains events through separate journal entries organized in time order. To keep track of the sequence, look for dates and times of day as well as signal words such as *when*, *now*, *then*, and *again*. Use a graphic organizer like the one below to help you keep track of the overall structure of the text.

Event:



Event:



Event:

## ✓ TARGET STRATEGY

**Summarize** When you summarize a section of text, you briefly retell the main ideas in your own words. As you read “Antarctic Journal,” pause at the end of each page to briefly **summarize** what you have just read to make sure you understand it.



## PREVIEW THE TOPIC

### Interdependence

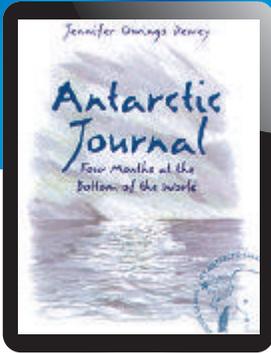
Life science is the study of living things and the environment in which they live. One of the things life scientists study is how plants and animals depend on one other and on their habitat.

In “Antarctic Journal,” you’ll join an expedition to one of the most extreme environments on Earth—the Antarctic. This frozen land near the South Pole is Earth’s last true wilderness. As you read, you’ll find out about some of the creatures that live in a sub-zero climate.



# Lesson 13

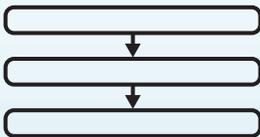
# ANCHOR TEXT



## ✓ TARGET SKILL

### Sequence of Events

Notice the overall structure of the text. Examine the order in which events take place.



## ✓ GENRE

### Narrative nonfiction

tells about people, things, events, or places that are real. A journal is a form of narrative nonfiction. As you read, look for:

- ▶ factual information that tells a story
- ▶ events in time order
- ▶ dates that tell when each journal entry was written



**RI.4.4** determine the meaning of general academic and domain-specific words and phrases; **RI.4.5** describe the overall structure of a text or part of a text

## MEET THE AUTHOR AND ILLUSTRATOR

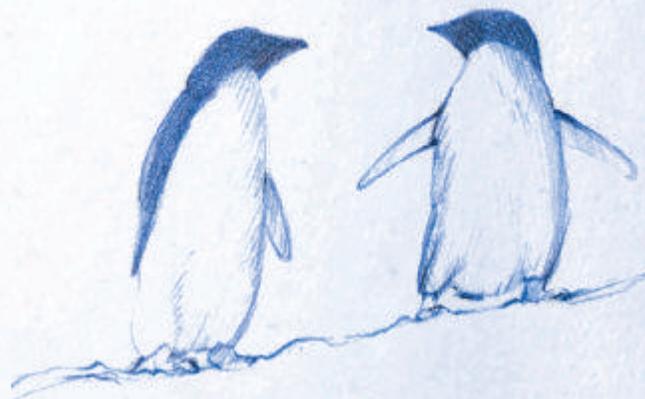
# Jennifer Owings Dewey



When Jennifer Owings Dewey was ten, she wrote an illustrated autobiography. She doubted her ability to

draw human figures, so she drew all the people as pieces of fruit. Since then she has gone on to illustrate not only people, but all kinds of creatures in dozens of her children's books.

Most of Dewey's books reflect her passion for nature and describe wild places and the animals that inhabit them. "Over the years. . . I've come to understand how much we think we know and how much we do not know," says Dewey of her nature writing. She adds that she will never stop writing for children because, like herself, they "want to know the why of things."



# Antarctic Journal



## Four Months at the Bottom of the World

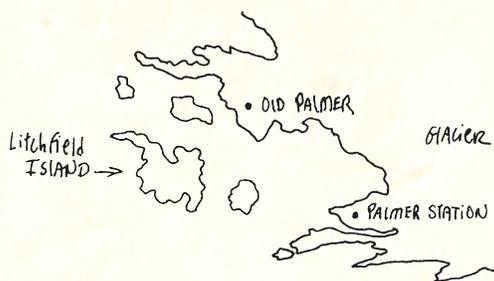
written and illustrated by  
Jennifer Owings Dewey



### ESSENTIAL QUESTION

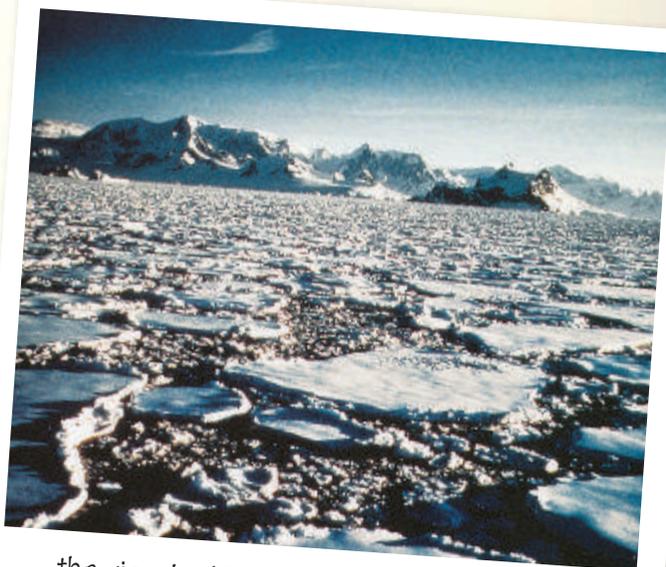
How are the different  
parts of an ecosystem  
connected?

The author has long had a **vision** of herself exploring Antarctica, what she calls "the windiest, coldest, most forbidding region on Earth." She has recently traveled by plane and ship to this icy continent. Her first exciting encounter was with humpback whales, when her ship stopped to let them pass. Now she has settled in at Palmer Station, where she'll be living for four months. During her visit to Antarctica, she plans to sketch, photograph, and write about this fascinating place.



## November 27th Litchfield Island

In fair weather I go to Litchfield Island and spend the day, sometimes the night. Litchfield is three miles from Palmer by inflatable boat, a protected island visited by two or three people a year. Before going to Litchfield, I'm shown how to walk on open ground in Antarctica. An inch of moss takes one hundred years to grow. The careless scuff of a boot heel could rip out two hundred years of growth in seconds.



the view looking away from Palmer Station



traveling by inflatable boat

I pack my food and extra clothes in a waterproof sea bag. A day pack holds pencils, pens, and paper for drawing and writing. There is no fresh water on the island. I carry two one-gallon canteens.

Each island has an emergency cache of food and supplies, marked with a flag, available if a person gets **stranded** during a storm.

Alone after being dropped on the island, I hear birds call, the whine of the wind, the waves pounding gravel shores, and no human sounds except my breathing.

Twilight falls and I crawl into my tent, **alert** and unable to sleep for a long time, listening to the sounds of the Antarctic night.

#### ANALYZE THE TEXT

**Sequence of Events** What signal words and phrases on pages 378–379 give you clues about the text's overall structure?



December 3rd  
Litchfield Island

One of the larger islands offshore, Litchfield has a penguin rookery, or nesting area, on the gently sloping western edge. The ground is rocky but flat enough for penguins to build nests, with a beach close by for gathering small gray nest stones.

The rookery is occupied by two or three hundred penguins. It's small by penguin **standards**. The penguins are nearly all Adélie's (uh DAY leez), named in 1838 by Dumont d'Urville (dur VEEL) after his wife. I wonder, did they look like her, act like her, or was he just missing her?

Pairs greet each other at the nest with calls like braying donkeys. They rub chests and bellies, flap wings, stretch necks, and reach for the sky with their bills—behavior called "ecstatic **display**."

I find a sheltered perch by the rookery and put my six-pound metal typewriter on a flat rock. The penguins begin to wander over.

They **huddle** close, smelling of guano (GWAH noh) and salt water, gently tugging at my clothing with their bills. One bold bird takes my hat and goes off with it.

They are curious about the tap-tap-tapping noise of the typewriter. They walk up and across it, tugging at the paper tucked into the roller. I let them have their way. Human visitors may not touch penguins, or any wildlife, but the penguins can take their time checking us out.

I follow penguins stone collecting, real work for an Adélie. They carry one stone at a time in their bills. It requires hundreds of trips to complete a nest.



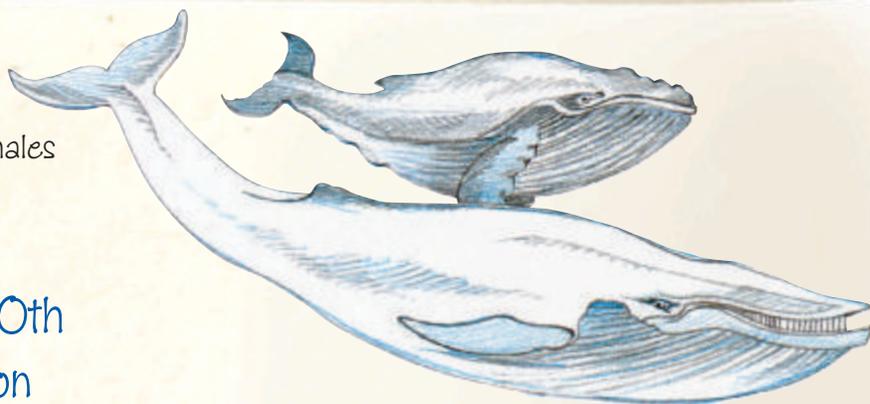
Adélie penguin

Placing a stone takes time. With the stone in its bill, the penguin circles the nest, bowing like a butler. Finally deciding where the stone is needed most, the bird drops it and shuffles away to the beach for another. If one penguin steals a stone from another, a noisy argument erupts. Frustrated birds shriek like squabbling children, but they never come to blows.

#### ANALYZE THE TEXT

**Domain-Specific Vocabulary** What are some of the science-specific words and terms on pages 380–381? What do they mean, and how do you know?

blue whales



## December 20th Palmer Station

I have learned that the largest animal on Earth, the hundred-ton blue whale, eats only one of the smallest animals on Earth: krill. There are more krill in the seas than there are stars in the visible universe.

Krill is one link in a simple food chain. Penguins, seals, and whales eat krill. In turn the tiny shrimplike krill eat phytoplankton, one-celled plants that bloom in the sea in spring and summer.

My new friend, Carl, an oceanographer, said we ought to try eating krill since so many animals thrive on it.

In the bio lab we scooped krill into a jar.

We got a small fry pan, then melted butter and cooked up the krill.

Someone said, "Add garlic."

Somebody said, "How about pepper and salt?"

These were added. When the mixture looked ready, we ate it.

"Tastes like butter," one person said.

"More like garlic," another said.

"Tastes like butter and garlic," Carl said.

"Krill don't have their own taste," I **concluded**.



krill

## December 24th Palmer Station

It was three in the morning, bright outside, and I couldn't sleep. I crept downstairs, signed out, and took the flagged trail up the glacier.

Dressed in a watchman's cap, three layers under my parka, and boots, I climbed in a stillness broken only by the noise of snow crunching under my soles. Greenish-purple clouds covered the sky from edge to edge. The sea was the color of pewter.

Near the top I heard a cracking sound, a slap magnified a million times in my ear. Another followed, then another. Echoes of sound, aftershocks, sizzled in the air. The sky began to glow with an eerie luminescence, as if someone in the heavens had switched on a neon light in place of the sun.

I felt myself dropping straight down. A crack had appeared under me, a crevasse (krih VAS) in the glacier.

### ANALYZE THE TEXT

**Simile and Metaphor** The author uses **similes** and **metaphors** in the text to compare one thing to something entirely different. A simile uses the words *like* or *as*, but a metaphor does not. One example of a metaphor is the comparison of the cracking sound to a slap. Find another example on page 383.



I'm alive because the crack was narrow. I fell to my shoulders, my boot soles too wide to fit through the bottom of the crack. I stared below into a blue-green hole cut with facets like a diamond.

After a few deep breaths, I began to scramble out. Terrified the crack would keep growing, I moved slowly. It was an hour before I was on firm ice.

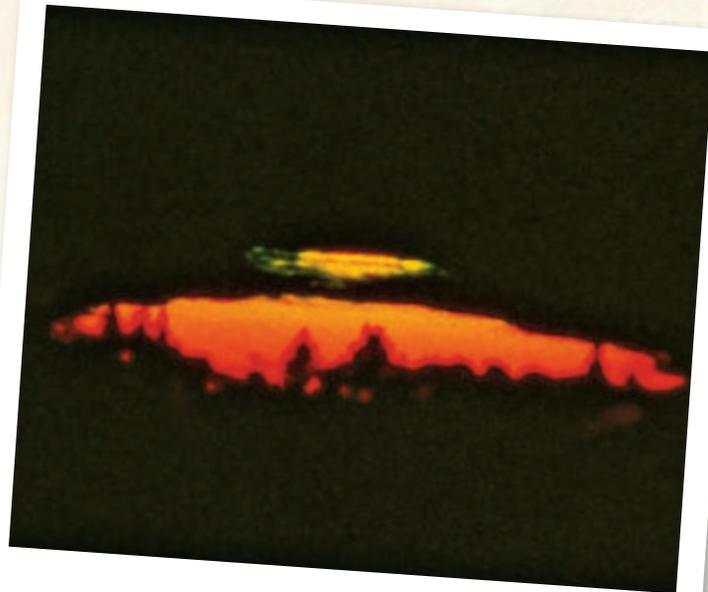
The color of the sky shifted to blue-gray with streaks of yellow along the western horizon. To my horror, I saw a pattern of cracks zig-zagging, like fractured window glass, across the glacier surface.

I checked my watch. I'd been gone three hours. I don't know why, but I didn't want anyone rescuing me. I decided to crawl down the glacier on hands and knees.

I felt my way inch by inch, rubbing the surface of the snow with my palms before making a move.

I have a new weariness tonight, born of having been frightened out of my wits while watching one of the most beautiful skies I'll ever see.





a green flash

## January 6th Palmer Station

Earlier today my friend Carl, the ocean scientist, came to my room and said, "Let's go see the green flash."

"The what?" I asked.

"Come on. You'll see. Hurry or we'll miss it."

We headed up the glacier, and at the top we sat facing west. The sun slipped slowly toward the horizon. As it fell, its orb glowed a deep orange. The shape of it was fat, like a squashed pumpkin. Near the end of the drop the light on top of the orb flashed green—the green flash.

"There it is," I said. "I saw it!"

The green flash is a rare, fleeting event in the Earth's atmosphere. To catch it with the naked eye, there must be a clear horizon at sunset, as often seen over water. The green flash comes with certain conditions in the sky having to do with the way light bends. It lasts less than a twentieth of a second.





penguin egg

## March 12th Winging Home

Before leaving, I collected (with permission) a sterile penguin egg that would never hatch. I made room for it in my suitcase by giving a lot of my clothes away.

The airline lost my bag in Miami. I told the airline people that I had to have it back, pleading, begging. "It has a penguin egg in it," I said. They glanced at each other and eyed me funny.

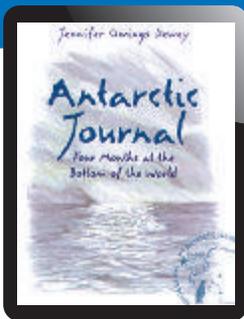
Fortunately for me, and them, they found the bag.

The egg reminds me of my trip to the place where penguins raise downy chicks, krill swarm in numbers greater than stars in the sky, whales have rights, and icebergs drift in graceful arcs across Southern Ocean swells. At home, I'll look out at the desert landscape and remember the Antarctic desert, the last great wilderness on Earth.

# Dig Deeper

## How to Analyze the Text

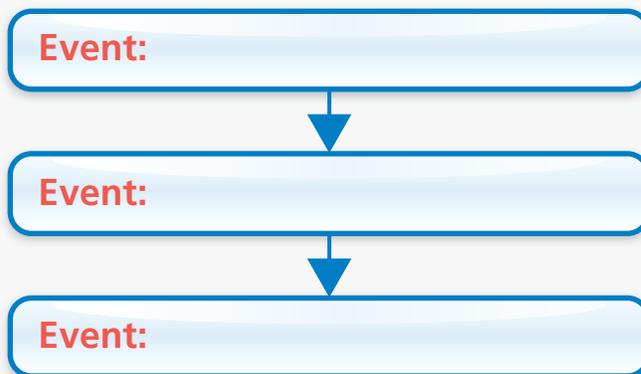
Use these pages to learn about Sequence of Events, Domain-Specific Vocabulary, and Simile and Metaphor. Then read “Antarctic Journal” again to apply what you learned.



### Sequence of Events

“Antarctic Journal: Four Months at the Bottom of the World” is written as a collection of journal entries. In journals, authors share experiences from their own lives—as they happen. Each entry in a journal usually begins with a date. The dates help readers follow the **sequence of events** and know how much time passed between entries. Clue words such as *after* and *tonight* also show the sequence of events.

Using a graphic organizer like the one below can help you describe the overall structure of a text organized by sequence of events. What is the first date and event in “Antarctic Journal”?



**RI.4.3** explain events/procedures/ideas/concepts in a text; **RI.4.4** determine the meaning of general academic and domain-specific words and phrases; **RI.4.5** describe the overall structure of a text or part of a text; **L.4.5a** explain the meaning of similes and metaphors in context; **L.4.6** acquire and use general academic and domain-specific words and phrases

## Domain-Specific Vocabulary

Nonfiction often focuses on specific topics. Areas of knowledge are called **domains**. Every domain has its own set of words. For example, the words *krill* and *phytoplankton* are important to the subject of the ocean ecosystem. When you come across **domain-specific words**, look for **clues** to the meaning. On page 382, the words *tiny* and *shrimplike* are clues for *krill*.



## Simile and Metaphor

**Similes** and **metaphors** are kinds of **figurative language** that compare one thing to something entirely different. A simile uses the word *like* or *as*, but a metaphor does not. *The penguins are men dressed in tuxedos* is a metaphor. This comparison helps you picture the black-and-white pattern of a penguin. When you read a simile or metaphor, think about what is being compared and what the comparison helps you picture.



# Your Turn



## RETURN TO THE ESSENTIAL QUESTION



Review the selection with a partner to prepare to discuss this question: *How are the different parts of an ecosystem connected?* As you discuss, take turns reviewing text evidence and explaining the key ideas.



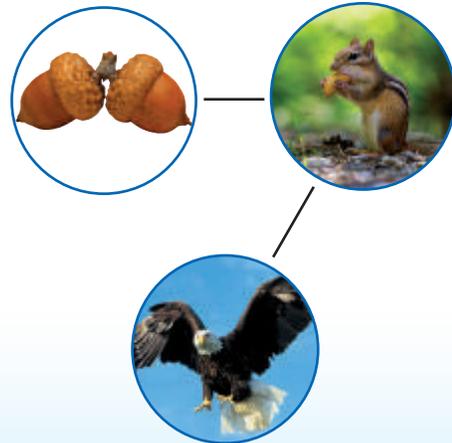
## Classroom Conversation

Continue your discussion of “Antarctic Journal” by explaining your answers to these questions:

- 1 Why are there so many rules when visiting Antarctica?
- 2 What are three things you’d take on a trip to Antarctica?
- 3 What do you think the author means when she calls the Antarctic the “last great wilderness on Earth”?

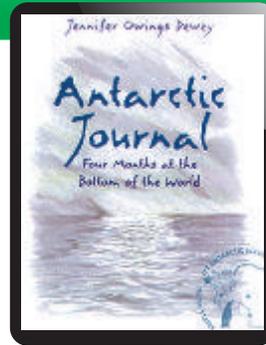
## KNOWING THE FACTS

**Follow the Food Chain** Draw an Antarctic food chain showing whales, krill, and phytoplankton. Then discuss this question with a partner: *What effects might the disappearance of the krill have on whales and other animals and on oceanic ecosystems?* Use text evidence from “Antarctic Journal” to explain your answers.



## WRITE ABOUT READING

**Response** The author chose to share information about her Antarctic adventure by writing a journal. Do you think that reading a journal about the Antarctic is more interesting than reading about it in a typical informational text? Why or why not? Write a paragraph expressing your opinion. Give reasons for your opinion, and support them with text evidence, facts, and details. Restate your opinion in the conclusion.



### Writing Tip

As you write your response, remember to use verb tenses correctly. Make sure your subjects and verbs agree.

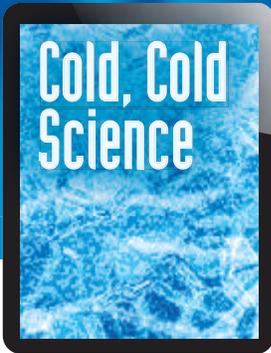


**RI.4.1** refer to details and examples when explaining what the text says explicitly and when drawing inferences; **RI.4.5** describe the overall structure of a text or part of a text; **W.4.1a** introduce a topic, state an opinion, and create an organizational structure; **W.4.1b** provide reasons supported by facts and details; **W.4.1d** provide a concluding statement or section; **W.4.9b** apply grade 4

Reading standards to informational texts; **SL.4.1d** review key ideas expressed and explain own ideas and understanding

## Lesson 13

# INFORMATIONAL TEXT



# Cold, Cold Science

by Dewey Badeaux

### ✓ GENRE

**Informational text**, such as this article, gives information about a topic. Each topic is often organized under a heading. Informational text usually includes photographs with captions or labels.

### ✓ TEXT FOCUS

#### **Secondhand Account**

A secondhand account gives information that the author did not learn through his or her own experience. The author did research in books, on the Internet, and perhaps talked to people who had experienced the events included in the article. A secondhand account is written in third-person point of view.

**At Palmer Station in Antarctica, scientists live and work in a world of ice. A giant ice sheet that covers the continent helps scientists at Palmer Station understand an environment that doesn't exist anywhere else on Earth.**



**RI.4.6** compare and contrast a firsthand and secondhand account of the same event or topic; **RI.4.9** integrate information from two

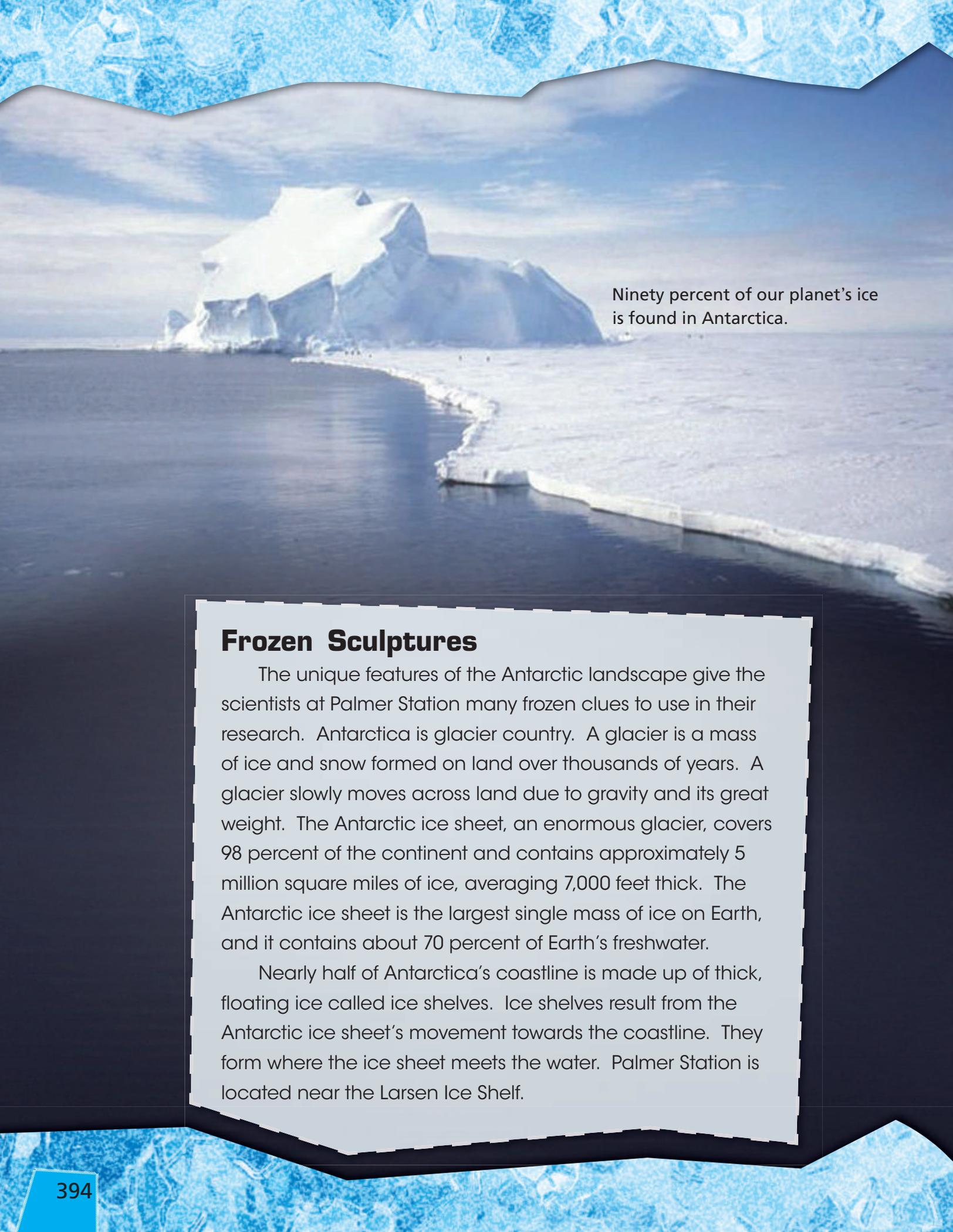
texts on the same topic

Palmer Station



## Home Away from Home

Palmer Station is one of three bases in Antarctica operated by the United States. It is located on Anvers Island, just west of the Antarctic Peninsula in the northwestern part of the continent. Scientists at Palmer Station live at the base year-round and perform field studies in the surrounding environment. One visiting writer, Kate Madin, said, "This town has a single purpose, and everyone here is a part of it: scientific research on the Antarctic coastal ecosystem."



Ninety percent of our planet's ice is found in Antarctica.

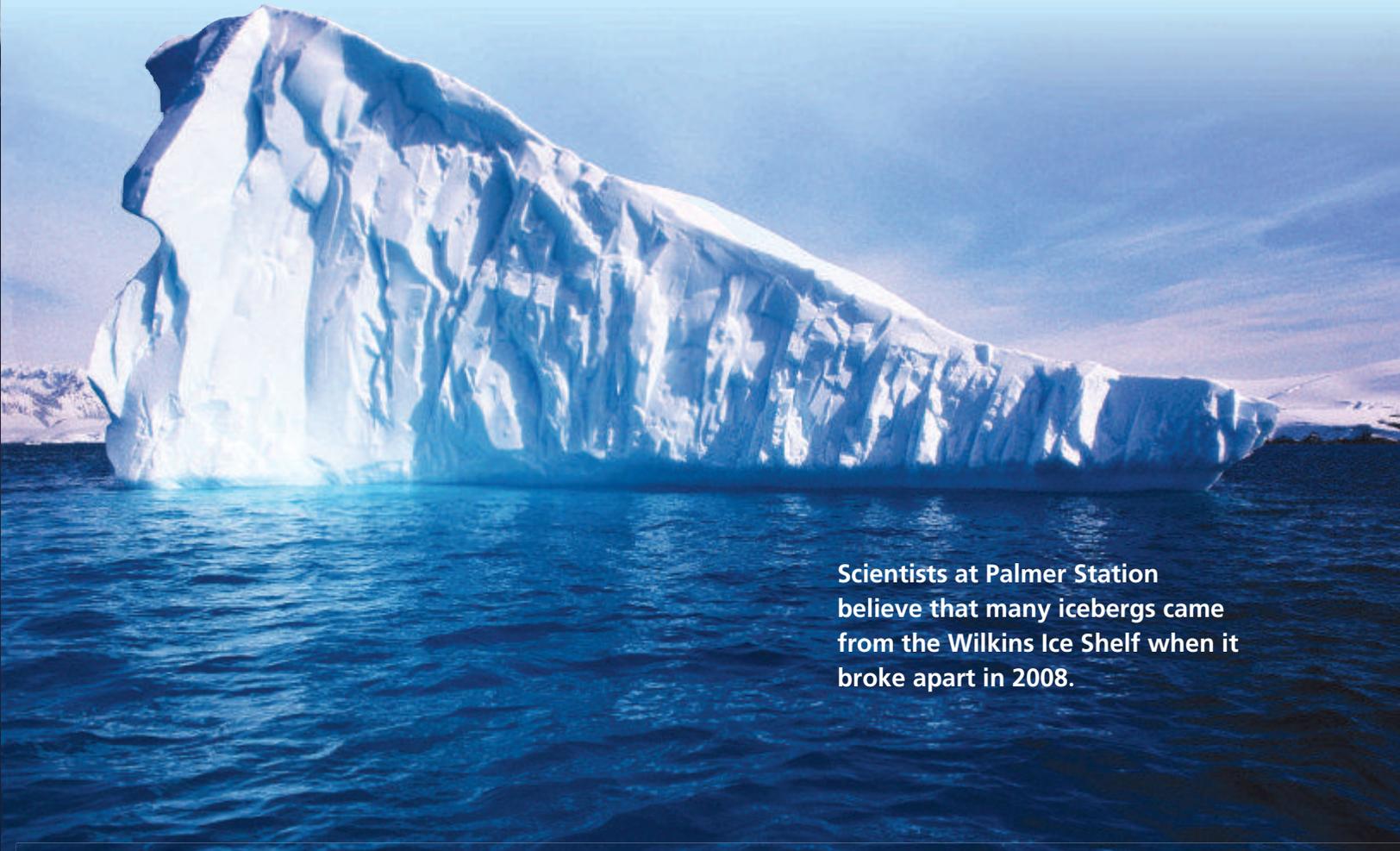
## Frozen Sculptures

The unique features of the Antarctic landscape give the scientists at Palmer Station many frozen clues to use in their research. Antarctica is glacier country. A glacier is a mass of ice and snow formed on land over thousands of years. A glacier slowly moves across land due to gravity and its great weight. The Antarctic ice sheet, an enormous glacier, covers 98 percent of the continent and contains approximately 5 million square miles of ice, averaging 7,000 feet thick. The Antarctic ice sheet is the largest single mass of ice on Earth, and it contains about 70 percent of Earth's freshwater.

Nearly half of Antarctica's coastline is made up of thick, floating ice called ice shelves. Ice shelves result from the Antarctic ice sheet's movement towards the coastline. They form where the ice sheet meets the water. Palmer Station is located near the Larsen Ice Shelf.

Icebergs can be seen in the frigid waters near Antarctica's coast. An iceberg is a large mass of floating ice broken off from a glacier or ice shelf. Icebergs can be the size of an automobile or a small country! An iceberg's movement is influenced by ocean currents and winds. Eventually, icebergs melt and disappear.

Scientists at Palmer Station study how the Antarctic ice sheet moves and how the temperature of the ocean changes over time. They learn how changes to the ice sheet and ice shelves affect animals that live in Antarctica. The scientists' work also helps them understand how changes in Earth's climate can impact the rest of the world.



Scientists at Palmer Station believe that many icebergs came from the Wilkins Ice Shelf when it broke apart in 2008.



Antarctic winds can reach speeds of 185 miles per hour!

## Winiest, Driest, Coldest

Antarctica is a place of climate extremes. Did you know that it is the windiest place on Earth? During a blizzard, the wind in Antarctica is so strong that it can change the shape of ice and rocks. The strongest winds are found along the coast of the continent and on the Antarctic Peninsula.

Antarctica may not be hot, but much of the continent is the driest place on Earth. It is a desert! Because the air is so cold and dry, it is hard for clouds to form and make rain or snow in the central part of the continent. Not only is Antarctica the world's driest desert, it's also the largest!

The temperature in Antarctica's interior during the winter can get as cold as  $-94^{\circ}$  F. However, in summer, the temperature along the Antarctic Peninsula can climb to almost  $60^{\circ}$  F. Because the conditions in Antarctica can be so harsh, scientists are very busy there during the warmer summer season. During certain weeks in summer, the sun does not set at all—there is daylight 24 hours a day! The warm temperatures cause the ice along the coast to melt and can impact Antarctica's wildlife.

## Antarctica's Wildlife

Zoologists are scientists who study wildlife, from very small to very large. At Palmer Station, scientists measure temperatures on the coast and in the ocean. They also get information from satellites that orbit the earth. This information helps zoologists learn how changes in climate affect the krill, seabirds, and other animals that make up Antarctica's ecosystem.

Krill live in the seas surrounding Antarctica. Similar to shrimp in size and structure, an individual Antarctic krill is about 2 inches long. Krill is an important source of food for much larger fish, birds, and mammals. Thousands of krill swim together in swarms, making it easy for whales, seals, and penguins to catch them.

Dragonfish, cod, and icefish live in the Southern Ocean, which surrounds Antarctica. These fish species mainly live at the bottom of the ocean and feed on krill and other creatures. Starfish, squid, and sea spiders live in the Southern Ocean as well.

Swarm of krill

Seals can be found relaxing in the cold waters of Antarctica. Of the many different types of seals in Antarctica, the elephant seal is the largest. A male elephant seal can weigh up to 8,000 lbs. Many scientists believe that seals are most similar to otters and skunks. On the other hand, other scientists believe seals are more closely related to bears!

Seals are able to hold their breath for a long time while swimming underwater. Some seals can swim up to 50 miles a day when they are hunting for krill, fish, and penguins.

Enormous whales live in the Southern Ocean, too. Like other mammals, whales need air to live. Most mammals, such as seals, breathe through their noses and mouths. Whales, however, breathe through an opening on the top of their heads. Humpbacks, orcas, and many other types of whales can be seen in the icy seas of Antarctica.



Elephant seal



Humpback whale

Different kinds of seabirds call Antarctica home. They live and nest on Antarctica's shores and look for food in the water. The albatross is one kind of seabird that lives in Antarctica. It has a wingspan of 11 feet, making it the largest flying bird in the world.

Penguins, another kind of seabird, live and nest in large groups. Unlike other seabirds, these black and white birds cannot fly. Penguins walk on land and swim in the Southern Ocean to look for food.

At Palmer Station, scientists are very interested in penguins. These scientists study how the sun, atmosphere, ocean, and food supply cause the penguin population to rise or fall. Because Antarctica is so isolated, scientists can focus on a single species and learn a lot about how that species survives.



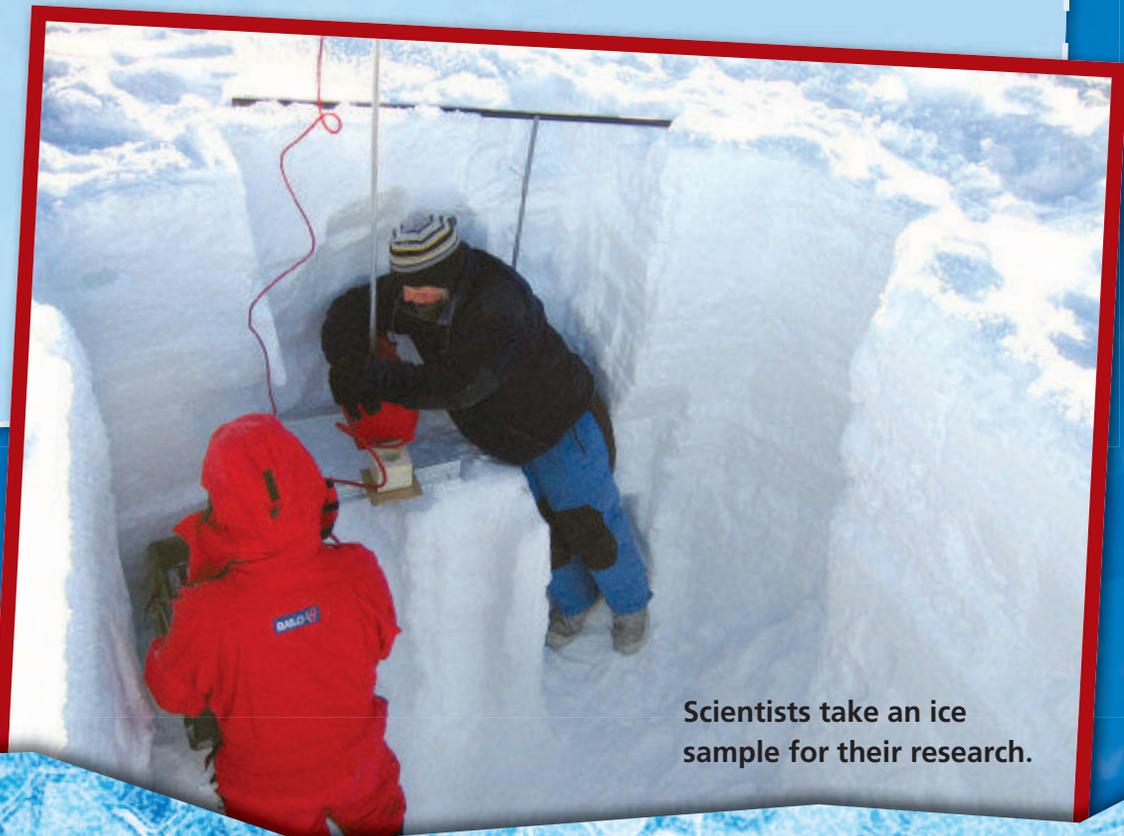
Emperor penguins

## Looking Back and to the Future

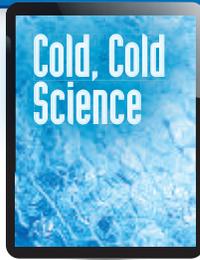
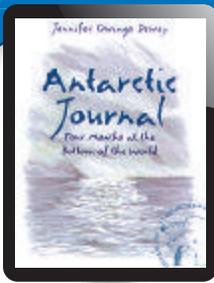
Fossils discovered on the islands near the Antarctic Peninsula have led many scientists to believe that Antarctica was once a much warmer place, where small, bird-like dinosaurs roamed the land. Fossils of ancient trees also suggest it was warm enough for flowers to bloom. Can you imagine Antarctica warm and sunny?

Too much sun, of course, is a problem. Scientists have discovered a hole in the ozone layer in the atmosphere above Antarctica. The ozone layer is a gaseous shield that protects us from the sun's powerful rays. Without this protection, most life on Earth could not survive. To help shrink the ozone hole, governments in many countries are teaming up to decrease pollution. In time, scientists believe this will help solve the problem.

The work that scientists do at Palmer Station allows people around the world to learn about our planet's climate, oceans, and animal life. By studying clues from the past and what is happening today, they also uncover information that helps us make important predictions about the future.



Scientists take an ice sample for their research.



# Compare Texts

## TEXT TO TEXT

**Compare Firsthand and Secondhand Accounts** “Antarctic Journal” is a firsthand account of Antarctica, written by someone who actually visited it. “Cold, Cold Science” is a secondhand account, written by an outside observer. How are the two accounts the same? How are they different? Discuss these questions with a partner. To speak knowledgeably, cite text evidence from both selections in your discussion.



## TEXT TO SELF

**Extreme Vacation** The Antarctic is an environment of extremes. Would you want to visit or work in Antarctica? Why or why not? Write a paragraph and provide reasons supported by facts and details. Make sure to clearly state your opinion.



## TEXT TO WORLD

**Understanding the Antarctic** Discuss with a group what information you learned from “Antarctic Journal” that was not in “Cold, Cold Science.” How did “Cold, Cold Science” add to your understanding of Jennifer Owings Dewey’s experience?



**RI.4.6** compare and contrast a firsthand and secondhand account of the same event or topic; **RI.4.9** integrate information from two texts on the same topic; **W.4.1a** introduce a topic, state an opinion, and create an organizational structure; **W.4.1b** provide reasons supported by facts and details; **W.4.10** write routinely over extended time frames and shorter time frames

# Grammar



**What Are Modal Auxiliaries?** **Helping verbs** are verbs that work with a **main verb** but do not show action themselves. For example, in the sentence *I am running*, *am* is a helping verb that shows when the action is happening. Another type of helping verb, called the **modal auxiliary**, shows how things could be or should be. Modal auxiliaries include *may*, *might*, *can*, *could*, and *must*.

Modal Auxiliary	Example	Meaning
<i>may, might</i>	You <u>may</u> get lost in the Antarctic wilderness.	The action could take place but is not likely to.
<i>can</i>	People <u>can</u> get frostbite in the freezing cold.	It is possible that the action will take place.
<i>could</i>	Dr. Ernst <u>could</u> arrive as early as tomorrow.	It is unknown how likely or unlikely the action is to happen.
<i>must</i>	You <u>must</u> wear layers of clothes in this bitterly cold climate.	The action absolutely has to take place.

## Try This!

**Work with a partner. Point out the main verb and modal auxiliary in each sentence. Then discuss the meaning of each modal auxiliary.**

- 1 People can become lonely in Antarctica.
- 2 The scientist might fly home early.
- 3 The other group members could stay for several weeks.
- 4 The scientist must make up his mind by tomorrow.

You can use helping verbs to make the meaning of your sentences even clearer to your readers. Modal auxiliaries, such as *can*, *may*, *might*, *must*, and *could*, let your readers know how likely it is that an action or event will happen.

Action could take place,  
but isn't likely to



Shauna **might** go to Antarctica someday.

Action absolutely has  
to take place



Dr. Patillo **must** fly to Antarctica today.



### Connect Grammar to Writing

As you revise your persuasive letter, look for places where modal auxiliaries could make your meaning clearer. If you have used any helping verbs, make sure that you have used them correctly.



**W.4.1a** introduce a topic, state an opinion, and create an organizational structure; **W.4.1b** provide reasons supported by facts and details; **W.4.4** produce writing in which development and organization are appropriate to task, purpose, and audience; **L.4.1c** use modal auxiliaries to convey various conditions

# Opinion Writing

**✓ Ideas** One way of convincing people to do or believe something is by writing a **persuasive letter**. Start a persuasive letter by introducing your topic and clearly stating your opinion. Include reasons for your opinion, along with facts and details to support those reasons. Your letter should include a heading, salutation, closing, and signature.



Jenna wrote a persuasive letter asking her teacher to approve a class field trip. She revised her introduction to clearly introduce her topic and state her opinion and added reasons to support her opinion.



## Writing Traits Checklist

### ✓ Ideas

Did I give reasons and support them with facts and details?

### ✓ Organization

Did I use all parts of the letter correctly?

### ✓ Word Choice

Did I choose words that were convincing?

### ✓ Voice

Is the tone of my letter friendly and positive?

### ✓ Sentence Fluency

Did I use modal auxiliaries correctly?

### ✓ Conventions

Did I use correct spelling, grammar, and mechanics?

## Revised Draft

I believe that going to the New England Aquarium would be the perfect field trip for our class.

~~Our class never gets to go anywhere exciting!~~ As you know, we <sup>have</sup> read about

penguins in Antarctica. Now we want

to learn more about them. ~~So instead of going on a field trip to the aquarium we would like to go to the New England Aquarium.~~ <sup>Going on a field trip to the aquarium would make learning fun and exciting for the whole class!</sup>

## Final Copy

4680 Pine Avenue  
Boston, MA 02101  
November 8, 2013

Dear Ms. Beal,

I believe that going to the New England Aquarium would be the perfect field trip for our class. As you know, we have read about penguins in Antarctica. Now we want to learn more about them. Going on a field trip to the aquarium would make learning fun and exciting for the whole class! We would see the three different kinds of penguins that live there. We could learn more about their habitats. The trip would be almost as good as visiting Antarctica.

In conclusion, I hope you will consider my idea for a field trip. I think a trip to the New England Aquarium would be awesome for everyone!

Sincerely,  
Jenna Morgan

### Reading as a Writer

How did Jenna change her first sentence? As you write your letter, revise your introduction so that it clearly states your opinion on the topic.

In my final paper, I revised my first sentence with a new introduction that tells the reader my feelings. Then I checked that I used helping verbs correctly.

